

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: S. D. SPADY ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Martha O'Hare

SAC Chair: Katie Knight

Superintendent: E. Wayne Gent

Date of School Board Approval: December, 2012

Last Modified on: 10/24/2012

Gerard Robinson, Commissioner  
Florida Department of Education  
325 West Gaines Street  
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## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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	Martha O'Hare	M. Ed. Reading Education K-12, Administration and Supervision K-6, School Principal and ESOL Endorsement, B. S. Elementary Education, AMS Primary 3-6, Elementary 6-12 Montessori Credentials, Teachers College Reading Workshop Training, 2012	12	23	Principal at S. D. Spady Elementary 2011-2012 A Grade 2010-2011 A Grade and did not meet AYP 2009-2010 A Grade and did not meet AYP 2008-2009 A Grade and met AYP 2007-2008 A Grade and did not meet AYP 2006-2007 A Grade and did not meet AYP 2005-2006 A Grade and met AYP 2004-2005 A Grade and met AYP
		BS Elementary Education and Special Education  MS Educational Leadership			Assistant Principal at S. D. Spady 2011-2012 A Grade 2010-2011

Assis Principal	Rona Tata	ESOL, SLD, VE and Ed Leadership Certification Leadership Delray, TEAM Training, Teachers College Reading Workshop Training, 2012	6	6	A Grade and did not meet AYP 2009-2010 A Grade and did not meet AYP 2008-2009 A Grade and met AYP 2007-2008 A Grade and did not meet AYP 2006-2007 A Grade and did not meet AYP
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### 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)
No coaches	No coaches	No coaches			No coaches

### 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	Teachers new to the school are given a full day workshop to introduce them to the processes and procedures, the school Single School Culture and discipline system	Administration and Montessori Magnet Coordinator	Beginning of the year or when entering the school	
2	Regular meetings of teachers new to the school with the Assistant Principal	Assistant Principal	ongoing	
3	Regular meetings of teachers new to the school with the Montessori Magnet Coordinator	Montessori Magnet Coordinator	ongoing	
4	Partnering new teachers with mentor experienced teacher	Assistant Principal	Beginning of the year or when entering the school	
5	Dialogue with the American Montessori Society, Public School Montessorian and Montessori Teacher Training Centers to recruit quality certified teachers	Principal	ongoing	
6	Regular workshops are offered to all new teachers on Conscious Discipline and classroom management	Montessori Magnet Coordinator	ongoing	

### Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
There are currently no instructional staff teaching out of field. All paraprofessionals are highly-qualified.	

### 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
47	2.1%(1)	19.1%(9)	25.5%(12)	55.3%(26)	53.2%(25)	100.0%(47)	8.5%(4)	12.8%(6)	89.4%(42)

### 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
Katie Knight	Regina Cabadaidis	Katie Knight is an experienced teacher with five years experience in the Montessori Early Childhood setting and her students demonstrate high performance levels.	The mentor and mentee meet biweekly in a Professional Learning Community to discuss data and instructional practices and evidence-based strategies. The mentee is given release time to observe the mentor. Time is given for feedback, coaching and planning.
Karen Danca	No new teacher	Karen Danca is an experienced teacher with 23 years experience in the Montessori ESE setting and her students demonstrate high performance levels.	The mentor and mentee meet biweekly in a Professional Learning Community to discuss data and instructional practices and evidence-based strategies. The mentee is given release time to observe the mentor. Time is given for the feedback, coaching and planning
Nancy Hodge	No new teacher	Nancy Hodge is an experienced teacher with 19 years experience in the Montessori Early Childhood setting and her students demonstrate high performance levels.	The mentor and mentee meet biweekly in a Professional Learning Community to discuss data and instructional practices and evidence-based strategies. The mentee is given release time to observe the mentor. Time is given for feedback, coaching and planning.
Susan Beck	Hope Atchinson	Susan Beck is an experienced teacher with 15 years experience in the Montessori Lower Elementary setting and her students demonstrate high performance levels.	The mentor and mentee meet biweekly in a Professional Learning Community to discuss data and instructional practices and evidence-based strategies. The mentee is given release time to observe the mentor. Time is given for feedback, coaching and planning.
		Ruth Santiago is an experienced teacher with 6 years experience in	The mentor and mentee meet biweekly in a Professional Learning Community to discuss

Ruth Santiago	Melissa Antonelli	the Montessori Lower Elementary setting and her students demonstrate high performance levels.	data and instructional practices and evidence-based strategies. The mentee is given release time to observe the mentor. Time is given for feedback, coaching and planning.
Sarah Vollman	No New Teachers	Sarah Vollman is an experienced teacher with 7 years experience in the Montessori Upper Elementary setting and her students demonstrate high performance levels.	the mentor and mentee meet bimonthly in a Professional Learning Community to discuss data and instructional practices and evidence-based strategies. The mentee is given release time to observe the mentor. Time is given for feedback, coaching and planning.

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

SAI Funds provide Reading Intervention for the lowest 25% of students in reading in 2nd and 3rd grades. In addition SAI Funds are used to provide summer school for Level 1 3rd grade students.

Violence Prevention Programs

District-wide implementation of the School-wide Positive Behavior Support as well as Appreciation of Multicultural Diversity.

Nutrition Programs

The Health Care District of Palm Beach County supplies a school Nurse who provides nutrition information to all students in PK-Grade 2.

Participation in the HealthierUS School Challenge initiative to create healthier school environments through promotion of nutrition and physical activity. The program includes the adoption of school policies that promote healthy eating and physical

activity, the provision of resources to achieve success and fostering environments that support a healthy lifestyle in school, at home and throughout the community.

#### Housing Programs

#### Head Start

If requested, a representative from Early Childhood will attend meetings four times a year at the Delray Full Service Center as a part of the Head Start Education Committee. The goal of the committee is to establish educational practices that will ensure success in the transition of Head Start preschool students to kindergarten at surrounding public schools.

#### Adult Education

#### Career and Technical Education

#### Job Training

#### Other

Required Instruction Listed in 1003.42(2) F. S., as applicable to appropriate grade levels. S. D. Spady sixth grade students participate in the Montessori Model United Nations. The MMUN is a simulation of actual UN committees with students assuming the roles of delegates. It is a year-long process of extensive research, expository and persuasive writing, public speaking and debate, during which time students will learn to use critical thinking and conflict resolution skills to support and defend the needs of the many who are unable to speak up for themselves.

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

#### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school-based RtI Team (SBT) is comprised of the following members: Martha K. O'Hare, Principal; Rona Tata, Assistant Principal and ELL Contact; Karen Danca, ESE Contact; Robin Bast, School Psychologist; the appropriate classroom teacher(s); and Maria Roberts, Guidance Counselor.

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 by 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 ESE Coordinator, School Psychologist and Guidance Counselor will assist in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 3 interventions, and offer professional development and technical assistance.

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

The school-based RtI Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. The team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI 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, ESE Coordinator, guidance counselor) and report back on all data collected for further discussion at future meetings.

\* Problem Solving Model

The four steps of the Problem Solving Model are:

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

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

Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.  
Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.  
The problem solving process is self-correcting, and, if necessary, cycles in order to achieve the best outcomes for all students.

