

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: K. E. CUNNINGHAM/CANAL POINT ELEMENTARY

District Name: Palm Beach

Principal: Derrick Hibler

SAC Chair: LaKisha Burden

Superintendent: Wayne Gent

Date of School Board Approval:

Last Modified on: 11/19/2012

Gerard Robinson, Commissioner
Florida Department of Education
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Tallahassee, Florida 32399

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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

| Position | Name | Degree(s)/ Certification(s) | # of Years at Current School | # of Years as an Administrator | Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year) |
|-----------|----------------|---|------------------------------|--------------------------------|--|
| Principal | Derrick Hibler | Bachelor of Science in Music Education - University of Tulsa. Masters of Music Education - University of Kansas. Masters in Educational Leadership - University of Missouri - Kansas City. Certifications: School Principal, Music | 1 | 13 | Assistant Principal at Palm Beach Central High School in 2010-2011: School grade pending. Reading Proficiency: 54%, Math Proficiency: 82%, Science Proficiency: 57%, Writing Proficiency: 90% AYP: 79% of criteria met. Total, White, Hispanic, Economically Disadvantaged and Students with Disabilities did not meet proficiency in Reading. Black, Hispanic, Economically Disadvantaged students did not meet proficiency in Mathematics. Assistant Principal of Palm Beach Central High School in 2009-2010: School grade A. Reading Proficiency: 56%, Math Proficiency: 84%, Science Proficiency: 56%, Writing Proficiency: 98% AYP: 97% of criteria met, Black student population did not make AYP in Reading. Principal of Lake Shore Annex Alternative School 2008 - 09. Grade: F, did not meet AYP. |

| | | | | | |
|-----------------|------------------------|---|---|---|--|
| | | | | | Principal of Lake Shore Annex Alternative School 2007 - 2008 - Grade: Not graded, did not meet AYP. |
| Assis Principal | Robera Walker-Thompson | BS – Varying Exceptionalities MS – Educational Leadership Certifications: Educational Leadership K – 12, Elementary Education K – 6, Varying Exceptionalities K – 12, Reading Endorsed, ESOL Endorsed | 2 | 3 | Assistant Principal at KEC/Canal Point Elementary School – 2011-2012: Grade C, Reading Mastery: 29%, Learning Gains: 68%, Lowest 25%: 65%. Math Mastery: 40%, Learning Goals: 75%, Lowest 25%: 84%. Science Mastery: 33% Writing: 82% Assistant Principal at KEC/Canal Point Elementary School - 2010-2011: Grade D, Reading Mastery: 42%, Learning Gains: 47%, Lowest 25%: 44%. Math Mastery: 52%, Learning Gains: 47%, Lowest 25%: 65%. Writing Mastery: 76%, Science Mastery: 38%. 72% of AYP protocols were met. No subgroups met AYP through Safe Harbor in Reading or math. Science Instructional Specialist for Palm Beach County School District - 2009 - 2010: Worked with Differentiated Accountability Schools in the area of Science. Target Schools: South Grade Elementary - 2009 - 2010: Grade B, Science Mastery: 55%. Cholee Lake Elementary - 2009 - 2010: Grade C, Science Mastery: 43%. Science/Reading Coach at Pioneer Park Elementary - 2008 - 2009: Grade D, Reading Mastery: 56%, % Making Learning Gains in Reading: 45%, Lowest 25% Making Learning Gains in Reading: 41%, Science Mastery: 25% |

INSTRUCTIONAL COACHES

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

| Subject Area | Name | Degree(s)/ Certification(s) | # of Years at Current School | # of Years as an Instructional Coach | Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year) |
|--------------|-------------------|---|------------------------------|--------------------------------------|--|
| Reading | Suzanne Mawhinney | Professional Educators: B.S. Florida Atlantic University Elementary Education 1-6, Early Childhood K-3, Reading Endorsement, ESOL Endorsement, National Board Certification | 24 | 10 | 2011-2012: Grade C, Reading Mastery: 29%, Learning Gains: 68%, Lowest 25%: 65%. Math Mastery: 40%, Learning Goals: 75%, Lowest 25%: 84%. Science Mastery: 33% Writing: 82% 2010-2011: Grade D, Reading Mastery: 42%, Learning Gains: 47%, Lowest 25%: 44%. Writing Mastery: 76%, 72% of AYP protocols were met. No subgroups met AYP through Safe Harbor in Reading. 2009-2010: Grade C, Reading Mastery: 49%, Writing Mastery: 73%, 77% of AYP protocols were met. No subgroups met AYP through Safe Harbor in Reading. 2008-2009: Grade B, Reading Mastery: 52%, Writing Mastery: 96%, 92% of AYP protocols were met. All subgroups met AYP through Safe Harbor in Reading. |
| Math | Joan Weiser | Professional Educators: B.S. University of South Florida Elementary Education | 11 | 4 | 2011-2012: Grade C, Reading Mastery: 29%, Learning Gains: 68%, Lowest 25%: 65%. Math Mastery: 40%, Learning Goals: 75%, Lowest 25%: 84%. Science Mastery: 33% Writing: 82% 2010-2011: Grade D, Math Mastery: 52%, Learning Gains 47%, Lowest 25%: 65%. 72% of AYP protocols were met. No subgroups met AYP through Safe Harbor in Math. 2009-2010: Grade C, Math Mastery: 66%, 77% of AYP protocols were met. Hispanics met AYP through Safe Harbor. Total, Black & Economically Disadvantaged did not |

| | | | | | |
|--|--|--|--|--|--|
| | | | | | make AYP in Math. 2008-2009: Grade B, Math Mastery: 62%, 92% of AYP protocols were met. Hispanics met AYP through Safe Harbor and SWD met AYP through the Growth Model. Total, Black & Economically Disadvantaged did not make AYP in Math. |
|--|--|--|--|--|--|

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

| | Description of Strategy | Person Responsible | Projected Completion Date | Not Applicable (If not, please explain why) |
|---|---|--------------------------|---------------------------|---|
| 1 | 1. Supplements are provided to Team Leaders, Organization Sponsors, Tutors, and Nationally Board Certified Teachers, etc. | Principal | On-going | |
| 2 | 2. Employees receiving degrees will receive pay for an advance degree. | Principal | Annually | |
| 3 | 3. Supplemental salaries for services over the entire contractual period are paid. | Principal | Annually | |
| 4 | 4. Step increments are awarded for prior teaching or military service | District | Annually | |
| 5 | 5. Glades Supplement provided to all instructional staff | District | On-going | |
| 6 | 6. New teachers & struggling teachers will be paired with a mentor teacher to facilitate the transition process | Asst. Principal | On-going | |
| 7 | 7. Teachers will receive subject area professional development from coaches and administration | Coaches & Administration | On-going | |
| 8 | | | | |

Non-Highly Effective Instructors

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

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

| | |
|--|---|
| Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective. | Provide the strategies that are being implemented to support the staff in becoming highly effective |
| N/A | 1. Teachers will receive subject area professional development from coaches and administration. 2. Struggling teachers will be paired with a mentor teacher to facilitate the transition process |

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 |
|-------------------------------------|--------------------------|--|---|--|-------------------------------------|-----------------------------|-----------------------------|-------------------------------------|--------------------------|
| 31 | 19.4%(6) | 35.5%(11) | 22.6%(7) | 35.5%(11) | 29.0%(9) | 100.0%(31) | 6.5%(2) | 6.5%(2) | 25.8%(8) |

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 |
|-------------------|----------------------|---------------------------------------|---|
| Lakisha Burden | Charszette Moorer | Works with same Grade level. ALA 1 | Complete ESP process New teacher mentor program Marzano evaluation walkthroughs PD on subject area |
| Lakisha Burden | Mirlene Hatcher | ESE Department ALA 1 | Complete ESP process New teacher mentor program Marzano evaluation walkthroughs PD on subject area |
| Lakisha Burden | Jullia Smith-Dexter | ESE Department ALA 1 | Complete ESP process New teacher mentor program Marzano evaluation walkthroughs PD on subject area |
| Suzanne Mawhinney | LaSean Hall-Robinson | Literacy Coach | Complete ESP process New teacher mentor program Marzano evaluation walkthroughs PD on subject area |
| Suzanne Mawhinney | Angela Creary | Literacy Coach | Complete ESP process New teacher mentor program Marzano evaluation walkthroughs PD on subject area |
| Suzanne Mawhinney | Rose Chastine | Literacy Coach | Complete ESP process New teacher mentor program Marzano evaluation walkthroughs PD on subject area |

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title 1 funds are used to provide students requiring additional remediation tutorial services. Instructional materials are purchased for tutoring and other extended learning opportunities. Our Parent liaison is funded through Title I to provide parent trainings and recruit parent volunteers. The Math/Science Coach is funded to provide professional development and provide support to classroom teachers. The District instructional specialists provide PD to all teachers. Reader' & Writer's Workshop professional conference/trainings are funded using Title I funds.