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

Members of the school-based RtI Team meet with the School Leadership Team and the School Advisory Council (SAC) and help develop the FY13 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets, and deficit areas will be discussed.  
Topics for discussion include, but are not limited to, the following:  
FCAT scores and the lowest 25%, AYP and subgroups. strengths and weaknesses of intensive programs, mentoring, tutoring, and other services.  
The ESE Coordinator, School Psychologist or Guidance Counselor will provide professional development for the SAC members on the RtI process.

### MTSS Implementation

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

Baseline data: Florida Comprehensive Assessment Test (FCAT), Curriculum Based Measures, Florida Kindergarten Readiness Screener (FLKRS), Palm Beach County Fall Diagnostics, Palm Beach Writes, Fountas and Pinnell Literacy Assessment System, Diagnostic Assessment for Reading (DAR), Comprehensive English Language Learning Assessment (CELLA), Office Discipline Referrals, Retentions, and Absences

Midyear data: Palm Beach County Winter Diagnostics, Palm Beach Writes, Fountas and Pinnell Literacy Assessment System

End of year data: Florida Comprehensive Assessment Test (FCAT), FCAT Writes, Fountas and Pinnell Literacy Assessment System

Frequency of required Data Analysis and Action Planning Days:  
Once within a cycle of instruction (12 weeks)

Describe the plan to train staff on MTSS.

All instructional staff attend a one-hour workshop on the RtI process in each school year. Professional development will be offered to the ESE Coordinator, School Psychologist or Guidance Counselor by district staff every Monday during FY13. The school-based ESE Coordinator, School Psychologist or Guidance Counselor will provide in-service to the faculty at faculty meetings. These in-service opportunities will include, but are not limited to, the following:  
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.

Follow District guidelines as provided by Safe Schools.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

The school-based Literacy Leadership Team is comprised of the following members: Martha K. O'Hare, Principal; Rona Tata, Assistant Principal and ELL Contact; Teresa Thomas, Montessori Magnet Coordinator; Karen Danca, ESE Contact; Early Childhood Team Leaders, Nancy Hodge and Katie Knight; Lower Elementary Team Leaders, Susan Beck, Eric Gonzalez, and

Elizabeth Paul; Upper Elementary Team Leaders, Sarah Vollman and Christina Resmondo; Fine Arts Team Leader, Linda Kunesh; and Donna Jean Morrison, SAI Teacher.

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

The school-based Literacy Leadership Team meets monthly to review reading data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. The agenda will include discussion of the School Improvement reading goals and progress as well as identification of new strategies/activities to implement. As additional needs and concerns arise, the Literacy Leadership Team will investigate the concern, study and plan a course of action, implement the action, analyze its effectiveness, and reflect on the process. This will be a continuous process throughout the school year.

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

The Literacy Leadership Team will help with implementation of initiatives to improve reading comprehension, vocabulary and oral language instruction. In addition they will review research-based strategies and progress monitoring tools for use with Tier 2 and Tier 3 students.  
The Literacy Leadership Team will plan staff development for the following: Reading and Writing Workshop in Grades K-6; Reading Comprehension Instruction including creating mental images, background knowledge, asking questions, making inferences, determining the most important ideas or themes, synthesizing information and using "fix up" strategies; and Vocabulary Development using word walls in all grades.

## 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.

## \*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:	On the 2013 FCAT Reading Test, the number of students scoring at proficiency will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT Reading data the percent of students who scored at proficiency decreased by 7%. Performance on 2012 FCAT indicated that 70% of students (176 students) scored at proficiency in reading.	80% of students (203 students) will score at proficiency on 2013 FCAT Reading.

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increase the use of research-based instructional strategies.	All instructional staff will participate in a book discussion of "The Art and Science of Teaching" by Robert J. Marzano.	Principal and Assistant Principal	Classroom Observations by Administration	FCAT, Classroom Assessments, Fountas and Pinnell Reading Assessment Results, District Reading Diagnostic, SRI, CORE K-12
2	The comprehensive support services for specific students are limited.	Teachers will determine core instructional needs by reviewing assessment data and plan differentiated instruction using evidence-based instruction/interventions within the 90-minute reading block.	Principal, Assistant Principal, Literacy Leadership Team	The school-based Literacy Leadership Team will meet monthly to review and monitor reading data and strategy implementation.	Classroom Assessments, Fountas and Pinnell Reading Assessment Results, District Reading Diagnostic, SRI
3	Anticipated time constraints as teachers attempt to integrate vocabulary across subject areas.	Teachers will integrate more extensive vocabulary experiences including interactive word walls, individual student glossaries, anchor charts, concept maps, etc. and promote critical thinking through higher-order questioning.	Principal, Assistant Principal, Literacy Leadership Team	The school-based Literacy Leadership Team will meet monthly to review and monitor reading data and strategy implementation.	Classroom Assessments, Fountas and Pinnell Reading Assessment Results, District Reading Diagnostic, SRI
4	Lack of prior knowledge and vocabulary about the world.	Upper elementary students will participate in the Montessori Model United Nations (MMUN) a year-long process of extensive research, expository and persuasive writing, public speaking and debate, during which time students will learn to use critical thinking and conflict resolution skills.	Principal, Assistant Principal, Literacy Leadership Team	After the MMUN trip to NYC, the 6th graders will help the other club members prepare for a "Spady Model UN" in May. A pretest/posttest will provide data on students' learning about the UN, environment and peace. Students will create a blog to provide anecdotal evidence and to record the MMUN club's progress, events at Spady and the trip to	Classroom Assessments, Fountas and Pinnell Reading Assessment Results, District Reading Diagnostic, SRI

				NYC.	
5	Increased reading comprehension expectations and emphasis on reading complex texts with the Common Core State Standards.	Teachers will attend training and implement Reading Workshop strategies including increased independent reading and individual student conferences.	Principal, Assistant Principal, Literacy Leadership Team	The school-based Literacy Leadership Team will meet monthly to review and monitor reading data and strategy implementation.	Classroom Assessments, Fountas and Pinnell Reading Assessment, District Reading Diagnostic Assessment and SRI data.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	On the 2013 FCAT Reading Test, the number of students scoring above proficiency will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT data, 40% of students (100) scored above proficiency in reading.	45% of students (114) will achieve above proficiency on the 2013 FCAT Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Anticipated time constraints as teachers prioritize time to work with low performing students.	Teachers will model and demonstrate the Seven Keys to Reading Comprehension continuing to support and reinforce skills in Reading Workshop groups and conferences throughout the year.	Principal, Assistant Principal, Literacy Leadership Team	The school-based Literacy Leadership Team will meet monthly to review and monitor reading data and strategy implementation.	Classroom Assessments, Fountas and Pinnell Reading Assessment results, District Reading Diagnostic results and SRI data.
	Increased reading comprehension expectations and	Teachers will attend training and implement Reading Workshop	Principal, Assistant Principal, Literacy Leadership Team	The school-based Literacy Leadership Team will meet monthly to	Classroom Assessments, Fountas and Pinnell

2	emphasis on reading complex texts with the Common Core State Standards.	strategies including increased independent reading and individual student conferences.	review and monitor reading data and strategy implementation.	Reading Assessment, District Reading Diagnostic Assessment and SRI data.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:	Not applicable.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable.	Not applicable.