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with our ESOL contact to ensure student needs are met. Migrant funds support our school based Pre-K program.

Title I, Part D

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

Title II

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

Title III

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

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

SAI funds will be provided to support iii students at the school.

Violence Prevention Programs

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

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

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based MTSS leadership team.

The school –based RTI Leadership Team is comprised of the following members: principal, assistant principal, ESE contact, ELL contact, school psychologist, classroom teacher, reading/math/science coaches, SAI teacher, and guidance staff.

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

- A sound, effective academic program is in place
- A process to address and monitor subsequent needs is created
- The School Based Team (SBT) is implementing RtI processes
- Assessment of RtI skills of school staff is conducted
- Fidelity of implementation of intervention support is documented
- Adequate professional development to support RtI implementation is provided
- Effective communication with parents regarding school-based RtI plans and activities occurs. The RtI/Inclusion Facilitator is not available for SY 12. The leadership team 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 Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1-Core instruction is in place, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) with identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

Problem Solving Model

The Four Steps of the Problem Solving Model are:

- Problem identification entails identifying the problem and the desired behavior for the student.
- Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
- Intervention Design & Implementation involves selecting or developing evidence-based 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, recycles in order to achieve the best outcomes for all students. This process is strongly supported by IDEA. Specifically, the legislative actions support all students achieving benchmarks regardless of their status in general or special education. Problem Solving & Response to Intervention Project 2008

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

Members of the school-based RtI Leadership Team will meet with the School Advisory Council (SAC) and will help develop the SY 13 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed.

Topics for discussion include, but are not limited to, the following:

- FCAT 2.0 scores and the lowest 25%
- Strengths and weaknesses of intensive programs
- Mentoring, tutoring, and other services
- The 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.

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 2.0 (FCAT 2.0)
- Curriculum Based Measurement
- Florida Assessment for Instruction in Reading (FAIR)
- Palm Beach County Fall Diagnostics
- Palm Beach Writes
- K-3 Literacy Assessment System
- Diagnostic Assessment for Reading (DAR)
- Progress Monitoring and Reporting Network (PMRN)
- Comprehensive English Language Learning Assessment (CELLA)
- Office discipline Referrals
- Retentions
- Absences

Midyear data:

- Florida Assessment for Instruction in Reading (FAIR)
- Diagnostic Assessment for Reading (DAR)
- Palm Beach County Winter Diagnostics
- Palm Beach Writes
- Progress Monitoring and Reporting Network (PMRN)
- K-3 Literacy Assessment System

End of year data:

- Florida Assessment for Instruction in Reading (FAIR)
- Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)
- FCAT Writes 2.0

Frequency of required Data Analysis and Action Planning Days:

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

Describe the plan to train staff on MTSS.

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

- Problem Solving Model
- Schoolwide Positive Behavioral Support Program (SwPBS)
- 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.

The school-based RtI/Inclusion team(leadership team) will provide resources for all teachers to utilize for the RtI process. The leadership team will discuss important information during week leadership team meetings.

- All teachers will receive a Problem Solving (RtI) desk map

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

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

Derrick Hibler – Principal
 Robera Walker-Thompson – Assistant Principal
 Suzanne Mawhinney – Reading Coach
 Lakisha Burden – ESE Contact
 Marc Pruzansky – Guidance Counselor
 Julie Thompson - LTF

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

The LLT meets every Wednesday, at 6:45 a.m. to discuss academic plans, objectives, and review data. The meetings occur in conjunction with LTM and department meetings. The team evaluates and reviews the planning and implementation of the literacy program at the school. Each individual has a specific role in the development and supervision of the process.

The principal oversees and facilitates the LLT and meetings. The Assistant Principal is the administrative contact on day to day processes and routines and reports back to the principal. The Reading Coach plans and coordinates literacy functions at the school. The SAI teacher implements the strategies and provides data and feedback on the process. The District Reading Specialist organizes the literacy components and works with the Reading Coach on the planning and development. The ESE contact provides input and interventions to adopt planning to ESE students.

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

- * To provide support to the teachers
- * Increase the amount of PD on literacy initiatives
- * Monitor program and provide remediation
- * Solicit district involvement for curriculum questions

*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.

Kindergarten Round-up with the focus on preparing parents to assist with a smooth transition to kindergarten. Invite local feeder pre-schools and Head start programs to participate in Round-up to tour and learn about our school.

Parents of incoming Kindergartners will be invited to Meet the Teacher Day. The teachers will discuss their strategies and expectations for the year.

Parents of incoming Kindergartners will also be invited to attend Open House. At open house the parents will receive information regarding administrative and teacher expectations as well. They will tour the classrooms with the teacher and their children to help them become more acquainted with the environment.

Kindergarten students are assessed upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/ intervention program. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Specifically, the FAIR will be used to assess basic academic skill development and academic school readiness of incoming students. The Clinical Evaluation of Language Fundamentals-Preschool (CELF-P) assessment may also be used to ascertain oral language skills of some incoming students. The Palm Beach County K-3 Literacy Assessment will be used to determine students' print/letter knowledge and level of phonological awareness/processing. In addition to academic/school readiness assessments, incoming Kindergarten students may be assessed in the area of social/emotional development.

Screening data will be collected and aggregated during the first month of school. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills.

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

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



PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

| | |
|--|---|
| 1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a: | Increase the number of students scoring a level 3 on the FCAT 2.0 reading test. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In Grades 3 - 5 15% (20), of students scored at achievement level 3 on the FCAT 2.0 reading test 2012. | In grades 3 – 5 at least 50% (70) of the students will achieve mastery for reading on the 2013 FCAT 2.0 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 | Differentiating instruction to meet the needs of students. | Continue the use of small groups to differentiate instruction. Professional Book Study related to the Barrier. | Coaches, Administration, LTF | Classroom Observations, Assessments | Student data, lesson plans, observations |
| 2 | Parental involvement with reading at home continues to have a negative effect on reading success. | Increase the number of parental involvement activities. Continue the reading counts program. Use Parentlink as a form of effective communication with parents. | Reading Coach, Media Specialist, Assistant Principal, Principal | Attendance at Parent Involvement activities Reading Counts reports Parent Link Reports | Fall/Winter Diagnostic Data FCAT 2.0 Reading Data |
| 3 | Engaged in extended learning experiences | Students will be invited to attend after school tutorials four times per week. | Administration, Tutorial Teachers | Walkthroughs, Observations, Tutorial Lesson Plans, Student Attendance | Diagnostics, Core K-12 Assessments, Pre and Post Test Assessments, FCAT 2.0 Reading Data |
| 4 | Differentiating instruction to meet the needs of students. | Provide Nooks for Reading Classes. | Administration, Teachers | Classroom Observations, Assessments | Student data, lesson plans, observations |

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: | N/A |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 0%(0) | N/A |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---------------------|----------|---|---|-----------------|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | N/A | N/A | N/A | N/A | N/A |