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	On the 2013 FCAT Reading Test, the percentage of students making learning gains will increase by 9%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Analysis of 2012 FCAT Reading data indicates that the percent of students making learning gains in reading decreased by 9%. Performance on 2012 FCAT Reading indicated that 66% of students (108 students) made learning gains in reading.	75% of students (128 students) will make learning gains on the 2013 FCAT Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' attitudes toward reading and their ability to be successful.	Targeted students in grades K-6 will be involved in a 30-minute Intensive Remediation program daily in-school and/or after school reading tutoring program.	Principal, Assistant Principal, Literacy Leadership Team	The school-based Literacy Leadership Team will meet monthly to review and monitor reading data and strategy implementation.	Classroom Assessments, Fountas and Pinnell Reading Assessments, District Reading Diagnostics, and SRI results.
2	Increased reading comprehension expectations with the Common Core State Standards.	Targeted students in grades 3-6 will be involved in an after school tutorial reading program utilizing computer assisted	Principal, Assistant Principal, Literacy Leadership Team	The school-based Literacy Leadership Team will meet monthly to review and monitor reading data and strategy implementation.	Classroom Assessments, Fountas and Pinnell Reading Assessment, District Reading

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:	Not applicable.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable.	Not applicable.

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	On the 2013 FCAT Reading Test, the percentage of students in the lowest 25% demonstrating learning gains will increase by 20%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Analysis of 2012 FCAT Reading data indicates that the percent of students in the lowest 25% making learning gains in reading decreased by 24%. 2012 FCAT Reading data indicates that 50% percent of students (20 students) in the lowest 25% made learning gains in reading.	70% of students (32 students) in the lowest 25% will demonstrate learning gains on the 2013 FCAT Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Support services for specific students are limited.	Teachers will identify students' pattern of need, group students accordingly and plan targeted differentiated instruction using evidence-based interventions for a minimum of 20 minutes in addition to the 90-minute reading block.	Principal, Assistant Principal, Literacy Leadership Team	The school-based Literacy Leadership Team will meet monthly to review and monitor reading data and strategy implementation.	Classroom Assessments, Fountas and Pinnell Reading Assessment Results, District Reading Diagnostic, SRI results
2	Time constraints on teachers for administering assessments and preparing data.	All staff will utilize the Triple i (III) Notebook to monitor and plan intervention instruction in reading and math.	Principal, Assistant Principal, RTI Team	Intervention data will be collected bi-weekly and be monitored by the RTI team to determine if interventions are meeting the areas of need.	Based on the intervention being used, a research based assessment will be performed weekly for each iii

					student.
3	Increased reading comprehension expectations with the Common Core State Standards.	Targeted students in grades 3-6 will be involved in an after school tutorial reading program utilizing computer assisted technology.	Principal, Assistant Principal, Literacy Leadership Team	The school-based Literacy Leadership Team will meet monthly to review and monitor reading data and strategy implementation.	Classroom Assessments, Fountas and Pinnell Reading Assessment, District Reading Diagnostic Assessment and SRI data.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # In six years, our school will reduce the achievement gap by 50% 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	69%	72%	75%	77%	80%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	On the 2013 FCAT Reading Test, the following subgroups did not meet the 2012 reading targets: Hispanic and White All subgroups will meet the 2013 targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Analysis of 2012 FCAT Reading data indicates that the following subgroups did not make satisfactory progress: Hispanic 40% and White 18%.	By 2013 47% of Black students, 35% of Hispanic students and 13% white students will not 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	Time to provide interventions and remediation	Group students based on targeted need and provide research-based interventions for a minimum of 20 minutes daily in addition to the 90-minute reading block.	Principal, Assistant Principal, Literacy Leadership Team	The school-based Literacy Leadership Team will meet monthly to review and monitor reading data and strategy implementation.	Classroom Assessments, Fountas and Pinnell Reading Assessment Results, District Reading Diagnostic, SRI results
2	Increased reading comprehension expectations with the Common Core State Standards.	Targeted students in grades 3-6 will be involved in an after school tutorial reading program utilizing computer assisted technology.	Principal, Assistant Principal, Literacy Leadership Team	The school-based Literacy Leadership Team will meet monthly to review and monitor reading data and strategy implementation.	Classroom Assessments, Fountas and Pinnell Reading Assessment, District Reading Diagnostic Assessment and SRI data.

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

5C. English Language Learners (ELL) not making	
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satisfactory progress in reading. Reading Goal #5C:	Not applicable.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable.	Not applicable.

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	On the 2013 FCAT Reading Test, students with disabilities did not meet reading targets. Students with disabilities will meet reading targets in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Analysis of 2012 FCAT Reading data indicates 74% of students with disabilities did not make satisfactory progress.	62% of students with disabilities will not make satisfactory progress in 2013.