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

| | |
|--|--|
| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a: | Increase the number of students receiving a level 4 or 5 on the FCAT reading test. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In grades 3 - 5, 13%(16) of students achieved a level 4 or higher on the 2012 FCAT 2.0 Reading assessment. | In grades 3 – 5, at least 20% (28) of the students will achieve a Level 4 or higher for reading mastery on the 2013 FCAT 2.0 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 | Differentiating instruction to meet the needs of ALL students. | Continue the use of small groups to differentiate instruction. Professional book study related to the Barrier. | Coachers, Administration, LTF | Classroom Observations, Student Assessments | Student data, Lesson plans, Observations |
| 2 | Engaged in extended learning experiences | Students will be invited to attend after school enrichment twice a week. | Administration, Tutorial Teachers | Walkthroughs, Observations, Student Attendance | Fall/Winter diagnostics, Pre and Post test, FCAT 2.0 Reading Data |
| 3 | Pacing of Lessons | Create instructional Focus Calendar to work students at a maximum, effective pace. | Reading Coach, Administration | Lesson Plans, Walkthroughs | Diagnostics, Core K-12 Assessments, FCAT 2.0 |

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: | N/A |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In grade 5, 100%(2) of students taking the Florida Alternate Assessment scored at or above Achievement Level 7 in Reading. | N/A |

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

| | | | | | |
|---|-----|-----|------------|----------|-----|
| | | | Monitoring | Strategy | |
| 1 | N/A | N/A | N/A | N/A | N/A |

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

| | |
|--|---|
| 3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a: | To increase the number of students making learning gains in Reading. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In grades 3 – 5, 66%(88) of students made learning gains in Reading according to the 2012 administration of the FCAT 2.0 Reading Test. | In grade 3 – 5, at least 75% (104) will make learning gains on the 2013 FCAT 2.0 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 | Word work, vocabulary development | Provide explicit instruction to development phonemic and conceptual understanding of content specific vocabulary | Teachers, Coaches, Administration | LTM's, Lesson Plans, Observations | Student data, assessments, informal observations |
| 2 | Parental involvement with reading at home continues to have a negative effect on reading success. | Increase the number of parental involvement activities. Continue the reading counts program. Use Parentlink as a form of effective communication with parents. | Reading Coach, Media Specialist, Assistant Principal, Principal | Attendance at Parent Involvement activities Reading Counts reports Parent Link Reports | Fall/Winter Diagnostic Data FCAT 2.0 Reading Data |
| 3 | Engaged in extended learning experiences | Students will be invited to attend after school tutorials four times per week. | Administration, Tutorial Teachers | Walkthroughs, Observations, Tutorial Lesson Plans, Student Attendance | Diagnostics, Core K-12 Assessments, Pre and Post Test Assessments, FCAT 2.0 Reading 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:

| | |
|---|-------------------------------------|
| 3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b: | N/A |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 50%(1) of students made learning gains in Reading according to the Florida Alternate Assessment 2012. | N/A |

Problem-Solving Process to Increase Student Achievement

| | | | | | |
|--|--|--|-----------|-----------------|--|
| | | | Person or | Process Used to | |
|--|--|--|-----------|-----------------|--|

| | Anticipated Barrier | Strategy | Position Responsible for Monitoring | Determine Effectiveness of Strategy | Evaluation Tool |
|---|---------------------|----------|-------------------------------------|-------------------------------------|-----------------|
| 1 | N/A | N/A | N/A | N/A | N/A |

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

| | |
|---|---|
| 4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4: | Increase the number of students making learning gains in the lowest 25%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In grades 3 – 5, 63%(18) of students in the lowest 25% made learning gains on the 2012 administration of the FCAT 2.0 Reading Test. | In grades 3 – 5, at least 70% (20) of the students in the Lowest 25% will make learning gains on the FCAT 2.0 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 | Differentiating instruction to meet the needs of students. | Continue the use of small groups to differentiate instruction. Professional Book Study related to the Barrier | Coachers, Administrators, LTF | Classroom Observations, Student Assessments | Student data, lesson plans, observations |
| 2 | Utilizing data to drive instruction. | Students will maintain data folders to keep track of their progress and have periodic chats with teachers and/or administrators regarding their performance. | Reading Coach, LTF, Assistant Principal, Principal | Monitor and check student's data notebooks while conducting chats with teachers and students regarding student progress | Fall/Winter Diagnostic Data FCAT 2.0 Reading Data |
| 3 | Engaged in extended learning experiences | Students will be invited to attend after school tutorials four times per week. | Administration Tutorial Teachers | Walkthroughs, Observations, Tutorial Lesson Plans, Student Attendance | Diagnostics, Core K-12 Assessments, Pre and Post Test Assessments, FCAT 2.0 Reading 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 grades 3 – 5, 50% of students will achieve mastery on FCAT 2.0 Reading Test. | | | | | |
| 5A : | | | | | | |
| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| | 29% | 34% | 41% | 47% | 54% | |

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: | Increase the number of black and hispanic students meeting Reading proficiency. |
|---|---|

| | |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In grades 3 – 5, 34%(24)of Black students and 47%(15) of Hispanic students met reading proficiency on the 2012 FCAT 2.0 Reading Test. | In grades 3 - 5, at least 38% (29) of black students and 50% (20) of Hispanic students will meet reading proficiency on the 2013 FCAT 2.0 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 | White: Black: Parental involvement with reading at home continues to have a negative effect on reading success. Hispanic: Parental involvement with reading at home continues to have a negative effect on reading success. Asian: American Indian: | Increase the number of parental involvement activities. Continue the reading counts program. Use Parentlink as a form of effective communication with parents. | Reading Coach, Media Specialist, Assistant Principal, Principal | Attendance at Parent Involvement activities Reading Counts reports Parent Link Reports | Fall/Winter Diagnostic Data FCAT 2.0 Reading Data |
| 2 | Differentiating instruction to meet the needs of students. | Continue the use of small groups to differentiate instruction. Professional Book Study related to the Barrier | Coaches, Administrators, LTF | Classroom Observations, Student Assessments | Student data, lesson plans, observations |
| 3 | Engaged in extended learning experiences | Students will be invited to attend after school tutorials four times per week. | Administration Tutorial Teachers | Walkthroughs, Observations, Tutorial Lesson Plans, Student Attendance | Diagnostics, Core K-12 Assessments, Pre and Post Test Assessments, FCAT 2.0 Reading 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 satisfactory progress in reading. Reading Goal #5C: | N/A |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 31%(4) of ELL students made learning gains in reading on the FCAT 2.0 Reading 2012 test. | N/A |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---------------------|----------|---|---|-----------------|
| 1 | N/A | N/A | N/A | N/A | N/A |
| 2 | N/A | N/A | N/A | N/A | N/A |

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

of improvement for the following subgroup:

| | |
|---|--|
| 5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D: | Increase proficiency in reading among students with disabilities. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In grades 3 – 5, 14%(5) of students with disabilities were proficient in Reading on the 2012 FCAT 2.0 Reading test. | In grades 3 - 5, 30% (9) of students with disabilities will be proficient on the 2013 FCAT 2.0 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 | Inclusion model in regular classrooms | Provide facilitative support for all SWD in the regular classroom | Teachers, ESE Contact, Administration | Schedule, Observations | Student data, Diagnostics |
| 2 | Reading on a continuous basis and for meaning. | Increase effective reading practices by pushing students to read more both in school and at home. RtI team will provide interventions to students in higher Tiers. | Principal, Assistant Principal, ESE teacher, RtI team, ESE Coordinator, Reading Coach | Classroom Walkthroughs, Lesson Plans, Reading Logs | Students performance on FCAT 2.0 Reading Test FY13. Core K-12 assessments. |
| 3 | Engaged in extended learning experiences | Students will attend afterschool tutorials four times a week. | Administrators, Tutorial teachers, | Student attendance, Observations of progress (Pre and Post Test) | Fall/Winter Diagnostic, Core K-12 assessments |

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

| | |
|---|--|
| 5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E: | Economically disadvantaged students will increase in Reading proficiency. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In 3rd - 5th grade, 28%(37) of economically disadvantaged students were at or above grade level in Reading on the FCAT 2.0 2012 Reading test. | In grades 3 - 5, 50% (70) of economically disadvantaged students will be at or above grade level in Reading on the 2013 FCAT 2.0 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 | Differentiating instruction to meet the needs of students. | Continue the use of small groups to differentiate instruction. Professional Book Study related to the Barrier | Coachers, Administrators, LTF | Classroom Observations, Student Assessments | Student data, lesson plans, observations |
| 2 | Parental involvement with reading at home continues to have a negative effect on reading success | Increase the number of parental involvement activities. Continue the reading counts program. | Reading Coach, Media Specialist, Assistant Principal, Principal | Attendance at Parent Involvement activities Reading Counts reports Parent Link Reports | Fall/Winter Diagnostic Data FCAT 2.0 Reading Data |

| | | | | | |
|---|--|--|-----------------------------------|---|---|
| | | Use Parentlink as a form of effective communication with parents. | | | |
| 3 | Engaged in extended learning experiences | Students will be invited to attend after school tutorials four times per week. | Administration, Tutorial Teachers | Walkthroughs, Observations, Tutorial Lesson Plans, Student Attendance | Fall/Winter Diagnostic, Core K-12 assessments |

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 |
|--|---------------------|--|--|---|--|--|
| Reader's Workshop continuous development | K – 5 Reading | Teachers College Consultant, Reading Coach, Administration | School Wide | Fall and Spring | Lesson Plans Classroom Walkthroughs Student Work Samples | Principal Assistant Principal Reading Coach |
| Utilization of Clickers (Student Response Systems) to enhance instruction in the classroom | K – 5 Reading | Ms. Angram | K – 5 Teachers | Ongoing | Classroom Visits, Professional Development | Administration, ITSA |
| Reading- Utilizing small group strategies effectively through book studies. | K-5 Reading | Ms. Mawhinney, Administration | School Wide | September 13 October 11 October 19 November 6 December 6 January 24 March 7 | Student work Samples Coach's Log Book Studies Student Assessment results Principal's Walkthrough Notes | Principal, Assistant Principal Reading Coach LTF |

Reading Budget:

| Evidence-based Program(s)/Material(s) | | | |
|--|--|----------------|----------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Book Study | What Great Teachers Do Differently, Black Male Learning Styles | Title I | \$500.00 |
| Purchase materials for classroom and tutorial use. | Books, supplies for classrooms (notebooks, binders, paper, etc.) | Title I | \$500.00 |
| | | | Subtotal: \$1,000.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Increase use of technology in the classroom. | Clickers (Student Response Systems) | Title I | \$2,000.00 |
| Increase use of technology in the classroom. | Nooks (Electronic Readers) | Title I | \$2,000.00 |
| | | | Subtotal: \$4,000.00 |
| Professional Development | | | |

| Strategy | Description of Resources | Funding Source | Available Amount |
|---|--|--------------------|---------------------------------|
| Staff Professional Development | Instructional Staff Training | Pew Education Fund | \$0.00 |
| Staff Professional Development | Out of County Travel | Pew Education Fund | \$0.00 |
| Continue training in Reader's/Writer's Workshop. | Out of County Training – Attend Teachers College in New York for Readers/Writers Workshop | Title I | \$10,000.00 |
| Support Reader's/Writer's Workshop trainings at school. | Paper, ink, notebooks, Post-it chart paper. | Title I | \$100.00 |
| Reader's Writer's Consultants | Instructional Staff training by Consultants – Readers/Writers Workshop training from Teacher's College | Title I | \$5,000.00 |
| Run Data Analysis reports | Ink for Printers (EDW Reports) | Title I | \$100.00 |
| | | | Subtotal: \$15,200.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Provide tutoring | Tutoring/Enrichment | Title I | \$10,000.00 |
| | | | Subtotal: \$10,000.00 |
| | | | Grand Total: \$30,200.00 |

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

| Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students. | | | | | |
|---|-------------------------------|--|---|---|-----------------------|
| 1. Students scoring proficient in listening/speaking. CELLA Goal #1: | | Increase the number of students that are proficient in listening/speaking on the CELLA assessment. | | | |
| 2012 Current Percent of Students Proficient in listening/speaking: | | | | | |
| On CELLA 2012, 43%(20) of the students were proficient in listening/speaking. | | | | | |
| Problem-Solving Process to Increase Student Achievement | | | | | |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Vocabulary development | Word work Word Wall (dual language) | ELL teacher Administration CLF | Classroom observations | Cella assessment data |
| 2 | English as a second language. | Spanish/English dictionaries | Ell teacher Administration CLF | Classroom observations | Cella assessment data |
| 3 | Comprehension | Thinking maps Anchor charts Flash cards (English/Spanish) | Ell teacher Administration CLF | Classroom observations | Cella assessment data |

| | |
|---|---|
| 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: | Students taking CELLA will increase reading proficiency to 50%(71). |

2012 Current Percent of Students Proficient in reading:

On CELLA 2012, 34%(16) of the students were proficient in Reading.

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|------------------------------|--|---|---|-----------------------|
| 1 | Vocabulary development | Word work Word Wall (dual language) | ELL teacher Administration CLF | Classroom observations | Cella assessment data |
| 2 | English as a second language | Spanish/English dictionaries | EII teacher Administration CLF | Classroom observations | Cella assessment data |
| 3 | Comprehension | Thinking maps Anchor charts Flash cards (English/Spanish) | EII teacher Administration CLF | Classroom observations | Cella assessment data |

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

3. Students scoring proficient in writing.

CELLA Goal #3:

Students taking CELLA will increase Writing proficiency to 40%(57).

2012 Current Percent of Students Proficient in writing:

On CELLA 2012, 27%(13) students achieved writing proficiency.

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|------------------------------|--|---|---|-----------------------|
| 1 | Vocabulary development | Word work Word Wall (dual language) | ELL teacher Administration CLF | Classroom observations | Cella assessment data |
| 2 | English as a second language | Spanish/English dictionaries | EII teacher Administration CLF | Classroom observations | Cella assessment data |
| 3 | Comprehension | Thinking maps Anchor charts Flash cards (English/Spanish) | EII teacher Administration CLF | Classroom observations | Cella assessment data |

CELLA Budget:

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

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

| | |
|--|---|
| 1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a: | Increase math proficiency in grades 3 - 5 (FCAT Level 3 or above). |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In grades 3 – 5, 25%(33) of students achieved a level 3 on the FCAT 2.0 Mathematics test. | In Grades 3 – 5, at least 40% (56) of students will achieve mastery at a Level 3 on the 2013 FCAT 2.0 Mathematics 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 | Differentiating instruction to meet the needs of students. | Continue the use of small groups to differentiate instruction. Professional Book Study related to the Barrier. | Coaches, Administration, LTF | Classroom Observations, Assessments | Student data, lesson plans, observations |
| 2 | Engaged in extended learning experiences. | Students will attend after school tutorials four times a week. Students will receive support from administration and staff during scheduled times during the school day. | Administration, Tutorial Teachers | Classroom Walkthroughs, Student attendance, Tutorial lesson plans | Fall/Winter diagnostic Data, Pre and Post test |
| 3 | Students engaged in higher order thinking skills. | Utilization of questioning stems to increase rigor. Short and extended response items on assessments. | Teachers, Math Coach, Administration | Lesson Plans, Classroom observations, Assessments | Fall/Winter Diagnostic Data, FCAT 2.0 |

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: | N/A |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| N/A | N/A |

Problem-Solving Process to Increase Student Achievement

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

| | | | | | |
|---|-----|-----|-----|-----|-----|
| 1 | N/A | N/A | N/A | N/A | N/A |
|---|-----|-----|-----|-----|-----|

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: | Increase math above proficiency rate in grades 3 - 5. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In grades 3 – 5, 15%(20) of students achieved above proficiency on the 2012 administration of the FCAT 2.0 Math Test | In Grades 3 – 5, at least 25%(35) of students will achieve mastery at a Level 4 or above on the 2013 FCAT 2.0 Mathematics 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 | Differentiating instruction to meet the needs of ALL students. | Continue the use of small groups to differentiate instruction. Professional book study related to the Barrier. | Coachers, Administration, LTF | Classroom Observations, Student Assessments | Student data, Lesson plans, Observations |
| 2 | Computer based testing and differentiating Instruction to meet the needs of all students. | Extra practice using computers for testing. Continue the use of small groups to differentiate instruction. Professional Development on small group instruction. Professional Development on differentiated instruction. | Math Coach, Administration, LTF | Classroom observations, Assessments, Computer Lab Schedule | Student data, Lesson plans, Observations |
| 3 | Engaged in enrichment during extended learning experiences. | Students will attend after school enrichment twice a week. Enrollment in Virtual School. | Teachers, Administration, Math Coach, Virtual School Teacher | Enrichment Lesson plans, Classroom walkthroughs, Student attendance | Fall/Winter Diagnostic Data, FCAT 2.0 |