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	Identifying targeted needs of students and matching appropriate interventions	ESE teachers and classroom teachers will work together to plan targeted interventions for student not making gains.	Principal, Assistant Principal, ESE Contact	The school-based Literacy Leadership Team will meet monthly to review and monitor reading data and strategy implementation.	Classroom Assessments, Fountas and Pinnell Reading Assessment Results, District Reading Diagnostic, SRI results
2	Training needed for ESE and inclusion teacher.	ESE and Inclusion teachers will include higher-order questions in lesson plans and post anchor charts in the classrooms.	Principal, Assistant Principal, ESE Contact, Literacy Leadership Team	The Literacy Leadership Team will meet monthly to review and monitor reading data and strategy implementation.	Classroom Assessments, Fountas and Pinnell Reading Assessment Results, District Reading Diagnostic and SRI results.
3	Students' attitudes about reading and their ability to be successful	Selected Students with Disabilities will be assigned a mentor to meet with them monthly to review their assessments in reading.	Principal, Assistant Principal, ESE Contact, Literacy Leadership Team	The Literacy Leadership Team will meet monthly to review and monitor reading data and strategy implementation	Student Achievement Profiles, mentor lists, classroom assessments, Fountas and Pinnell Reading Assessments, District Reading Diagnostic and SRI 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:	On the 2012 FCAT Reading Test, economically disadvantaged students met the reading target. The economically disadvantaged students will meet the reading target in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 economically disadvantaged students not making satisfactory progress, 42%, met the reading target.	In 2013 43% of economically disadvantaged students will not 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	Limited time to provide interventions and remediation.	Teachers will plan evidence-based interventions to identified students for a minimum of 20 minutes daily in addition to the 90-minute reading block.	Principal, Assistant Principal, Literacy Leadership Team	The school-based Literacy Leadership Team will meet monthly to review and monitor reading data and strategy implementation.	Classroom Assessments, Fountas and Pinnell Reading Assessment Results, District Reading Diagnostic, SRI results
2	Students' attitudes about reading and their ability to be successful	Selected students in grades 2-4 will be involved in a reading counts club.	Principal, Assistant Principal, Literacy Leadership Team	The school-based Literacy Leadership Team will meet monthly to review and monitor reading data and strategy implementation.	Reading Counts and SRI data
3	Coordinating schedules between mentors and mentees.	Teachers will meet with select ED students each trimester to review their assessments in reading	Principal, Assistant Principal, Literacy Leadership Team	The school-based Literacy Leadership Team will meet monthly to review and monitor reading data and strategy implementation.	Classroom Assessments, Fountas and Pinnell Reading Assessment Results, District Reading Diagnostic, SRI results.
4	Increased reading comprehension expectations with the Common Core State Standards.	Targeted students in grades 3-6 will be involved in an after school tutorial reading program utilizing computer assisted technology.	Principal, Assistant Principal, Literacy Leadership Team	The school-based Literacy Leadership Team will meet monthly to review and monitor reading data and strategy implementation.	Classroom Assessments, Fountas and Pinnell Reading Assessment, District Reading Diagnostic Assessment and SRI data.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Reading Workshop	PK-6	Principal, Assistant Principal, Magnet Coordinator, Team Leaders, District Personnel	All Teachers	Professional Development Days, LTPs, Faculty Meetings throughout the year	Classroom Walkthroughs, observations, discussion at LTP, review of student documents	Administration and Leadership Team
Common Core State Standards	PK-6	Principal, Assistant Principal, Magnet Coordinator, Team Leaders, District Personnel	All Teachers	Professional Development Days, LTPs, Faculty Meetings throughout the year	Classroom Walkthroughs, observations, discussion at LTP, review of student documents	Administration and Leadership Team
Marzano "The Art and Science of Teaching"	PK-6	Principal, Assistant Principal, Magnet Coordinator, Team Leaders, District Personnel	All Teachers	Professional Development Days, LTPs, Faculty Meetings throughout the year	Classroom Walkthroughs, observations, discussion at LTP, review of student documents	Administration and Leadership Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide Reading and Writing Workshop strategies in the classroom daily.	Purchase "Making Your Teaching Stick" by Lucy Calkins	Internal Accounts	\$250.00
Provide Reading and Writing Workshop strategies in the classroom daily.	Purchase "just right" books for classroom libraries	Internal Accounts, PTA, Grants	\$3,000.00
Provide Reading and Writing Workshop strategies in the classroom daily.	Purchase resource materials, Lucy Calkins "Units of Study for Teaching Reading"	Internal Accounts	\$1,200.00
Targeted students in grades K-6 will be involved in a 30-minute Intensive Remediation program daily in-school and/or after school reading tutoring program.	Hire two teachers for Afterschool Tutorial	School Advisory Council Funds	\$1,500.00
			Subtotal: \$5,950.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Targeted students in grades K-6 will be involved in a 30-minute Intensive Remediation program daily in-school and/or after school reading tutoring program.	Purchase yearly license for "Razz Reading" for use in tutoring	Internal Accounts	\$270.00
Targeted students in grades K-6 will be involved in a 30-minute Intensive Remediation program daily in-school and/or after school reading tutoring program.	Create second computer lab and purchase computers	Internal Accounts	\$3,000.00
			Subtotal: \$3,270.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide Reading and Writing Workshop strategies in the classroom daily.	Purchase "Pathways to the Common Core" by Lucy Calkins	Internal Accounts	\$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: \$9,470.00



## 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:		70% of students (13 students) will score at proficiency in listening/speaking on the 2013 CELLA.			
2012 Current Percent of Students Proficient in listening/speaking:					
Based on 2012 CELLA data the percent of students who scored at proficiency increased by 25%. Performance on the 2012 CELLA indicated that 67% of students (10 students) scored at proficiency 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	Lack of a CLF or ESOL teacher for support	Provide iii instruction in oral language and/or vocabulary to students with low CELLA scores	iii Teacher, Principal, Assistant Principal	Bi-weekly assessments results conducted and tracked by iii Teacher.	CELLA
2	Need for literacy and language support for second language students.	Provide Reading and Writing Workshop strategies in the classroom daily.	Principal, Assistant Principal, Classroom Teacher	Individual Student Conferences, F&P Literacy Assessment	Classroom Assessments, Fountas and Pinnell Reading Assessment Results, District Reading Diagnostic, SRI

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal #2:		50% of students (10 student) will score at proficiency in reading on the 2013 CELLA.			
2012 Current Percent of Students Proficient in reading:					
Based on 2012 CELLA data the percent of students who scored at proficiency decreased by 11%. Performance on the 2012 CELLA indicated that 20% of students (3 students) scored at proficiency 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	Need for literacy and language support for second language students.	Provide Reading and Writing Workshop strategies in the classroom daily.	Principal, Assistant Principal, Classroom Teacher	Individual Student Conferences, F&P Literacy Assessment	Classroom Assessments, Fountas and Pinnell Reading Assessment Results, District Reading Diagnostic, 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:	50% of students (10 student) will score at proficiency in writing on the 2013 CELLA.
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2012 Current Percent of Students Proficient in writing:

Based on 2012 CELLA data the percent of students who scored at proficiency increased by 25%. Performance on the 2012 CELLA indicated that 40% of students (6 students) scored at proficiency 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	Challenge of implementing new techniques and strategies as they are learned.	Teachers will implement Lucy Calkins Units of Study for Teaching Writing, utilizing modeling, guided practice, inquiry, explaining and sharing examples from literature in large and small group instruction as well as conferring daily.	Principal, Assistant Principal	The school-based Leadership Team will meet monthly to review and monitor writing data and strategy implementation.	Palm Beach Writes and FCAT Writes results

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Targeted students in grades K-6 will be involved in a 30-minute Intensive Remediation program daily in-school and/or after school reading tutoring program.	Purchase Vocabulary materials for use in Intensive Remediation	Internal Accounts	\$1,200.00
Subtotal:			\$1,200.00
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:			\$1,200.00

# Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	On the 2013 FCAT Math Test, the number of students scoring 3 or above will increase by 14%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 Math FCAT results, the number of students proficient in Math decreased by 20%. 61% (154) of students scored 3, 4, or 5 on the Math FCAT in 2012.	75% (215) of students will score 3 or above on the 2013 FCAT Math Test.

## Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increase the use of research-based instructional strategies.	All instructional staff will participate in a book discussion of "The Art and Science of Teaching" by Robert J. Marzano.	Principal and Assistant Principal	Classroom Observations by Administration	FCAT, Classroom Assessments, Fountas and Pinnell Reading Assessment Results, District Reading Diagnostic, SRI, CORE K-12
2	Time constraints of integrating the Common Core Standards with the current math series and the Montessori curriculum.	Teachers will discuss the Go Math! "Essential Questions" and create anchor charts/shelf materials to provide vocabulary practice and opportunities to build connections among math concepts.	Principal, Assistant Principal, Leadership Team	The School Leadership Team will meet monthly to review and monitor math data and strategy implementation.	FCAT Diagnostic, Benchmark mini-assessments, FCAT
3	Increased performance expectations of the Common Core Standards.	Teachers will use mathematical model drawing techniques and Math Talk strategies to improve students' number and money sense and develop a deeper understanding of financial and word problems and diverse ways of solving them.	Principal, Assistant Principal, Leadership Team	The School Leadership Team will meet monthly to review and monitor math data and strategy implementation.	FCAT Diagnostic, Benchmark mini-assessments, FCAT Mathematics

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:	Not applicable.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable.	Not applicable.