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: | N/A |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In Grade 3 - 5, 100%(2) of the students scored at or above achievement level 7 in Mathematics. | N/A |

Problem-Solving Process to Increase Student Achievement

| | | | | | |
|--|--|--|-----------|-----------------|--|
| | | | Person or | Process Used to | |
|--|--|--|-----------|-----------------|--|

| | Anticipated Barrier | Strategy | Position Responsible for Monitoring | Determine Effectiveness of Strategy | Evaluation Tool |
|---|---------------------|----------|-------------------------------------|-------------------------------------|-----------------|
| 1 | N/A | N/A | N/A | N/A | N/A |

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

| | |
|---|--|
| 3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a: | Increase the percentage of students making learning gains in math as measured by the 2013 FCAT 2.0 test. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In grades 3 – 5, 71%(65)of students achieved learning gains on the 2012 FCAT 2.0 Math Test. | In grades 3 – 5, at least 80%(74) of students will make learning gains on the 2013 FCAT 2.0 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 | Word work, vocabulary development | Provide explicit instruction to development phonemic and conceptual understanding of content specific vocabulary | Teachers, Coaches, Administration | LTM's, Lesson Plans, Observations | Student data, assessments, informal observations |
| 2 | Engaged in extended learning experiences. | Students will attend after school tutorials four times a week. Students will receive support from administration and staff during scheduled times during the school day. | Administration, Tutorial Teachers | Classroom Walkthroughs, Student attendance, Tutorial lesson plans | Fall/Winter diagnostic Data, Pre and Post test |
| 3 | Students engaged in higher order thinking skills | Utilization of questioning stems to increase rigor. Short and extended response items on assessments. | Teachers, Math Coach, Administration | Lesson Plans, Classroom observations, Assessments | Fall/Winter Diagnostic Data, FCAT 2.0 |

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: | N/A |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In Grades 3 - 5, 50%(1) student made learning gains in mathematics. | N/A |

Problem-Solving Process to Increase Student Achievement

| | | | | | |
|--|--|--|-----------|-----------------|--|
| | | | Person or | Process Used to | |
|--|--|--|-----------|-----------------|--|

| | Anticipated Barrier | Strategy | Position Responsible for Monitoring | Determine Effectiveness of Strategy | Evaluation Tool |
|---|---------------------|----------|-------------------------------------|-------------------------------------|-----------------|
| 1 | N/A | N/A | N/A | N/A | N/A |

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

| | |
|---|---|
| 4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4: | Increase the percentage of students in the lowest 25% making learning gains in math. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In grades 3 – 5, 82%(23) of the lowest 25% students achieved learning gains on the 2012 FCAT 2.0 Math Test. | In grades 3 – 5, at least 85%(27) of the L 25 students will make learning gains on the 2013 FCAT 2.0 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 | Differentiating Instruction to meet the needs of all learners. | Utilize workshop model teaching style and create small groups based on needs. Professional Development on small group instruction. Professional Development on differentiated instruction. | Teachers, Administration, Math Coach, LTF | LTM Meetings, Observations, CWT's | Embedded Assessments, Diagnostic Data. Think Central Assessments |
| 2 | Engaged in extended learning experiences. | Students will attend after school tutorials four times a week. Students will receive support from administration and staff during scheduled times during the school day. | Administrators, Tutorial Teachers | Classroom Walkthroughs, Student attendance, Tutorial lesson plans | Fall/winter Diagnostic, Pre and Post tests. |
| 3 | Word work, vocabulary development | Provide explicit instruction to develop phonemic and conceptual understanding of content specific vocabulary | Teachers, Math Coach, LTF, Administration | LTM's, Lesson Plans, Observations | Student data, assessments, informal observations |

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 grades 3-5, 65% of students will achieve proficiency in Math. 5A : | | | | | |
| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| | 40% | 42% | 48% | 53% | 59% | |

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: | To increase the number of Black and Hispanic students meeting Math proficiency. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Subgroup Performance - 2012 - Black: 40%(40) Hispanic: 44%(14) | Subgroup Goals for FY '13 - Black: 64%(70) Hispanic: 65%(20) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|---|---|---|
| 1 | Differentiating Instruction to meet the needs of all students. | Continue the use of small groups to differentiate instruction. Professional Development on small group instruction. Professional Development on differentiated instruction. | Math Coach, Administration, LTF | Classroom observations, Assessments | Student data, Lesson plans, Observations |
| 2 | Providing remediation during the school day | Utilize workshop teaching model during the school day to assist with small group, differentiated instruction | Administration, Math Coach | CWT's, LTM Meetings, Lesson Planning | Observations, Embedded Assessments, Lesson Plans |
| 3 | Engaged in extended learning experiences. | Students will attend after school tutorials four times a week. Students will receive support from administration and staff during scheduled times during the school day. | Administrators, tutorial Teachers. | Student attendance, Observations of progress | Fall/Winter Diagnostic Embedded Assessments, Pre and Post Tests |
| 4 | Students engaged in higher order thinking skills | Utilization of questioning stems to increase rigor. Short and extended response items on assessments. | Teachers, Math Coach, Administration | Lesson Plans, Classroom observations, Assessments | Fall/Winter Diagnostic Data, FCAT 2.0 |

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: | N/A |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| N/A | N/A |

Problem-Solving Process to Increase Student Achievement

| | | | | | |
|--|--|--|-----------|-----------------|--|
| | | | Person or | Process Used to | |
|--|--|--|-----------|-----------------|--|

| | Anticipated Barrier | Strategy | Position Responsible for Monitoring | Determine Effectiveness of Strategy | Evaluation Tool |
|---|---------------------|----------|-------------------------------------|-------------------------------------|-----------------|
| 1 | N/A | N/A | N/A | N/A | N/A |

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

| | |
|--|---|
| 5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D: | To increase the number of students with disabilities meeting Math proficiency on the 2013 FCAT 2.0. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Subgroup Performance FY'12 - SWD - 24%(10) proficient | Subgroup Performance - FY'13 - SWD - 50%(15) |

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 | Inclusion model in regular classrooms. | Provide facilitative support for all SWD in the regular classroom. | Teachers, ESE Contact, Administration | Schedule, Observations | Student data, Diagnostics |
| 2 | Engaged in extended learning opportunities. | Students will attend after school tutorials four times a week. Students will receive support from administration and staff during scheduled times during the school day. | Administration, Tutorial Teachers | Classroom Walkthroughs, Student attendance, Tutorial lesson plans | Fall/Winter diagnostic Data, Pre and Post test |
| 3 | Differentiating Instruction | Continue the use of small groups to differentiate instruction. Professional Development on small group instruction. Professional Development on differentiated instruction. | Math Coach, LTF, Administrators, ESE teachers | Classroom observations, Assessments | Student data, Lesson plans, Observations |

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

| | |
|--|--|
| E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E: | To increase the number of economically disadvantaged students meeting Math proficiency on 2013 FCAT 2.0 Math test. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Subgroup Performance FY'12 - ED - 40%(53) proficient in math | Subgroup Performance - FY'13 - 59%(80) students will make satisfactory progress on FCAT 2.0 mathematics test. |

Problem-Solving Process to Increase Student Achievement

| | | | | | |
|--|--|--|-----------|-----------------|--|
| | | | Person or | Process Used to | |
|--|--|--|-----------|-----------------|--|

| | Anticipated Barrier | Strategy | Position Responsible for Monitoring | Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|---|---|--|
| 1 | Engaged in extended learning opportunities. | Students will attend after school tutorials four times a week. Students will receive support from administration and staff during scheduled times during the school day. | Administrators, Tutorial Teachers | Classroom Walkthroughs, Student attendance, Tutorial lesson plans | Fall/Winter diagnostic Data, Pre and Post test |
| 2 | Differentiating Instruction | Continue the use of small groups to differentiate instruction. Professional Development on small group instruction. Professional Development on differentiated instruction. | Math Coach, LTF, Administrators, ESE teachers | Classroom observations, Assessments | Student data, Lesson plans, Observations |
| 3 | Students engaged in higher order thinking skills | Utilization of questioning stems to increase rigor. Short and extended response items on assessments. | Teachers, Math Coach, Administration | Lesson Plans, Classroom observations, Assessments | Fall/Winter Diagnostic Data, FCAT 2.0 |

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 |
|--|---------------------|--|--|---|--|---|
| Small Group Instruction | K – 5 | Math Coach, District Instructional Specialist, LTF | Math Teachers, LTF | Weekly LTM meetings | Lesson Plans, Classroom visits, | Administration, Math Coach |
| Book Study | K – 5 | Administration | School-wide | September 13 October 11 October 19 November 6 December 6 January 24 March 7 | Student work Samples Coach's Log Book Studies Student Assessment results Principal's Walkthrough Notes | Administration |
| Go Math Training | K – 5 | District Specialists | Math Teachers | September 20, September 24, On-going | Classroom Walkthroughs, Lesson Plans, Observations | Administration, Math Coach |
| Utilization of Mobi's and Clickers to enhance instruction in the classroom | K – 5 | Ms. Angram, Ms. Dupee | Math Teachers | On-going | Classroom Walkthroughs Professional Development | ITSA, Administration |

Mathematics Budget:

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

| Strategy | Description of Resources | Funding Source | Available Amount |
|---|---|-----------------|---------------------------------|
| Purchase materials to support classroom and tutorial. | Paper, journals, manipulatives, for instructional needs, ink cartridges | Title I | \$2,000.00 |
| | | | Subtotal: \$2,000.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| My Skills Tutor | Math Module | Title I | \$2,000.00 |
| Technology based instruction | Riverdeep, Think Central, Go Math, FASST Math | District Funded | \$0.00 |
| | | | Subtotal: \$2,000.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Provide professional development, model lessons, support data analysis with teachers. | Math Coach | Title I | \$67,588.00 |
| Materials to support PD training | Paper, post-it chart paper, ink cartridges, notebooks. | Title I | \$1,000.00 |
| | | | Subtotal: \$68,588.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Provide tutorial and enrichment. | Tutoring/Enrichment | Title I | \$5,000.00 |
| | | | Subtotal: \$5,000.00 |
| | | | Grand Total: \$77,588.00 |

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. | | To increase science proficiency in 5th Grade. | | | |
| Science Goal #1a: | | | | | |
| 2012 Current Level of Performance: | | 2013 Expected Level of Performance: | | | |
| In grade 5, 19%(10) of students achieved mastery on the 2011 administration of the FCAT Science Test. | | In Grade 5, at least 45% (15) of the students will achieve proficiency on 2013 FCAT 2.0 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 | A lack of the fundamental background knowledge that students need in Science continues to show little to no improvement in Science performance. | Utilize Science lab as part of the Fine Arts wheel where students will experience hands-on experiments based on previous years benchmarks. Utilize hands-on laboratory experiments in the regular | Principal, Assistant Principal, 5th Grade Science Teacher, and Science Lab Teacher | Schedule, Classroom visits, Observations, Lesson Plans | Core K-12 assessments, Fall/Winter Diagnostics, FCAT 2.0 Science, Think Central Assessments |

| | | | | | |
|---|---|--|---|--|---------------------------------------|
| | | classroom on a weekly rotation aligned with strands and benchmarks being covered on the district's Scope and Sequence. | | | |
| 2 | Making real-world science connections | Provide real-world science experiments and engaging activities in addition to the use of "Science Snapshots" and Sciensaurus in 3rd, 4th, and 5th grade. Utilize Gizmos program to enrich concepts. | Principal, Assistant Principal, 5th Grade Science Teacher, and Science Lab Teacher. | Student work samples Lesson Plans Agenda book homework logs Gizmos Usage reports | Fall and Winter Diagnostics, FCAT 2.0 |
| 3 | Engaged in extended learning opportunities. | Students will attend afterschool tutorials twice a week. | Administrators, Tutorial Teachers | Student attendance, Pre/Post Tests | Fall/Winter Diagnostic |
| 4 | New textbook adoption | Teachers will attend Think Central training to increase their knowledge of the Science content and available resources. | Administration, Science Lab Teacher, Classroom Science Teachers, LTF | Classroom Walkthroughs LTM's Lesson Plans | Science FCAT FY 13 Diagnostic Tests |

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

| | |
|--|-------------------------------------|
| 1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b: | N/A |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| N/A | N/A |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---------------------|----------|---|---|-----------------|
| 1 | N/A | N/A | N/A | N/A | N/A |

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: | To increase the number of level 4 and 5 students on the FCAT 2.0 Science Assessment. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In grade 5, 12%(6) of students achieved a level 4 or 5 on the 2012 administration of the FCAT 2.0 Science Test. | In Grade 5, at least 25%(9) of the students will score an achievement Level of 4 or higher on the FCAT 2.0 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 | The lack of a strong Scientific background continues to have a negative effect on Science mastery. | Build Large and Rich Science Vocabulary. Wearable Words | Administration, 5th Grade Science Teacher, Science Resource Teacher | Vocabulary Notebooks, Classroom Walkthroughs, Observations | Mini assessments utilizing FCAT 2.0 Science Vocabulary, FCAT 2.0 Science Test |
| 2 | Engaged in extended learning experiences. | enrichment tutorials twice a week. | Administrators, Tutorial Teachers | Student attendance, Monitor progress | Fall/Winter Diagnostics |
| 3 | Differentiating Instruction to meet the needs of students. | Continue the use of small groups to differentiate instruction. | Science Teacher, Administration, Science Lab Teacher, LTF | Classroom Walkthroughs, Lesson Plans, Observations | Student Data, FCAT 2.0 Science, Core K-12 assessments, Think Central assessments |

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

| | |
|--|-------------------------------------|
| 2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b: | N/A |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| On FAA 2012, 100%(2) of students achieved a Level 7 in Science. | N/A |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---------------------|----------|---|---|-----------------|
| 1 | N/A | N/A | N/A | N/A | N/A |

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g., PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|------------------------------------|---------------------|----------------------------------|---|--|---|---|
| Science Notebooks | K – 5 | Science Resource Teacher, LTF | K – 5 Teachers | On – going | Classroom Walkthroughs, Lesson Plans | Administration |
| Think Central | 3 – 5 | District Personnel | 3 – 5 Science Teachers, Science Lab Resource Teacher | September 20, September 24, On-going | Classroom Walkthroughs, Lesson Plans | Administration |

| | | | | | | |
|----------|-------|-------------------------------------|----------------|------------|---------------------------|----------------|
| Clickers | K – 5 | Vendor, Ms. Angram, Ms. Dupee | K – 5 Teachers | On – going | Classroom Walkthroughs | Administration |
|----------|-------|-------------------------------------|----------------|------------|---------------------------|----------------|

Science Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|---|----------------|-------------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Support science classroom activities. | Lab materials, manipulatives, notebooks, paper, ink | Title I | \$1,000.00 |
| | | | Subtotal: \$1,000.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| My Skills Tutor Science Modules | Computer based tutorial program | Title | \$1,000.00 |
| | | | Subtotal: \$1,000.00 |
| 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 |
| Provide tutorial and enrichment. | Tutoring Enrichment | Title I | \$2,000.00 |
| | | | Subtotal: \$2,000.00 |
| | | | Grand Total: \$4,000.00 |