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	On the 2013 FCAT Math Test, the number of students achieving at or above a level 4 will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT Math results, the percent of students who scored at or above achievement level 4 decreased by 7%. 31% of students (79 students) achieved at or above a level 4 on the 2012 Math FCAT.	41% of students (117 students) will achieve at or above a level 4 on the 2012 Math FCAT Test.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Training for teachers on investigative instruction	Teachers will provide Enrichment activities to targeted students in mathematics using computer assisted technology and/or Montessori materials	Principal, Assistant Principal and School Leadership Team	The school based Leadership Team will meet monthly to review and monitor math data and strategy implementation.	2013 FCAT Math
2	Scheduling conflicts and time constraints based on required teaching blocks.	Incorporate Spady garden in studies involving measurement, estimation, prediction and geometry.	Principal, Assistant Principal and School Leadership Team	The school based Leadership Team will meet monthly to review and monitor math data and strategy implementation.	Benchmark mini-assessments.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.  Mathematics Goal #2b:	Not applicable.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable.	Not applicable.

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

No Data Submitted

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	On the 2013 Math FCAT Test, the number of 4th - 6th grade students making learning gains will increase by 8%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Analysis of 2012 FCAT Math data revealed a need to develop operation, problem solving and statistics skills as well as base ten and fraction skills. On the 2012 Math FCAT, 67% of the 4th - 6th grade students (110 students) made learning gains (a decrease of 8%).	75% 4th - 6th students (56 students) will make learning gains on the 2013 Math FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited time for math support/remediation.	Students will receive targeted instruction on the use of Graphic Organizers to understand and solve math word problems.	Principal, Assistant Principal, School-based Leadership Team	The School-based Leadership Team will meet monthly to review and monitor math data and strategy implementation.	2013 FCAT Math

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:	Not applicable.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable.	Not applicable.

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	On the 2013 Math FCAT Test, the number of students in the lowest 25% making learning gains will increase by 15%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
Analysis of the 2012 Math FCAT results indicated that the number of students in the lowest 25% making learning gains in math decreased by 19%. 60% of the lowest 25% (25 students) made learning gains in math on the 2012 FCAT.	75% of the students (33 students) in the lowest 25% will make learning gains on the 2013 Math FCAT Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many students in the lowest 25% in math have a deficit in math fact fluency.	Teachers in grades 2 - 6 will use the Fastt Math program to assess math fact fluency and provide practice 3 - 5 times weekly based upon student needs.	Principal, Assistant Principal, School-based Leadership Team	The School-based Leadership Team will meet monthly to review and monitor math data and strategy implementation.	2013 Math FCAT
2	Many students with math deficits also experience reading deficiencies.	Teachers will identify students' patterns of need in math, plan targeted differentiated instruction using evidence-based interventions and provide extra support and/or tutoring.	Principal, Assistant Principal, School-based Leadership Team	The School-based Leadership Team will meet monthly to review and monitor math data and strategy implementation.	2013 Math FCAT

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #					
	In six years, the school will reduce the achievement gap by 50%.					
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	64%	68%	71%	74%	77%	

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:	On the 2013 Math FCAT Test, the following subgroups did not meet math targets: Black and Hispanic students. In 2013 all subgroups will meet math targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 students not making satisfactory progress in math: Black 57%, Hispanic 50%.	In 2013 46% black and 29% Hispanic students will not making satisfactory progress 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	Many students with math deficits also experience reading deficiencies.	Teachers will identify students' patterns of need in math, plan targeted differentiated instruction using	Principal, Assistant Principal, Leadership Team	The School Leadership Team will meet monthly to review and monitor math data and strategy implementation.	FCAT Diagnostic, Benchmark mini-assessments, FCAT Mathematics

		evidence-based interventions and provide extra support.			
2	Increased performance expectations of the Common Core Standards.	Teachers will use mathematical model drawing techniques and Math Talk strategies to improve students' number and money sense and develop a deeper understanding of financial and word problems and diverse ways of solving them.	Principal, Assistant Principal, Leadership Team	The School Leadership Team will meet monthly to review and monitor math data and strategy implementation.	FCAT Diagnostic, Benchmark mini-assessments, FCAT Mathematics implementation.

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:	Not applicable.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable.	Not applicable.

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	In 2012 Students with Disabilities did not make satisfactory progress in math. In 2013 Students with Disabilities will meet math targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% of Students with Disabilities did not make satisfactory progress in math	In 2013 53% of Students with Disabilities will not meet math targets.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time constraints	Use the Fastt Math intervention curriculum to provide weekly practice in math facts fluency.	Principal, Assistant Principal, ESE Contact	The School Leadership Team will meet monthly to review and monitor math data and strategy implementation.	2013 FCAT Math
	Training needed for ESE	ESE and Inclusion	Principal, Assistant	The Leadership Team will	Classroom

2	and inclusion teachers.	teachers will include higher-order questions in lesson plans and post essential questions in the classrooms.	Principal, ESE Contact, Leadership Team	meet monthly to review and monitor math data and strategy implementation.	Assessments, District Math Diagnostic and Go Math Benchmark assessment results.
3	Students' attitudes about math and their ability to be successful	Teachers will meet with selected Students with Disabilities to review their assessments in math.	Principal, Assistant Principal, ESE Contact, Leadership Team	The School-Based Leadership Team will meet monthly to review and monitor math data and strategy implementation	Student Achievement Profiles, mentor lists, classroom assessments, District Math Diagnostic 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 mathematics.  Mathematics Goal #5E:	In 2012 Economically Disadvantaged students met math targets. Economically Disadvantaged students will meet proficiency targets in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% of Economically Disadvantaged students did not make satisfactory progress.	46% of Economically Disadvantaged students will not make satisfactory progress in 2013.

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 support at home.	Students will receive targeted instruction in the use of graphic organizers to understand and solve math word problems.	Principal, Assistant Principal, Leadership Team	The school Leadership Team will meet monthly to review and monitor math data and strategy implementation.	2013 FCAT Math Results
2	Coordinating schedules between mentors and mentees.	Teachers will meet with select ED students each trimester to review their assessments in math.	Principal, Assistant Principal, Leadership Team	The school Leadership Team will meet monthly to review and monitor math data and strategy implementation.	FCAT diagnostics and benchmark mini-assessments.

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Math Standards	PK-6	Principal, Assistant Principal, Magnet Coordinator, Team Leaders, District Personnel	All Math Teachers	Professional Development Days, LTPs, Faculty Meetings throughout the year	Classroom Walkthroughs, observations, discussion at LTP, review of student documents	Administration and Leadership Team



Differentiating Math Instruction	Grades 3-6	Principal, Assistant Principal, Magnet Coordinator, Team Leaders, District Personnel	All Grade 1-6 math teachers	LTPs	Classroom Walkthroughs, observations, discussion at LTP, review of student documents	Administration and Leadership Team
Math Essential Questions and Accountable Talk	PK-6	Principal, Assistant Principal, Magnet Coordinator, Team Leaders, District Personnel	All Math Teachers	Professional Development Days and LTPs	Classroom Walkthroughs, observations, discussion at LTP, review of student documents	Administration and Leadership Team

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will identify students' patterns of need in math, plan targeted differentiated instruction using evidence-based interventions and provide extra support and/or tutoring.	Hands on Equation Materials	Internal Accounts	\$300.00
Teachers will identify students' patterns of need in math; plan targeted differentiated instruction using evidence-based interventions and provide and extra support and/or tutoring.	Montessori Math Manipulatives	PTA	\$1,200.00
			Subtotal: \$1,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
7. Teachers in grades 1-6 will use the FasttMath program to assess math fact fluency and provide practice 3-5 times weekly based upon student needs.	Training Materials for training in "Think Central" and FasttMath	Internal Accounts	\$150.00
			Subtotal: \$150.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,650.00

End of Mathematics Goals

## Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	On the 2013 Science FCAT Test, the number of 5th grade students achieving proficiency will increase by 9%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

Analysis of 2012 FCAT Science results indicated students need extra support in the area of Physical Science. 61% of 5th grade students (47 students) achieved proficiency on the Science FCAT in 2012 (an increase of 1%).	70% of current 5th grade students (48 students) will achieve proficiency on the 2013 FCAT Science Test.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increase the use of research-based instructional strategies.	All instructional staff will participate in a book discussion of "The Art and Science of Teaching" by Robert J. Marzano.	Principal and Assistant Principal	Classroom Observations by Administration	FCAT, Classroom Assessments, Fountas and Pinnell Reading Assessment Results, District Reading Diagnostic, SRI, CORE K-12
2	Since we do not have a dedicated science teacher, our teachers must share the SRA Science Labs due to expense.	Students in grades 4-6 will practice Scientific thinking and apply knowledge and vocabulary through the use of Science Journals in which they will record SRA Science Labs and classroom investigations.	Principal, Assistant Principal and the Leadership Team	The School-based Leadership Team will meet monthly to review and monitor science data and strategy implementation	2013 Science FCAT
3	Helping students make connections between real life and instruction	Students in grades K-6 will practice scientific thinking and scientific vocabulary through the use of science concept mapping and interactive word wall activities.	Principal, Assistant principal and the Leadership Team	The School-based Leadership Team will meet monthly to review and monitor science data and strategy implementation	2013 Science FCAT
4	Challenge of implementing new techniques and strategies as they are learned.	Teachers/Students in grades K-6 will use Houghton-Mifflin Science Series as well as the Waseca Biomes curriculum and materials to experience life/environmental science.	Principal, Assistant principal and the Leadership Team	The School-based Leadership Team will meet monthly to review and monitor science data and strategy implementation	2013 Science FCAT
5	Students' lack of background knowledge prior to intense instruction.	Teachers in grades 4 - 6 will determine core instructional needs by reviewing assessment data and plan differentiated science instruction with particular focus on investigations involving physical and life sciences.	Principal, Assistant principal and the Leadership Team	The School-based Leadership Team will meet monthly to review and monitor science data and strategy implementation	2013 Science FCAT
6	Scheduling access to outdoor learning lab for all classes.	Students in grades KG - 6 will apply newly acquired science skills in outdoor learning lab areas to build connections and deeper understanding.	Principal, Assistant principal and the Leadership Team	The School-based Leadership Team will meet monthly to review and monitor science data and strategy implementation.	2013 Science FCAT
7	Finding available vendors and working around schedules.	Each learning team will jointly plan and implement at least one appropriate science field trip for an identified area of need in the science curriculum. (PDD	Principal, Assistant principal and the Leadership Team	The School-based Leadership Team will meet monthly to review and monitor science data and strategy implementation.	2013 Science FCAT

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal #1b:	Not applicable.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable.	Not applicable.

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	On the 2013 FCAT Science Test, the number of 5th grade students achieving level 4 or 5 will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the FCAT 2012 test analysis, 18% of 5th graders (14 students) achieved level 4 or 5 on the Science FCAT in 2012 (a decrease of 8%).	23% of 5th grade students (16 students) will achieve level 4 or 5 on the 2013 FCAT Science Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Training for teachers on reciprocal teaching and differentiated instruction.	Use of reciprocal teaching, differentiated instruction and service learning projects will allow integration of science throughout all subjects.	Principal, Assistant Principal, Science Resource Teacher, School-based Leadership Team	The school-based Leadership Team will meet monthly to review and monitor science data and strategy implementation.	2013 Science FCAT
2	Helping students connect real life situation to textbook information	5th & 6th grade students will research, plan, implement, monitor and evaluate environmental initiatives throughout the campus.	Principal, Assistant Principal, Science Resource Teacher, School-based Leadership Team	The school-based Leadership Team will meet monthly to review and monitor science data and strategy implementation	2013 Science FCAT

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.  Science Goal #2b:	Not applicable.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
Not applicable.	Not applicable.			
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
Using Science Journals and Biomes for instruction	Grades 3-6	Magnet Coordinator and Upper Elementary Team Leader	Grades 3-6 Science Teachers	PDDs and LTPs	Classroom Walkthroughs, observations, discussion at LTP, review of student documents	Administration and Leadership Team
Using Think Central and CORE K-12 to track student progress	Grades 3-6	Magnet Coordinator and Upper Elementary Team Leader and District Personnel	Grade 3-6 Science Teachers	PDDs and LTPs	Classroom Walkthroughs, observations, discussion at LTP, review of student documents	Administration and Leadership Team
Using Science Word Walls and Anchor Charts in the Classroom	Grades PK-6	Principal, Assistant Principal, Magnet Coordinator, Team Leaders, District Personnel	Grades PK-6 Science Teachers	PDDs, LTPs and Faculty Meetings	Classroom Walkthroughs, observations, discussion at LTP, review of student documents	Administration and Leadership Team

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students in grades PK-6 will practice scientific thinking and scientific vocabulary through the use of science concept mapping and interactive word wall activities.	Materials to create interactive word walls	PTA Internal Accounts	\$300.00
Students in grades 4-6 will			

practice Scientific thinking and apply knowledge and vocabulary through the use of Science Journals in which they will record SRA Science Labs and classroom investigations.	Science Journals	Internal Accounts	\$600.00
			Subtotal: \$900.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$900.00</b>

End of Science Goals

## Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	On the 2013 FCAT Writes Test, the number of fourth grade students demonstrating proficiency (4.0) will increase by 6%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Analysis of 2012 FCAT writing data indicates that 79% of students (58 students) in grade four achieved proficiency (3.0) a 21% decrease from the previous year. 2012 FCAT writing data indicates that 16% percent of fourth grade students (12 students) achieved proficiency at 4.0 or above on FCAT Writes a 75% decrease from the previous year.	85% of fourth grade students (68 students) will demonstrate proficiency (4.0) on the 2013 FCAT Writes Test.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenge of implementing new techniques and strategies as they are learned.	Teachers will implement Lucy Calkins Units of Study for Teaching Writing, utilizing modeling, guided practice, inquiry, explaining and sharing examples from literature in large and small group instruction as well as conferring daily.	Principal, Assistant Principal	The school-based Leadership Team will meet monthly to review and monitor writing data and strategy implementation.	Palm Beach Writes and FCAT Writes results
	Lack of funding for tutoring.	Departmentalize writing instruction for fourth	Principal and Assistant Principal	The school-based Leadership Team will	Palm Beach Writes and FCAT

2		grade students.		meet monthly to review and monitor writing data and strategy implementation.	Writes
3	Proper and consistent implementation of the writing curriculum across all grade levels.	Writing contacts will take a leadership role in unpacking the units at LTM meetings and become model classrooms for Lucy Calkins.	Principal and Assistant Principal	The school-based Leadership Team will meet monthly to review and monitor writing data and strategy implementation.	Palm Beach Writes and FCAT Writes
4	Differentiating writing instruction for children who are not writing at grade level.	Teachers will analyze student writing at LTP meetings to determine instructional needs and provide guidelines for pacing of curriculum.	Principal and Assistant Principal	The school-based Leadership Team will meet monthly to review and monitor writing data and strategy implementation.	Palm Beach Writes and 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:	Not applicable.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable.	Not applicable.