End of Science Goals

Writing Goals

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

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

| | |
|---|--|
| 1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a: | To increase 4th grade students proficiency in Writing. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In grade 4, 84%(27) of students achieved mastery on the 2012 administration of the FCAT 2.0 Writing Test. | In Grade 4, 85%(39) of the students will achieve Writing proficiency on the FCAT Writes 2.0. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|---|--|---|
| 1 | New FCAT Writes 2.0 requirements. | Utilizing scoring rubric on classroom and mini assessments. Descriptive feedback | Administration, Coaches, Writing Teacher, LTF | Lesson Plans, Classroom Walkthroughs, Observations | Palm Beach Writes assessments, FCAT Writes 2.0 Weekly Writing Prompts |
| | Using differentiated instruction in an inclusive setting | Teachers will receive differentiated instruction PD | Administration, Science Resource Teacher, | Classroom walkthroughs, lesson plans, weekly scheduled | Data from student writing, Palm Beach |

| | | | | | |
|---|---|---|-------------------------|-----------------------------------|--|
| 2 | | Continue implementation of Lucy Calkin's Writer's Workshop in all grades with a major emphasis on the units of study and small groups | District Personnel | writing prompts, EDW | Writes |
| 3 | Engaged in extended learning opportunities. | Provide after school tutorial services twice a week. | Administration, Coaches | Attendance, Tutorial lesson plans | Palm Beach Writes assessments, FCAT Writes 2.0 |

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. | | F/A | | | |
| Writing Goal #1b: | | | | | |
| 2012 Current Level of Performance: | | 2013 Expected Level of Performance: | | | |
| F/A | | F/A | | | |
| Problem-Solving Process to Increase Student Achievement | | | | | |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | F/A | F/A | F/A | F/A | F/A |

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g., PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|------------------------------------|---------------------|---|---|--|--|---|
| Differentiated Instruction | Grade K – 5 | Reading Coach, LTF, Administration | Grade K – 5 Writing Teachers | LTM's Fall/Spring TC Visits District Offered Professional Development | Classroom Walkthroughs, Observations, Lesson Plans | Administration |
| Writer's Workshop Training | Grade K – 5 | Suzanne Mawhinney, Teacher's College Personnel, LTF | Grade K – 5 Writing Teachers | On-Going Fall/Spring Visits from TC | Classroom Visits LTM Meetings Observations | Administration |

Writing Budget:

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

| | | | |
|----------------------------------|---|--------------------|--------------------------------|
| Support classroom instruction. | Journals, paper, folders, ink, chart paper | Title I | \$1,000.00 |
| | | | Subtotal: \$1,000.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| My Skills Tutor Writing Modules | Computer based tutorial program for Writing | Title I | \$2,000.00 |
| | | | Subtotal: \$2,000.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Staff Development | Staff Developer from Teacher's College | Pew Education Fund | \$0.00 |
| Staff Development | District Staff Developers for Writer's Workshop | District Funded | \$0.00 |
| | | | Subtotal: \$0.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Provide tutorial and enrichment. | Tutoring/Enrichment | Title I | \$1,000.00 |
| | | | Subtotal: \$1,000.00 |
| | | | Grand Total: \$4,000.00 |

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: | | Decrease absentee rate by 21%. | | | |
| 2012 Current Attendance Rate: | | 2013 Expected Attendance Rate: | | | |
| 74%(280) | | 95%(316) | | | |
| 2012 Current Number of Students with Excessive Absences (10 or more) | | 2013 Expected Number of Students with Excessive Absences (10 or more) | | | |
| 31%(98) | | 15%(50) | | | |
| 2012 Current Number of Students with Excessive Tardies (10 or more) | | 2013 Expected Number of Students with Excessive Tardies (10 or more) | | | |
| 11%(35) | | 6%(20) | | | |
| 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 |
| | Parental transportation and work schedules provide a constant | Increase the number of school bus riders, require parents to sign | Attendance Clerk, Data Processor, Asst Principal, | Daily Absentee Rate EDW Report | Daily Attendance, EDW Reports |

| | | | | | |
|---|---|--|--|----------------------------|-------------------------------|
| 1 | conflict with school hours | in late students, enforce the truancy policy. Require parents to sign in late students. Enforce the truancy policy. | Guidance | | |
| 2 | Students are not in walking distance of the school and do not have access to transportation | Ensure parents have bus schedules. Implement SwPBS with attendance as one of our universal guidelines. Monthly perfect attendance awards | Attendance Clerk, Administration, Guidance, Data Processor | Absentee Rate, EDW Reports | Daily Attendance, EDW Reports |
| 3 | Number of Migrant families | Monthly perfect attendance awards. Implement SwPBS with attendance as one of our universal guidelines. | Attendance Clerk, Administration, Guidance, Data Processor | Absentee Rate, EDW Reports | Daily Attendance, EDW Reports |

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 |
|------------------------------------|---------------------|--|--|--|---|--|
| SwPBS | K-5 | SwPBS committee | All Staff | On-going | Classroom visits, Absentee rate | Administration |
| Teacher communication with Parents | K – 5 | Administration, Guidance Counselor, Attendance Clerk | All Staff | On-going | Conference Logs, Daily attendance rates | Administration, Guidance Counselor, Attendance Clerk |

Attendance Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|-----------------------------------|----------------|--------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Materials | Supplies (Posters, Markers, etc.) | Title 1 | \$500.00 |
| | | | Subtotal: \$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 |
| 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: \$500.00 |

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: | Reduce the number of suspension by 5%(27). |
| 2012 Total Number of In-School Suspensions | 2013 Expected Number of In-School Suspensions |
| N/A | N/A |
| 2012 Total Number of Students Suspended In-School | 2013 Expected Number of Students Suspended In-School |
| N/A | N/A |
| 2012 Number of Out-of-School Suspensions | 2013 Expected Number of Out-of-School Suspensions |
| 26% (81 suspensions) | 12% (40 suspensions) |
| 2012 Total Number of Students Suspended Out-of-School | 2013 Expected Number of Students Suspended Out-of-School |
| 15% (46 students) | 8% (27 students) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|--|--|---|--|
| 1 | Students lack effective problem solving skills | Implement SwPBS. Implement a mentor group for at risk students. Hold weekly counseling sessions for targeted students. | Guidance counselor, Asst Principal, Principal, SwPBS Committee | School and Campus Climate, Number of Physical Incidents on Campus | Suspension Data, EDW Reports, Discipline Dashboard |
| 2 | Students lack conflict mediation skills | Implement Ripple Effects as an intervention. Provide a Schoolwide Positive Behavior Support program | Administration, Guidance, Teachers, SwPBS Committee | Number of disciplinary referrals Climate of school | EDW Reports – Discipline Dash Board |

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 |
|------------------------------------|---------------------|------------------------------------|---|--|-----------------------------------|---|
| Character Building | Grades K – 5 | Administration, Guidance Counselor | All staff | On-going | Monthly drawings | Assistant Principal, Guidance Counselor |
| SwPBS | K-5 | SwPBS committee | All Staff | On-going | Classroom visits, Absentee rate | Administration |

Suspension Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|--------------------------------|----------------------------|-----------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Ripple Effects | Online intervention program | Department of Safe Schools | \$0.00 |
| Materials | Posters (Markers, Paper, etc.) | Title 1 | \$500.00 |
| | | | Subtotal: \$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 |
| 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: \$500.00 |

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

| | |
|---|---|
| Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement: | |
| <p>1. Parent Involvement</p> <p>Parent Involvement Goal #1:</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p> | <p>Increase parental involvement at the school through communication (parent link), parent night activities (by content areas), student success programs, and parent conference days (every trimester).</p> |

| | |
|--|--|
| 2012 Current Level of Parent Involvement: | 2013 Expected Level of Parent Involvement: |
| In school year 2012, 50% of Canal Point parents attended at least one school activity or parental involvement event. | In school year 2013, 75% of Canal Point parents will attend at least 1 Curriculum Night/Family Involvement activity designed to assist the family with familiarity with the Florida Sunshine State Standards and student achievement requirements for success on the 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 | Low parental support for activities | Provide incentives for parents (food and prizes). Communicate with parents through phone calls, newsletters, home visits. | Teachers, Administration, Staff, Parent Liaison | Attendance at Meetings | Attendance |
| 2 | Lack of parental support on academic initiatives outside of school | Provide monthly family nights with food, and free tutoring. October - Science November - Data Chat Night December - Math January - Poetry March - Literacy | Administrators, Teachers, Parent Liaison | Attendance, Monitor students progress from attending tutoring. | Attendance, Fall/Winter Diagnostic |
| 3 | Lack of knowledge regarding Title I activities, programs, and rights. | Conduct an annual meeting to provide parents with information on Parents' Right to Know, what Title I is and how we became a Title I school, as well as activities provided by Title I funds. Hold Parent Conferences SAC Meetings in which parents are provided the opportunity to have input on such things as the PIP, SIP, and Parent-School Compact. Provide parents with the Title I Annual Parent Survey in the spring. | Administrators, Parent Liaison, SAC Chair | Attendance at Meetings | Attendance |
| 4 | Difficulty recruiting and retaining business partners and volunteers. | Provide local businesses with newsletters invite them to Open House, Curriculum night, and SAC meetings. Invite them to read with our children twice a year. Recruit volunteers. | Administrators, Parent liaison, and Reading Coach. | Attendance at meetings. Monitor applications received regarding becoming a business partner. | Attendance, flyers, phone logs. |
| 5 | Distance of school from majority of residences. | Provide transportation. Door Prizes for attending parental | Administration, Parent Liaison | Attendance at meetings | Sign-In sheets |

involvement activities.