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
Writing Workshop	PK-6	Principal, Assistant Principal, Magnet Coordinator, Team Leaders, District Personnel	PK-6 Writing Teachers	Professional Development Days, LTPs, Faculty Meetings throughout the year	Classroom Walkthroughs, observations, discussion at LTP, review of student documents	Administration and Leadership Team
Using Interactive Word Walls	PK-6	Principal, Assistant Principal, Magnet Coordinator, Team Leaders, District Personnel	PK-6 Writing Teachers	Professional Development Days, LTPs, Faculty Meetings throughout the year	Classroom Walkthroughs, observations, discussion at LTP, review of student documents	Administration and Leadership Team

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will implement Lucy Calkins Units of Study for Teaching Writing, utilizing modeling, guided practice, inquiry, explaining and sharing examples from literature in large and small group instruction as well as conferring daily.	Purchase Lucy Calkins Units of Study in Primary Writing	Internal Accounts	\$600.00
Teachers will implement Lucy Calkins Units of Study for Teaching Writing, utilizing modeling, guided practice, inquiry, explaining and sharing examples from literature in large and small group instruction as well as conferring daily.	Purchase support student workbooks for fourth grade writing	Internal Accounts	\$500.00
			Subtotal: \$1,100.00
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
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: \$1,100.00

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:	The Attendance Rate for 2013 will increase by 5%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
Analysis of 2012 Attendance shows an increase of 7% with an Attendance Rate of 80% (129 students with excessive absences).	By June 2013, the school will have an attendance rate of 85% (97 students with excessive absences).
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
In 2012 there were 129 students with excessive absences (10 or more absences).	By June 2013, no more than 97 students will have excessive absences (10 or more absences).
2012 Current Number of Students with Excessive	2013 Expected Number of Students with Excessive

Tardies (10 or more)			Tardies (10 or more)		
In 2012 123 students had excessive tardies (10 or more).			By June 2013, no more than 90 students will have excessive tardies (10 or more tardies).		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The school has 90 Pre-Kindergarten students and 100 Kindergarten students who tend to have a higher absence rate.	Monitor absent and tardy students once each trimester and contact parents as needed.	Principal and Assistant Principal	The Administrative Staff will review absence patterns and tardies weekly.	Attendance and tardy records
2	As a magnet school students travel some distance to the school.	Once each semester, the Principal and Assistant Principal will review with students and parents the importance of arriving on time daily.	Principal and Assistant Principal	The Administrative Staff will review absence patterns and tardies weekly.	Attendance and tardy records
3	As a magnet school students travel some distance to the school.	Provide free breakfast for all students and open the computer lab and a reading room with supervision for students who arrive early.	Principal and Assistant Principal	The Administrative Staff will review absence patterns and tardies weekly.	Attendance and tardy records
4	Getting all parents to support the school in achieving healthier lifestyles for our students.	Participation in the HealthierUS School Challenge initiative will help to foster an environment that supports a healthy lifestyle hopefully reducing the illness rate in our students.	Principal and Assistant Principal	The Administrative Staff will review absence patterns and tardies weekly.	Attendance and tardy 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:		In 2013 the percent of students serving in school and/or out of school suspensions will be reduced by 10%.			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
Analysis of 2012 discipline records shows 17 in-school suspension for a total of 18 days of in-school suspension.		In 2013, there will be a maximum of 15 days of in-school suspensions.			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
In 2012 15 students were suspended in school.		In 2013 there will be a maximum of 12 students suspended in school.			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
In 2012 there were a total of 5 out-of-school suspensions for a total of 5 days out of school.		In 2013 there will be a maximum of 4 out-of-school suspensions.			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
In 2012, there was a total of 5 students suspended out of school.		In 2013, there will be a maximum of 4 students suspended out of school.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Support from parents	Implementation of the School-wide Positive	Principal and Assistant Principal	The Administrative Staff will review and	Discipline records

1		Behavior Support and Conscious Discipline techniques with students daily.		monitor discipline records weekly.	
2	Training needed on conducting community meetings	Implementation of community meetings in all grade one through six classrooms	Principal and Assistant Principal	The Administrative Staff will review and monitor discipline records weekly.	Discipline Records
3	Scheduling	Implementation of daily yoga classes with targeted students in grades two through six.	Principal and Assistant Principal	The Administrative Staff will review and monitor discipline records weekly.	Discipline Records

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Schoolwide Positive Behavior Support	PK-6	SWPBS Committee	All Staff	Faculty Meetings, Paraprofessional Meetings, PDDs	Discipline Referrals	Administration and SWPBS Committee

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>	In 2013, parent response to a survey on parent involvement at the school will increase by 5%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
An analysis of the Parent Survey indicated that 97% of parents surveyed felt that they regularly received information about their child's academic achievement, while only 71% felt they received homework help or tutoring and useful strategies and materials to help their child at home.	85% of parents surveyed (406 parents) in 2013 will agree that they were provided homework help and information on how to help their child at home.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Scheduling and time constraints will make it difficult to get every parent in for a meeting.	Adjust coverage to enable teachers to meet with every parent during or after the school day at Parent Conference Week. Teachers will notify parents of academic proficiency levels, attendance rates and provide strategies for parents to help their children at home.	Principal, Assistant Principal, Guidance Counselor	The School-Based Leadership Team will meet monthly to review and monitor parent involvement data and strategy implementation.	Sign in Sheets from Parent Conferences
2	Parents often do not have access to computer technology	Open the Parent Resource Room daily with access to parenting materials computers and Internet and notify parents of opportunities to utilize.	Principal, Assistant Principal, Guidance Counselor	The School-Based Leadership Team will meet monthly to review and monitor parent involvement data and strategy implementation.	Parent Resource Room Sign In Sheets.
3	Due to distance students travel to the magnet school, parent communication is a challenge	Provide curriculum nights, Grandparents as Parents Workshop, and ESOL PLC meetings. Provide notices to parents in appropriate languages using Edline and Parent Link.	Principal, Assistant Principal	The School-Based Leadership Team will meet monthly to review and monitor parent involvement data and strategy implementation.	Parent Sign In Sheets at Meetings and Workshops
4	Lack of parent participation	Recruit parents to attend the School Advisory Council and PLC meetings and provide child care.	Principal, Assistant Principal	The School-Based Leadership Team will meet monthly to review and monitor parent involvement data and strategy implementation.	Parent Sign In Sheets at SAC Meetings
5	Parent time-constraints to attend an evening event.	Work with students to build individual work portfolios and invite parents for a Portfolio Night after the 2nd trimester, when students present their portfolio of work to their parents.	Principal, Assistant Principal	The School-Based Leadership Team will meet monthly to plan, review, and monitor parent involvement data and strategy implementation.	Parent Sign In Sheets