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 |
|---|---------------------|---|---|--|-----------------------------------|---|
| Training understanding the purpose and how to use the Compact and PIP | Teachers | Parent Liaison, Administration, SAC Chair | Teachers, Staff | Monthly SAC meetings | Monthly SAC meetings | Administration |

Parent Involvement Budget:

| Evidence-based Program(s)/Material(s) | | | |
|--|---|----------------|--------------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Materials to support parent trainings | Paper and ink cartridges, door prizes, food for parent trainings, materials to support family nights. | Title I | \$1,850.00 |
| | | | Subtotal: \$1,850.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Increase parent involvement, business partners and volunteers. | Parent Liaison | Title I | \$26,700.00 |
| | | | Subtotal: \$26,700.00 |
| | | | Grand Total: \$28,550.00 |

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 |

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

| Evidence-based Program(s)/Material(s) | | | | |
|---------------------------------------|---|--|----------------------------|----------------------|
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| Reading | Book Study | What Great Teachers Do Differently, Black Male Learning Styles | Title I | \$500.00 |
| Reading | Purchase materials for classroom and tutorial use. | Books, supplies for classrooms (notebooks, binders, paper, etc.) | Title I | \$500.00 |
| Mathematics | Purchase materials to support classroom and tutorial. | Paper, journals, manipulatives, for instructional needs, ink cartridges | Title I | \$2,000.00 |
| Science | Support science classroom activities. | Lab materials, manipulatives, notebooks, paper, ink | Title I | \$1,000.00 |
| Writing | Support classroom instruction. | Journals, paper, folders, ink, chart paper | Title I | \$1,000.00 |
| Attendance | Materials | Supplies (Posters, Markers, etc.) | Title 1 | \$500.00 |
| Suspension | Ripple Effects | Online intervention program | Department of Safe Schools | \$0.00 |
| Suspension | Materials | Posters (Markers, Paper, etc.) | Title 1 | \$500.00 |
| | | | | Subtotal: \$6,000.00 |
| Technology | | | | |
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| Reading | Increase use of technology in the classroom. | Clickers (Student Response Systems) | Title I | \$2,000.00 |
| Reading | Increase use of technology in the classroom. | Nooks (Electronic Readers) | Title I | \$2,000.00 |
| Mathematics | My Skills Tutor | Math Module | Title I | \$2,000.00 |
| Mathematics | Technology based instruction | Riverdeep, Think Central, Go Math, FASST Math | District Funded | \$0.00 |
| Science | My Skills Tutor Science Modules | Computer based tutorial program | Title | \$1,000.00 |
| Writing | My Skills Tutor Writing Modules | Computer based tutorial program for Writing | Title I | \$2,000.00 |
| | | | | Subtotal: \$9,000.00 |
| Professional Development | | | | |
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| Reading | Staff Professional Development | Instructional Staff Training | Pew Education Fund | \$0.00 |
| Reading | Staff Professional Development | Out of County Travel | Pew Education Fund | \$0.00 |
| Reading | Continue training in Reader's/Writer's Workshop. | Out of County Training – Attend Teachers College in New York for Readers/Writers Workshop | Title I | \$10,000.00 |
| Reading | Support Reader's/Writer's Workshop trainings at school. | Paper, ink, notebooks, Post-it chart paper. | Title I | \$100.00 |
| Reading | Reader's Writer's Consultants | Instructional Staff training by Consultants – Readers/Writers Workshop training from Teacher's College | Title I | \$5,000.00 |
| Reading | Run Data Analysis reports | Ink for Printers (EDW Reports) | Title I | \$100.00 |
| Mathematics | Provide professional development, model lessons, support data | Math Coach | Title I | \$67,588.00 |

| | | | | |
|--------------------|--|---|--------------------|---------------------------|
| | | analysis with teachers. | | |
| Mathematics | Materials to support PD training | Paper, post-it chart paper, ink cartridges, notebooks. | Title I | \$1,000.00 |
| Writing | Staff Development | Staff Developer from Teacher's College | Pew Education Fund | \$0.00 |
| Writing | Staff Development | District Staff Developers for Writer's Workshop | District Funded | \$0.00 |
| Parent Involvement | Materials to support parent trainings | Paper and ink cartridges, door prizes, food for parent trainings, materials to support family nights. | Title I | \$1,850.00 |
| | | | | Subtotal: \$85,638.00 |
| Other | | | | |
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| Reading | Provide tutoring | Tutoring/Enrichment | Title I | \$10,000.00 |
| Mathematics | Provide tutorial and enrichment. | Tutoring/Enrichment | Title I | \$5,000.00 |
| Science | Provide tutorial and enrichment. | Tutoring Enrichment | Title I | \$2,000.00 |
| Writing | Provide tutorial and enrichment. | Tutoring/Enrichment | Title I | \$1,000.00 |
| Parent Involvement | Increase parent involvement, business partners and volunteers. | Parent Liaison | Title I | \$26,700.00 |
| | | | | Subtotal: \$44,700.00 |
| | | | | Grand Total: \$145,338.00 |

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

Are you a reward school: Yes No

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

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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 |
|--|------------|
| School Improvement | \$2,000.00 |
| Amendment to Extra Duty Days allotted to Assistant Principal. SAC approved 3 additional duty days and pending 5 extra duty days for the start of SY 2013-2014. | \$981.42 |
| SAC approved funds for students to attend after school tutoring and assist with transportation. | \$1,500.00 |

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

During the eight monthly meetings planned for the 2012 – 13 school year, the SAC plans to do community outreach aimed at increasing involvement, review School Improvement Plan activities and allocate monies appropriately for support of the SIP.

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 K. E. CUNNINGHAM/CANAL POINT ELEMENTARY 2010-2011 | | | | | | |
|--|----------|-----------|---------|---------|---------------------|---|
| | Reading | Math | Writing | Science | Grade Points Earned | |
| % Meeting High Standards (FCAT Level 3 and Above) | 42% | 52% | 76% | 38% | 208 | 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 | 47% | 47% | | | 94 | 3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2 |
| Adequate Progress of Lowest 25% in the School? | 44% (NO) | 65% (YES) | | | 109 | 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 | | | | | 411 | |
| Percent Tested = 100% | | | | | | Percent of eligible students tested |
| School Grade* | | | | | D | Grade based on total points, adequate progress, and % of students tested |

| Palm Beach School District K. E. CUNNINGHAM/CANAL POINT ELEMENTARY 2009-2010 | | | | | | |
|--|-----------|-----------|---------|---------|---------------------|---|
| | Reading | Math | Writing | Science | Grade Points Earned | |
| % Meeting High Standards (FCAT Level 3 and Above) | 49% | 66% | 73% | 33% | 221 | Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component. |
| % of Students Making Learning Gains | 56% | 62% | | | 118 | 3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2 |
| Adequate Progress of Lowest 25% in the School? | 53% (YES) | 60% (YES) | | | 113 | 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 | | | | | 452 | |
| Percent Tested = 100% | | | | | | Percent of eligible students tested |
| School Grade* | | | | | C | Grade based on total points, adequate progress, and % of students tested |