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC will focus on reading support for ELL students	PK-6	Teresa Thomas, Magnet Coordinator and District ESOL Contact	ELL Parents	Winter, 2012 and Spring, 2013	Parent Sign in Sheet	Administration

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Training on Common Core Standards and Increased Expectations in Reading and Math	Materials and Supplies for Parent Training	Internal Accounts	\$200.00
Recruit parents to attend the School Advisory Council and PLC meetings and provide child care so that parents can help to plan strategies, parent involvement, notification and evaluation of schoolwide program and continue volunteer and business community partnerships.	Paraprofessional to provide babysitting for parents attending SAC meeting.	SAC Budget	\$600.00
Subtotal:			\$800.00
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:			\$800.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM	
STEM Goal # 1:	
Problem-Solving Process to Increase Student Achievement	

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

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

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

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

STEM Budget:

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

End of STEM Goal(s)

## Additional Goal(s)

S. D. Spady will continue to be a Green School of Excellence Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. S. D. Spady will continue to be a Green School of Excellence Goal  S. D. Spady will continue to be a Green School of Excellence Goal #1:		S. D. Spady completed all requirements to be a Green School of Excellence in 2012			
2012 Current level:		2013 Expected level:			
S. D. Spady was named a Green School of Excellence in 2012		S. D. Spady will qualify to be a Green School of Excellence in 2013			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Need to incorporate environment awareness in all aspects of the curriculum.	Each Learning Team will plan together to incorporate environmental awareness into all curriculum areas	Administration and Leadership Team	Completion of Green School Application	Qualification for Green School of Excellence

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						

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

*End of S. D. Spady will continue to be a Green School of Excellence Goal(s)*

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide Reading and Writing Workshop strategies in the classroom daily.	Purchase "Making Your Teaching Stick" by Lucy Calkins	Internal Accounts	\$250.00
Reading	Provide Reading and Writing Workshop strategies in the classroom daily.	Purchase "just right" books for classroom libraries	Internal Accounts, PTA, Grants	\$3,000.00
Reading	Provide Reading and Writing Workshop strategies in the classroom daily.	Purchase resource materials, Lucy Calkins "Units of Study for Teaching Reading"	Internal Accounts	\$1,200.00
Reading	Targeted students in grades K-6 will be involved in a 30-minute Intensive Remediation program daily in-school and/or after school reading tutoring program.	Hire two teachers for Afterschool Tutorial	School Advisory Council Funds	\$1,500.00
CELLA	Targeted students in grades K-6 will be involved in a 30-minute Intensive Remediation program daily in-school and/or after school reading tutoring program.	Purchase Vocabulary materials for use in Intensive Remediation	Internal Accounts	\$1,200.00
Mathematics	Teachers will identify students' patterns of need in math, plan targeted differentiated instruction using evidence-based interventions and provide extra support and/or tutoring.	Hands on Equation Materials	Internal Accounts	\$300.00
Mathematics	Teachers will identify students' patterns of need in math; plan targeted differentiated instruction using evidence-based interventions and provide and extra support and/or tutoring.	Montessori Math Manipulatives	PTA	\$1,200.00
Science	Students in grades PK-6 will practice scientific thinking and scientific vocabulary through the use of science concept mapping and interactive word wall activities.	Materials to create interactive word walls	PTA Internal Accounts	\$300.00
Science	Students in grades 4-6 will practice Scientific thinking and apply knowledge and vocabulary through the use of Science Journals in which they will record SRA Science Labs and classroom investigations.	Science Journals	Internal Accounts	\$600.00
Writing	Teachers will implement Lucy Calkins Units of Study for Teaching Writing, utilizing modeling, guided practice, inquiry, explaining and sharing examples from literature in large and small group instruction	Purchase Lucy Calkins Units of Study in Primary Writing	Internal Accounts	\$600.00



	as well as conferring daily.			
Writing	Teachers will implement Lucy Calkins Units of Study for Teaching Writing, utilizing modeling, guided practice, inquiry, explaining and sharing examples from literature in large and small group instruction as well as conferring daily.	Purchase support student workbooks for fourth grade writing	Internal Accounts	\$500.00
Parent Involvement	Parent Training on Common Core Standards and Increased Expectations in Reading and Math	Materials and Supplies for Parent Training	Internal Accounts	\$200.00
Parent Involvement	Recruit parents to attend the School Advisory Council and PLC meetings and provide child care so that parents can help to plan strategies, parent involvement, notification and evaluation of schoolwide program and continue volunteer and business community partnerships.	Paraprofessional to provide babysitting for parents attending SAC meeting.	SAC Budget	\$600.00

Subtotal: \$11,450.00

**Technology**

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Targeted students in grades K-6 will be involved in a 30-minute Intensive Remediation program daily in-school and/or after school reading tutoring program.	Purchase yearly license for "Razz Reading" for use in tutoring	Internal Accounts	\$270.00
Reading	Targeted students in grades K-6 will be involved in a 30-minute Intensive Remediation program daily in-school and/or after school reading tutoring program.	Create second computer lab and purchase computers	Internal Accounts	\$3,000.00

Subtotal: \$3,270.00

**Professional Development**

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide Reading and Writing Workshop strategies in the classroom daily.	Purchase "Pathways to the Common Core" by Lucy Calkins	Internal Accounts	\$250.00
Mathematics	7. Teachers in grades 1-6 will use the FasttMath program to assess math fact fluency and provide practice 3-5 times weekly based upon student needs.	Training Materials for training in "Think Central" and FasttMath	Internal Accounts	\$150.00

Subtotal: \$400.00

**Other**

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

Subtotal: \$0.00

**Grand Total: \$15,120.00**

# Differentiated Accountability

## School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 9/24/2012)

## 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
Hire two Teachers for afterschool tutorial in Reading Hire paraprofessional to provide childcare services during SAC meetings.	\$2,100.00

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

The School Advisory Council (SAC) will participate in training on SAC responsibilities and the School Improvement Plan process as well as Shared Decision Making. Training will also be offered on Reading and Writing Workshop, Schoolwide Positive Behavior Support, the RtI process, and the Common Core State Standards. In addition information will be given at each meeting on the school's budget. At each meeting the school's data is reviewed and the current School Improvement Plan is reviewed and monitored.

# 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 S. D. SPADY ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	84%	92%	64%	325	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	74%	75%			149	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	70% (YES)	77% (YES)			147	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					621	
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 S. D. SPADY ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	78%	80%	70%	311	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	76%	69%			145	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	60% (YES)	59% (YES)			119	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					575	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested