

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: WESTWARD ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Boobie E. Brooks, Jr.

SAC Chair: Josette Archbold

Superintendent: Wayne E. Gent

Date of School Board Approval:

Last Modified on: 11/10/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Boobie Brooks	Bachelors of Science: Mathematics; Masters of Science in Education Leadership (All Levels); Middle Grades Endorsement; Secondary Mathematics; School Principal (All Levels)		3	FY12 - Assistant Principal of Dr. Mary McLeod Bethune Elementary; Grade C Reading Mastery (31%), Math Mastery (41%), Writing Mastery (70%), Science Mastery (19%), Reading Gains (57%) Math Gains (64%), Lowest 25% Reading gains (72%) Lowest 25% Math Gains (69%) FY11 - Assistant Principal of Dr. Mary McLeod Bethune Elementary; Grade D Reading Mastery 46%, Math Mastery 56, Writing Mastery 97%, Science Mastery 14%, AYP Not Met; Reading (49%) Math (49%), Learning gains lowest 25% Reading 56% Math 58%
		Elementary 1-6, Primary Education,			FY11 Grade C, reading mastery 59%, learning gains 60%, lowest 25% learning gains 50%, Math mastery 62%, learning gains 58%, science mastery 38%. None of our sub groups met AYP criteria in reading Westward Elementary

Assis Principal	KaShamba Miller	and Educational Leadership K-12 Pre-kindergarten/ Primary Education, (age 3 - Grade 3) Masters of Science in Education Leadership	6	4	<p>FY10 Grade C, reading mastery 62%, learning gains 65%, lowest 25% learning gains 61%,None of our sub groups met AYP criteria in reading Westward Elementary</p> <p>FY09 School Grade A, Reading mastery 66%, Math mastery 66%, Writing mastery 90%, Science mastery 48%, Black and SWD did not make AYP in math</p> <p>FY08 School Grade A, Reading mastery 61%, Math mastery 67%, Writing mastery 94%, Science mastery 24%, All subgroups met AYP criteria</p>
-----------------	-----------------	---	---	---	--

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	Yvette Bullard	Elementary 1-6 Primary K-3 Masters in Elementary Ed. Reading and ESOL Endorsemen	17	6	<p>FY12 Grade C, reading mastery 43%, learning gains 68%, lowest 25% learning gains 78%, Westward Elementary</p> <p>FY11 Grade C, reading mastery 59%, learning gains 60%, lowest 25% learning gains 50%,None of our sub groups met AYP criteria in reading Westward Elementary</p> <p>FY10 Grade C, reading mastery 62%, learning gains 65%, lowest 25% learning gains 61%,None of our sub groups met AYP criteria in reading</p> <p>FY09 Grade A, Reading mastery 66% Learning gains in reading 74%, Lowest 25% learning gains in reading 80%, All subgroups met AYP criteria in reading</p> <p>FY08 Grade A, reading mastery 61%, Learning gains 67%, lowest 25% learning gains 71%, All subgroups met AYP in reading</p> <p>FY07 Grade B, Reading mastery 57%, learning gains 68%, lowest 25% learning gains 63%, All subgroups met AYP criteria in reading</p>
Reading	Melinda McCray	Elementary 1-6 Reading Endorsement ESOL Endorsement Master of Education in curriculum and Instruction	8	5	<p>FY12 Grade C, reading mastery 43%, learning gains 68%, lowest 25% learning gains 78%, Westward Elementary</p> <p>FY11 Grade C, reading mastery 59%, learning gains 60%, lowest 25% learning gains 50%,None of our sub groups met AYP criteria in reading Westward Elementary</p> <p>FY10 Grade C, reading mastery 62%, learning gains 65%, lowest 25% learning gains 61%,None of our sub groups met AYP criteria in reading</p> <p>FY09 Grade A, reading mastery 66%, learning gains 74%, lowest 25% learning gains 80%, All subgroups met AYP criteria in reading</p> <p>FY08 Grade A, reading mastery 61%, learning gains 67%, lowest 25% learning gains 71%,FY07 Grade B, Reading mastery 57%, learning gains 68%, lowest 25% learning gains 63%, All subgroups met AYP criteria for reading</p>
					FY12 Grade C, math mastery 33%, learning gains 47%, lowest 25% learning

Math/Science	Traci Boysaw	Elementary 1-6 Masters of Science in Math	13	<p>gains 61%; 34% meeting high standards in science. Westward Elementary</p> <p>FY11 Grade C, math mastery 62%, learning gains 58%, lowest 25% learning gains 57%,None of our sub groups met AYP criteria in Math 38% meeting high standards in science. Westward Elementary</p> <p>FY10 Grade C, math mastery 60%, learning gains 58%, lowest 25% learning gains 59%,None of our sub groups met AYP criteria in math.</p> <p>FY09 School grade A, math master 66%, learning gains in math 60, lowest 25% learning gains in math 57%, Science mastery 48% Total, Black and ED subgroups did not met AYP criteria in math</p> <p>FY08 School grade A, math mastery 67%, learning gains 75%, lowest 25% learning gains 82%, Science mastery24%, All subgroups met AYP criteria in mathematics</p> <p>FY 07 School grade B Math mastery 68% Learning gains 73% lowest 25% gains in math 81%. 97% of the criteria of AYP meet. Only sub-group not met ELL students</p>
--------------	--------------	---	----	--

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	Receive recommendations fro North Area (Area 4) HR staff	North Area (Area 4) HR staff and Administration	August 2012	
2	Assign mentoring teacher to early year teachers	Assistant Principal	August 2012	
3	Professional Development offerings	Assistant Principal	June 2013	
4	Regular meetings of early year teachers with Principal	Principal	On-going	Not Applicable
5	Weekly grade level planning meeting	Grade level team leader	On-going	Not Applicable
6	Participation in the Educator Support Program (ESP)	Assistant Principal/ PD Staff for Teacher Mentoring Program	May 2013	

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
At this time we do not have any instructional staff and paraprofessionals that are teaching out-of-field and who receive less than an effective rating.	

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
58	1.7%(1)	44.8%(26)	22.4%(13)	17.2%(10)	22.4%(13)	100.0%(58)	12.1%(7)	1.7%(1)	50.0%(29)

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
Monica Hightower		An experienced educator that will provide grade level guidance that will encourage a flexible, creative, inquiry based environment	The mentor and mentee meet weekly to discuss lesson plans, observation feedback and best practices. The mentee is given release time to observe the mentor.
Josette Archbold		An experienced educator that will provide grade level guidance that will encourage a flexible, creative, inquiry based environment	The mentor and mentee meet weekly to discuss lesson plans, observation feedback and best practices. The mentee is given release time to observe the mentor.
Yvette Bullard	Sarah Fiser	An experienced educator that will provide grade level guidance that will encourage a flexible, creative, inquiry based environment	The mentor and mentee meet weekly to discuss lesson plans, observation feedback and best practices. The mentee is given release time to observe the mentor.
Bernadette Beneby-Coleman	Thomas Adornetto	An experienced educator that will provide grade level guidance that will encourage a flexible, creative, inquiry based environment	The mentor and mentee meet weekly to discuss lesson plans, observation feedback and best practices. The mentee is given release time to observe the mentor.
Delores Washington		An experienced educator that will provide grade level guidance that will encourage a flexible, creative, inquiry based environment	The mentor and mentee meet weekly to discuss lesson plans, observation feedback and best practices. The mentee is given release time to observe the mentor.
		An experienced	

Myrlande Bastien		educator that will provide grade level guidance that will encourage a flexible, creative, inquiry based environment	The mentor and mentee meet weekly to discuss lesson plans, observation feedback and best practices. The mentee is given release time to observe the mentor.
Pauline Nembhard			

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

Services are provided to ensure students requiring additional remediation in reading, writing; mathematics and science are assisted through after- school tutoring. Services are also available for proficient student to provide enrichment in math, reading, science and writing. SAI is provided for our retained 3rd grade students and 2nd grade students that are struggling with Reading. Title I funds will also be used to support Family Involvement and Professional Development Activities. Title I funds are used to provide a Math Coach and Resource teacher. The funds will also be used to increase the availability of technology with additional computers, projectors and iPads. Classroom resources such as post it charts, classroom libraries, and supplemental materials for Reading and Math will be purchased with Title I funds as well. The school works with agencies such as Parent Child Center, Chrysalis, the department of Children's and Families to assist students with behavior and emotional concerns

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with 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. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skill of non-proficient students. Funds at Westward Elementary are used for purchasing site software licenses and to provide professional development for the implementation of the programs.

Title III

Services are provided through the District for education materials and ELL District support services to improve the education of English Language Learners (ELL).

Title X- Homeless

District Homeless Social Worker provides 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)

Services are provided to ensure students grades 2 – 3 requiring additional remediation in reading are provided support beyond the 90 minute reading block.

Violence Prevention Programs

District-wide implementation of Single School Culture, Schoolwide Positive Behavior Support, as well as Appreciation of Multicultural Diversity.

Nutrition Programs

Thirty minutes are built into the daily schedule for students grades K – 5 to promote student wellness via nutrition and physical activity.

Housing Programs

Not Applicable

Head Start

Not Applicable

Adult Education

Not Applicable

Career and Technical Education

Not Applicable

Job Training

Not Applicable

Other

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

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal, Assistant Principal, ESE contact, ELL contact, school psychologist, classroom teacher, reading/math/science coaches, RTI/Inclusion Facilitator, Learning Team Facilitator, and guidance staff.

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?

Meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on the 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 not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team.

The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research •] based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

* 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 both

IDEA and NCLB. Specifically, both 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?

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 both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

*Problem Solving & Response to Intervention Project 2008

Members of the school-based RtI Leadership Team will meet with the School Advisory Council (SAC) and will help develop the SY10 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 scores and the lowest 25%
- AYP and subgroups
- strengths and weaknesses of intensive programs
- mentoring, tutoring, and other services.

The RtI/Inclusion Facilitator will provide professional development for the SAC members on the RtI process.

MTSS Implementation

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

Baseline data:

- Florida Comprehensive Assessment Test (FCAT)
- Curriculum Based 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 (FCAT)
- FCAT Writes
- ACT/SAT/CPT

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 Facilitator 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
- consensus building
- Positive Behavioral Intervention and Support (PBIS)
- data based decision making to drive instruction
- progress monitoring
- selection and availability of research based interventions
- tools utilized to identify specific discrepancies in reading.

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

RTI is conducted and implemented via discussion at School Based Team (SBT). Members of SBT are responsible for implementing and/or gathering data through the RTI process.

Classroom and Resource Teachers- Tier II RTI

Reading specialist are trained in a variety of research based programs—tier III RTI

RTI specialist---assist teachers with implementing RTI effectively in classroom---implement RTI Tier II & III

School psychologist—use gathered data to chart and graph progress and accommodate testing

Describe the plan to support MTSS.

Teachers were given an overview of the MTSS process during preschool. This included the requirements, expectations, and necessary documents and reports that needed to be utilized. Additionally the second week week of school mock SBT meetings will be held with individual teachers to go through the process on and individual level allowing more time for individual questions to be answered. Once SBT meetings are scheduled teachers will be given a notice prior to the meeting and what documentation needs to be provided. At the SBT meeting directions and follow up procedures will be given to the team members of the meeting along with the due dates. Coaches and administration will be present at the meeting to provide additional strategies that may be implemented as needed.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Bobbie Brooks-----Principal
 KaShamba Miller----- Assistant Principal
 Kim Hall----- ESE Contact
 Pauline Nembhard----- ELL Contact
 Nehemie Duval----- Classroom Teacher
 Terrill Ridgell-----Classroom Teacher
 Yvette Bullard-----Reading Coach
 Melinda McCray-----Reading Coach
 Josette Archbold-----Media Specialist
 Bernadette Beneby-----Magnet Coordinator

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

Meet once a month to review diagnostic data, and progress monitoring data. Based on the information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified

students will be addressed through in school enrichment.

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

The major initiative of the LLT this school year will be to introduce and provide professional development for the Common Core Standards (especially in Kindergarten and 1st grade) and emphasize text complexity for grades 2-5. We will also explore using the Daily 5 and Daily CAFE model by Gail Boushey and Joan Moser as a model to be used in our literacy block.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 9/23/2012)

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

At Westward Elementary, all eligible children are identified during Kindergarten Round-Up/Orientation in the spring. Our pre-school teachers collaborate with the kindergarten team regarding what is expected (Grade Level Expectations) once the students arrive in kindergarten to promote school readiness. Additionally to promoting Kindergarten readiness the Kindergarten team will conduct a make and take workshop for parent to help promote needed skills, as well as, classroom guided tours. Kindergartners are tested during the beginning of the first trimester using several measurements of readiness, including the SRUSS, DIBELS, and the K-3 Reading and Writing Assessment System. These assessments are used as indicators for the enhancement of needed skills for school readiness. The school also allows parents to visit the classrooms during the first week of school to promote a smooth transition to the structure of Kindergarten. Westward currently has a Pre-K program that collaborates with the kindergarten teachers regarding grade level expectations. Our specific goals are to prepare our pre-schoolers to transition into elementary school academically and emotionally.

*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:	The percent of proficient students dropped from 59% to 43%. Our goal is to increase the percent of proficient by 7%
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 43% (132) of our students met high standards on the 2012 FCAT Reading Test. The students who scored Level 3 was 26% (79).	In grades 3 -5, 50% of our students will meet high standards in reading on the 2013 FCAT Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Effective use of learning team meetings	Determine the schools' core, instructional needs utilizing data from the EDW reports, plan 90 minutes of daily reading instruction targeting identified school needs.	Principal, Assistant Principal, Reading Coach, District Capacity Specialist	Student progress is assessed regularly by reviewing results of mini assessments. Benchmark test/common assessments	mini assessments, benchmark assessments, SRI, and Diagnostic test
2	Implementing assessments with fidelity	Develop instructional Focus Calendar/Focus Lessons aligned with tested benchmarks based on school's needs.	Principal, Assistant Principal, Reading Coach, District Capacity Specialist	Student progress is assessed regularly by reviewing results of mini assessments. Benchmark test/common assessments	mini assessments, benchmark assessments, SRI, and Diagnostic test
3	Implementing reading program with fidelity	Provide 30 minutes of explicit whole group instruction followed by 60 minutes of teacher directed small group and differentiated instruction targeting the tested benchmarks daily.	Principal, Assistant Principal, Reading coach, District Capacity Specialist	Student progress is assessed regularly by reviewing results of mini assessments. Benchmark test/common assessments	mini assessments, benchmark assessments, SRI, and Diagnostic test
4	Effective use of enrichment programs	Provide explicit enrichment activities that will differentiate instruction while targeting the tested benchmarks.	Principal, Assistant Principal, Reading coach, Teachers	Student progress is assessed regularly by reviewing results of mini assessments. Benchmark test/common assessments	mini assessments, benchmark assessments, SRI, and Diagnostic test

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

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

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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:	Percent of students scoring level 4 and above remained the same from FY11 to FY12. Our goal is to increase by 3% (9) for FY13
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (53) of students scored level 4 or higher on the FY12 FCAT reading test.	20% (62) of students will score level 4 or higher on the FY13 FCAT reading.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Implementation of differentiated reading instruction with fidelity	Provide ongoing and systematic instruction with feedback and scaffold instructional support to students for students not demonstrating mastery on mini assessments.	Principal, Assistant Principal Reading coach, District Capacity Specialist	Student progress is assessed regularly by reviewing results of mini assessments. Benchmark test/common assessments	mini assessments, benchmark assessments, SRI, and Diagnostic test
2	Implementation of reading program with fidelity	Incorporate Reading bench marks into Social Studies and Science lessons plans and instructional delivery	Principal, Assistant Principal, Reading Coach Utilize Dart model to identify	Student progress is assessed regularly by reviewing results of mini assessments. Benchmark test/common assessments	mini assessments, benchmark assessments, SRI, and Diagnostic test
3	Effective use of enrichment programs	Provide explicit enrichment activities that will differentiate instruction while targeting the tested benchmarks.	Principal, Assistant Principal, Reading Coach, Teachers	Student progress is assessed regularly by reviewing results of mini assessments. Benchmark test/common assessments	mini assessments, benchmark assessments, SRI, and Diagnostic test

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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:	The percent of students making learning gains will increase from 60% in FY11 to 67% in FY12. Our goal is to increase by an additional 8%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY12 67% (88) of students made learning gains in reading on the FCAT reading.	For the FY13 FCAT Reading Assessment 75% of students will demonstrate learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	implementation of reading program with fidelity	Provide many opportunities for struggling readers to apply phonics/word study learning to reading words, word list and connected texts	Principal, Assistant Principal, Reading Coach, District Capacity Specialist	Student progress is assessed regularly by reviewing results of mini assessments. Benchmark test/common assessments	mini assessments, benchmark assessments, SRI, and Diagnostic test
2	implementation of reading program with fidelity	Provide targeted interventions for students not demonstrating mastery of core concepts	Principal, Assistant Principal, Reading Coach	Student progress is assessed regularly by reviewing results of mini assessments. Benchmark test/common assessments	mini assessments, benchmark assessments, SRI, and Diagnostic test
3	Effective use of enrichment programs	Provide explicit enrichment activities that will differentiate instruction while targeting the tested benchmarks.	Principal, Assistant Principal, Reading Coach, Teachers	Student progress is assessed regularly by reviewing results of mini assessments. Benchmark test/common assessments	mini assessments, benchmark assessments, SRI, and Diagnostic test

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

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

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
--	---------------------	----------	---	---	-----------------

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The percent of students in lowest 25% making learning gains in Reading increased by 26% from 50% in FY11 to 76% in FY12. Our goal is to increase an additional 4%
2012 Current Level of Performance:	2013 Expected Level of Performance:
For the FY12 FCAT reading test 76% of the students in the lowest 25% made learning gains.	For the FY13 FCAT Reading Assessment 80% of students in the lowest 25% will demonstrate learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Implementation of reading program with fidelity	Provide many opportunities for struggling readers to apply phonics/word study learning to reading words, word list and connected texts	Principal, Assistant Principal, Reading Coach, District	Student progress is assessed regularly by reviewing results of mini assessments. Benchmark test/common assessments	mini assessments, benchmark assessments, SRI, and Diagnostic test
2	Implementation of reading program with fidelity	Provide targeted interventions for students not demonstrating mastery of core concepts	Principal, Assistant Principal, Reading Coach	Student progress is assessed regularly by reviewing results of mini assessments. Benchmark test/common assessments	mini assessments, benchmark assessments, SRI, and Diagnostic test
3	Effective use of enrichment programs	Provide explicit enrichment activities that will differentiate instruction while targeting the tested benchmarks.	Principal, Assistant Principal, Reading Coach, Teachers	Student progress is assessed regularly by reviewing results of mini assessments. Benchmark test/common assessments	mini assessments, benchmark assessments, SRI, and Diagnostic test

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	In six years our school will reduce the achievement gap by 50%					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	42%	48%	53%	58%	63%	

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:	Black students did meet the 2012 Reading proficiency target but Hispanic students did not. Both subgroups will meet the 2013 targets
---	--

2012 Current Level of Performance:	2013 Expected Level of Performance:
Black 58% and Hispanic 57%	By 2013 the black subgroups not making proficiency will reduce to 52% or less and the Hispanic subgroup not making proficiency will reduce to 50% or less.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Implementation of the tutorial program with fidelity	Tutorials will be provided on Tuesday, Thursday, and Saturday.	Principal	mini assessments, benchmark assessments, SRI, and Diagnostic test	FCAT 2012 Results
2	Implementation of reading program with fidelity	Provide targeted interventions for students not demonstrating mastery of core concepts	Principal, Assistant Principal, Reading Coach	Student progress is assessed regularly by reviewing results of mini assessments. Benchmark test/common assessments	mini assessments, benchmark assessments,
3	Implementation of reading program with fidelity	Identify students for Tutorials based on results of data collected and provide additional instruction for students who do not demonstrate mastery on embedded assignments.	Principal, Assistant Principal, Reading Coach, District Capacity Specialist	Student progress is assessed regularly by reviewing results of mini assessments. Benchmark test/common assessments	mini assessments, benchmark assessments, SRI, and Diagnostic test
4	Effective use of enrichment programs	Provide explicit enrichment activities that will differentiate instruction while targeting the tested benchmarks.	Principal, Assistant Principal, Reading Coach, Teachers	Student progress is assessed regularly by reviewing results of mini assessments. Benchmark test/common assessments	mini assessments, benchmark assessments, SRI, and Diagnostic test

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	ELL's did meet the 2012 Reading Targets
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% of ELLs not making satisfactory progress	By 2013 the percent of ELL's not making satisfactory progress will reduce to 63% or less

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of skills needed for mastery	To utilize the CELLA results to differentiate instruction	Principal Classroom Teacher Reading/Math Coaches	Formal and informal assessments	FCAT results CELLA results
2	Implementation of the reading program with fidelity	Provide ongoing and systematic instruction with feedback and scaffold instructional support to students for students not demonstrating mastery on mini assessments.	Principal, Assistant Principal Reading coach, District Capacity Specialist	Student progress is assessed regularly by reviewing results of mini assessments. Benchmark test/common assessments	mini assessments, benchmark assessments, SRI, and Diagnostic test

3	Implementation of the reading program with fidelity	Provide tutorial	Principal Classroom Teacher Reading/Math Coaches	Student progress is assessed regularly by reviewing results of mini assessments. Benchmark test/common assessments	mini assessments, benchmark assessments, SRI, and Diagnostic test
4	Effective use of enrichment programs	Provide explicit enrichment activities that will differentiate instruction while targeting the tested benchmarks.	Principal, Assistant Principal Reading coach, Teachers	Student progress is assessed regularly by reviewing results of mini assessments. Benchmark test/common assessments	mini assessments, benchmark assessments, SRI, and Diagnostic test

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	FLDOE states that the Reading target was 15%
2012 Current Level of Performance:	2013 Expected Level of Performance:
There is no value due to insufficient numbers in this subgroup for FY12	By 2013 the percent of SWD students not making progress will reduce to 77% or less.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited expectations by teachers and students and lack of exposure to grade level curriculum	Utilize inclusion for majority of ESE students with support that scaffolds students understanding of Reading content	ESE Contact, Administration, Reading coach	Monitoring of inclusion schedule, students using grade level content with scaffolding strategies, and analysis of students benchmark assessments	Benchmark Assessments, Diagnostic testing, FAIR

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The Economically Disadvantaged students did meet the 2012 Reading targets and will do so again for 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% of Economically Disadvantaged did not make satisfactory progress in Reading for FY12	By 2013, the percent of Economically Disadvantaged students not making satisfactory progress will reduce to 54% or less.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Implementation of the reading program with fidelity	Provide many opportunities for struggling readers to apply phonics/word study learning to reading words, word list and connected texts	Principal, Assistant Principal, Reading Coach, District Capacity Specialist	Student progress is assessed regularly by reviewing results of mini assessments. Benchmark test/common assessments	mini assessments, benchmark assessments, SRI, and Diagnostic test
	Implementation of	Provide targeted	Principal, Assistant	Student progress is	mini assessments,

2	reading program with fidelity	interventions for students not demonstrating mastery of core concepts 3. Incorporate Reading bench marks into Social Studies and Science lessons plans and instructional delivery	Principal, Reading Coach	assessed regularly by reviewing results of mini assessments. Benchmark test/common assessments	benchmark assessments, SRI, and Diagnostic test
3	Effective use of enrichment programs	Provide explicit enrichment activities that will differentiate instruction while targeting the tested benchmarks.	Principal, Assistant Principal, Reading Coach, Teachers	Student progress is assessed regularly by reviewing results of mini assessments. Benchmark test/common assessments	mini assessments, benchmark assessments, SRI, and Diagnostic test

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
"The Daily Five" and the "Daily Cafe" for structure in balanced literacy instruction	Select cadre of teachers in grades K-3	Department of Curriculum Reading Resource Teachers	Select cadre of teachers in grades K-3	By December 2012 as dates are available	The cadre of teachers collaborate on effective practices and serve as lead teachers for schoolwide implementation next year	Reading Coaches, Team Leaders, Administration
Common Core Standards for Reading	Grades K-1	Curriculum Department; Learning Team Facilitator	K-1st grade teachers	Teachers will be scheduled for trainings through the district when available	Analyzing data from learning team meetings, Classroom walkthroughs	Principal, Assistant Principal, Reading Coaches
Fountas & Pinnell Reading Running Records (RRR) training levels 1 & 2	Grades K-5	Department of Curriculum Reading Resource Teachers	School Wide for all teachers that have not been district trained within the last 5 years and documented as having the trainings	Teachers will be scheduled for trainings through the district when available	Analyzing and verifying student RRR reports	Reading Coaches and Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Supplemental Reading resources to remediate students	Florida Ready, Florida Coach, Comprehension Strategies	Title I	\$3,500.00
Containers for the Reading Resource to house supplemental enrichment materials	Clear containers/bins	Title I	\$100.00
			Subtotal: \$3,600.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increase the use of server based and online software found on the	20 Dell Desktop Computers	Title I	\$13,000.00

district Learning Tools website			
Differentiated instruction that engages students using online software	Study Island	Title I	\$4,200.00
			Subtotal: \$17,200.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Staff development for teachers on strategies, research based trends and common core standards	Stipends to attend workshops after duty hours (Benefits 30%) or pay for substitutes	Title I	\$6,000.00
Teachers, Coaches, and Administrators attend conferences that increase teacher capacity	Out of state/County travel including registrations	Title I	\$10,000.00
Reading Coach/RTI Resource position	Resource position to provide professional development in Reading for K-2nd teachers and the Response to Intervention process	Title I	\$64,000.00
Training for teachers on best practices for Reading instruction and assisting teachers in the analyzing of student data to drive instruction	Ink cartridges, Chart paper, pens, markers, pencils, etc	Title I	\$1,500.00
Analysis of assessment data	Scantron machine & Scantrons	Title I	\$1,500.00
			Subtotal: \$83,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Continue implementation of differentiated instruction using resources to maximize student learning	Copy paper, Ink cartridges, class supplies (pencils, markers, highlighters, index cards, dividers, notebooks, etc), Laminating film, Chart paper, Classroom Libraries	Title I	\$13,000.00
Targeted Remediation of Lowest 25%, and fragile/borderline proficient students	Extended Learning Opportunities after school and/or Saturdays	Title I	\$9,000.00
			Subtotal: \$22,000.00
			Grand Total: \$125,800.00

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.		For the FY13 administration of CELLA 64% of the students will score proficiency on the Listening and Speaking sessions of the assessment			
CELLA Goal #1:					
2012 Current Percent of Students Proficient in listening/speaking:					
For the FY12 administration of the CELLA 56%(66) of the students scored proficiency in the Listening and Speaking sections of the assessment.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Non-ESOL endorsed teachers and teachers not implementing or	Engage students in differentiated instruction that extends across the	ESOL coordinator, administration	Student monitoring, RRR	CELLA, FCAT 2.0, RRR

trained to differentiate instruction.	content areas		
---------------------------------------	---------------	--	--

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:	For the FY13 administration of the CELLA 42% of the students will score proficiency in the Reading section of the assessment
--	--

2012 Current Percent of Students Proficient in reading:

For the FY12 administration of CELLA 36%(42) of the students scored proficiency in the Reading section of the assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Non-ESOL endorsed teachers and teachers not implementing or trained to differentiate instruction.	Engage students in differentiated instruction that extends across the content areas	ESOL coordinator, administration	Student monitoring, RRR	CELLA, FCAT 2.0, RRR

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

3. Students scoring proficient in writing. CELLA Goal #3:	For the FY13 administration of the CELLA 38% of the students will score proficiency for the Writing section of the assessment.
--	--

2012 Current Percent of Students Proficient in writing:

For the FY12 administration of CELLA 32%(38) scored proficient on the Writing section of the assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Non-ESOL endorsed teachers and teachers not implementing or trained to differentiate instruction.	Engage students in differentiated instruction that extends across the content areas	ESOL coordinator, administration	Student monitoring of writing samples	CELLA, FCAT Writes 2.0, Palm Beach Writes

CELLA Budget:

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:	The percent of student scoring decreased by 11% from 36% in FY11 TO 25% in FY12. The goal is to have 35% of students at level 3
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3 -5, 25% (78) of our students scored level 3 on the FCAT Math assessment.	In grades 3 – 5, 35% our students will score level 3 on the 2013 FCAT Math Test .

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lacking ability to solve word problems with complex texts even though may be able to solve less complex problems	Provide cognitive strategies for students to utilize for word problems	Math Coach, Principal, Area Support team	Analysis of students solving multistep word problems	Diagnostic Assessment, Chapter Assessments, Benchmark Assessments
2	Effectively planning differentiated instruction for students	All chapter assessments will be done on Think Central to allow for prescribed remediation as needed basde on assessment results	Math Coach, Principal, Area support team	Analysis of student progress on remediation assignments and reassessments.	Monitoring tool on Think Central, Reassessment scores
3	Effective use of learning team meetings	Determine the schools' core, instructional needs utilizing the EDW reports	Principal, Assistant Principal, Math Coach, District Capacity Specialist	Grade level teams will meet during a 6 day rotation to review	mini assessments, benchmark assessments, SRI, and Diagnostic test
4	Effective time management by math coach	Math coach models lessons for early year teachers and where need arise using manipulative, and hands-on activities	Principal, Assistant Principal, Math Coach, District Capacity Specialist	Principal, Assistant Principal, Math Coach, District Capacity Specialist will conduct classroom walkthroughs on an on-going basis to insure fidelity of instruction	mini assessments, benchmark assessments, SRI, and Diagnostic test
5	Implementation of math program with fidelity	Provide 15 – 20 minutes of explicit whole group instruction targeting tested benchmarks followed by 30 -45 minutes of instruction via small group/pairs/rotation/differentiated instruction daily	Principal, Assistant Principal, Math Coach, District Capacity Specialist	Principal, Assistant Principal, Math Coach, District Capacity Specialist will conduct classroom walkthroughs on an on-going basis to insure fidelity of instruction.	mini assessments, benchmark assessments, SRI, and Diagnostic test

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

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

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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:	The percent of students achieving level 4 or higher decreased by 12% from 20% (59) in FY11 to 8% (25) in FY12. Goal is to increase by 7%
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (25) of students scored level 4 or higher on the FY12 FCAT math assessment.	15% of students will score level 4 or above of the FY13 FCAT math.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Implementation of the math program with fidelity	Determine the schools' core, instructional needs utilizing the EDW reports	Principal, Assistant Principal, Math Coach, District Capacity Specialist	Grade level teams will meet during a 6 day rotation to review assessment data and monitor student mastery of benchmarks	Embedded assessments, mini assessments, benchmark assessments,
2	Implementation of the math program with fidelity	Develop instructional focus calendar/focus lessons aligned with instructional needs/tested benchmarks	.Principal, Assistant Principal, Math Coach, District Capacity Specialist	Grade level teams will meet during a 6 day rotation to review assessment data and monitor student mastery of benchmarks	Embedded assessments, mini assessments, benchmark assessments, SRI, and Diagnostic test
3	Implementation of the math program with fidelity	Provide 15 – 20 minutes of explicit whole group instruction targeting tested benchmarks followed by 30 -45 minutes of instruction via small group/pairs/rotation/differentiated instruction daily.	.Principal, Assistant Principal, Math Coach, District Capacity Specialist	Principal, Assistant Principal, Math Coach, District Capacity Specialist will conduct classroom walkthroughs on an on-going basis to insure fidelity of instruction	Embedded assessments, mini assessments, benchmark assessments, SRI, and Diagnostic test

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

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

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	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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:	The percent of students making learning gains in math decreased by 12% from 58% ((111) in FY11 to 46% (58) in FY12. Goal is to increase by 24%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (58) of students made learning gains in math on the FY12 FCAT math test.	70% of students will make learning gains in math on the FY13 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	Math fluency of students with basic number skills	FASST Math program that provides on going review of math skill that are engaging and prescribed based on student skill levels	Teacher, Math Coach, Principal	Monitor the progress of students through management tools	FASST math activities and assessments
2	Implementation of the math program with fidelity	.Provide 15 – 20 minutes of explicit whole group instruction targeting tested benchmarks followed by 30 -45 minutes of instruction via small group/pairs/rotation/differentiated instruction daily	Principal, Assistant Principal, Math Coach, District Capacity Specialist	Principal, Assistant Principal, Math Coach, District Capacity Specialist will conduct classroom walkthroughs on an on-going basis to insure fidelity of instruction	mini assessments, benchmark assessments, SRI, and Diagnostic test
3	Implementation of math program with fidelity	Math coach models lessons for early year teachers and where need arise using manipulative, and hands-on activities	Principal, Assistant Principal, Math Coach, District Capacity Specialist	Principal, Assistant Principal, Math Coach, District Capacity Specialist will conduct classroom walkthroughs on an on-going basis to insure fidelity of instruction	mini assessments, benchmark assessments, SRI, and Diagnostic test
4	Implementation of math program with fidelity	Develop instructional focus calendar/focus lessons aligned with instructional needs/tested benchmarks	Principal, Assistant Principal, Math Coach, District Capacity Specialist	Grade level teams will meet during a 6 day rotation to review assessment data and monitor student mastery of benchmarks	mini assessments, benchmark assessments, SRI, and Diagnostic test

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
--	--

2012 Current Level of Performance:			2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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:	The percent of students in the lowest 25% making learning gains in math increased by 3% from 57% in FY11 to 60 in FY12. Goal is to increase by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% of students in the lowest 25% made learning gains in math on the FY12 FCAT math test.	70% of students in the lowest 25% will make learning gains in math on the FY13 FCAT math test.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Implementation of the math program with fidelity	Increase the use of manipulatives and hands-on activities to reinforce mathematics concepts	Principal, Assistant Principal, Math Coach	Principal, Assistant Principal, Math Coach, District Capacity Specialist will conduct classroom walkthroughs on an on-going basis to insure fidelity of instruction	mini assessments, benchmark assessments, SRI, and Diagnostic test
2	Implementation of the math program with fidelity	Math coach models lessons for early year teachers and where needed arise using manipulative, and hands-on activities	Principal, Assistant Principal, Math Coach, District Capacity Specialist	Principal, Assistant Principal, Math Coach, District Capacity Specialist will conduct classroom walkthroughs on an on-going basis to insure fidelity of instruction	Coaches Log, Lesson Plan mini assessments, benchmark assessments, SRI, and Diagnostic tests
3	Implementation of the math program with fidelity	Use the FCIM to identify students in the core curriculum needing intervention/enrichment	Principal, Assistant Principal, Math Coach, District Capacity Specialist	Grade level teams will meet during a 6 day rotation to review assessment data and monitor student mastery of benchmarks	mini assessments, benchmark assessments, SRI, and Diagnostic test
4	Math fluency of basic skills is lacking	Implementation of FASST Math program with students using the resource 2-3 times per week	Principal, Math Coach, Area support team, teachers	Monitoring of student progress through FASST Math management system	FASST Math activities and assessment results

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

Elementary School Mathematics Goal #

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.

In six years our school will reduce the achievement gap by 50%

5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	40%	46%	51%	57%	62%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The Black and Hispanic subgroups did not make the 2012 Math targets. Both subgroups will make the 2013 targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black 66% and Hispanic 71%	By 2013, the percent of Black students not making satisfactory progress will reduce to 54% or less and the percent of Hispanic students will reduce to 58% or less.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Implementation of the tutorial program with fidelity	Tutorials will be provided on Tuesday, Thursday, and Saturday.	Principal	mini assessments, benchmark assessments, SRI, and Diagnostic test	FCAT 2012 Results
2	Implementation of the math program with fidelity	Embedded assessments, mini assessments, benchmark assessments, SRI, and Diagnostic test	.Principal, Assistant Principal, Math Coach, District Capacity Specialist	Principal, Assistant Principal, Math Coach, District Capacity Specialist will conduct classroom walkthroughs on an on-going basis to insure fidelity of instruction	mini assessments, benchmark assessments, SRI, and Diagnostic test
3	Implementation of math program with fidelity	Math coach models lessons for early year teachers and where need arise using manipulative, and hands-on activities	.Principal, Assistant Principal, Math Coach, District Capacity Specialist	Principal, Assistant Principal, Math Coach, District Capacity Specialist will conduct classroom walkthroughs on an on-going basis to insure fidelity of instruction	Coaches Log, Lesson Plan mini assessments, benchmark assessments, SRI, and Diagnostic tests,
4	Implementation of math program with fidelity	Identify students for Tutorials based on results of data collected and provide additional instruction for students who do not demonstrate mastery on embedded assignments.	Principal, Assistant Principal, Reading Coach, District Capacity Specialist	Student progress is assessed regularly by reviewing results of mini assessments. Benchmark test/common assessments	mini assessments, benchmark assessments, SRI, and Diagnostic test

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The percent of students achieving proficiency in math decreased by 35% from 52%(30) in FY11 to to 17%(7). The goal is to increase by 23%
2012 Current Level of Performance:	2013 Expected Level of Performance:

17% of ELL achieved proficiency in math on the FY12 FCAT math test.		40% of ELL students will be proficient in Math on the 2013 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	Lack of skills needed for mastery	To utilize the CELLA results to differentiate instruction	Principal Classroom Teacher Reading/Math Coaches	Formal and informal assessments	FCAT results CELLA results
2	Implementation of the math program with fidelity	Provide ongoing and systematic instruction with feedback and scaffold instructional support to students for students not demonstrating mastery on mini assessments.	Principal, Assistant Principal math coach, District Capacity Specialist	Student progress is assessed regularly by reviewing results of mini assessments. Benchmark test/common assessments	mini assessments, benchmark assessments, SRI, and Diagnostic test
3	Implementation of the math program with fidelity	Identify students for Tutorials based on results of data collected and provide additional instruction for students who do not demonstrate mastery on embedded assignments	Principal, Assistant Principal, Math Coach, District Capacity Specialist	Student progress is assessed regularly by reviewing results of mini assessments. Benchmark test/common assessments	Student progress is assessed regularly by reviewing results of mini assessments. Benchmark test/common assessments
4	Implementation of the math program with fidelity	Using enrichment materials that reinforces various math skills like critical thinking, problem solving, and basic skills (i.e. Gizmos).	Principal, Assistant Principal, Math Coach, District Capacity Specialist	Principal, Assistant Principal, Math Coach, District Capacity Specialist will conduct classroom walk throughs on an on-going basis to insure fidelity of instruction	mini assessments, benchmark assessments, and Diagnostic test

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	No sub group to compare for FY11. Goal is to increase by 11%
2012 Current Level of Performance:	2013 Expected Level of Performance:
28%(21) of SWD students achieved proficiency on the FY12 FCAT Math Assessment.	38% of SWD students will achieve proficiency for the FY13 FCAT Math Assessment

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

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:		The economically disadvantaged students did not meet the 2012 Math targets but will meet the 2013 targets.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
67% of economically disadvantaged students did not make satisfactory progress in Math		By 2013, the percent of economically disadvantaged not making satisfactory progress will reduce to 57% or less			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Implementation of the math program with fidelity	Provide 15 – 20 minutes of explicit whole group instruction targeting tested benchmarks followed by 30 -45 minutes of instruction via small group/pairs/rotation/differentiated instruction daily.	Principal, Assistant Principal, Math Coach, District Capacity Specialist	Principal, Assistant Principal, Math Coach, District Capacity Specialist will conduct classroom walkthroughs on an on-going basis to insure fidelity of instruction	mini assessments, benchmark assessments, SRI, and Diagnostic test
2	Implementation of math program with fidelity	Using enrichment materials that reinforces various math skills like critical thinking, problem solving, and basic skills (i.e. Gizmos).	Principal, Assistant Principal, Math Coach, District Capacity Specialist	Principal, Assistant Principal, Math Coach, District Capacity Specialist will conduct classroom walkthroughs on an on-going basis to insure fidelity of instruction	mini assessments, benchmark assessments, SRI, and Diagnostic test
3	Implementation of math program with fidelity	To provide a afterschool tutorial that will enrich our higher ordered students and remediate our low performers	Principal, Assistant Principal, Math Coach, District Capacity Specialist	Principal, Assistant Principal, Math Coach, District Capacity Specialist will conduct classroom walkthroughs on an on-going basis to insure fidelity of instruction	mini assessments, benchmark assessments, SRI, and Diagnostic test

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
Cognitive thinking strategies	Grades 3-5	Principal, Math Coach, North Area Support	Teachers in grades 3-5	Professional Development days and Learning team meetings (LTM)	Classroom walkthroughs, Reflections in LTMs	Principal, Math Coach
FASTT Math training to develop Math fluency	Grades 1-5	The Curriculum Department Math Resource teacher	Teachers in Grades 1-5	Professional Development Day	Biweekly reports on class usage and students usage	Math Coach
FCAT Explorer	Grades 3-5	Area 5 Support Team	Teachers in grades 3-5	11/16/12 Planning Time	FCAT Explorer Reports	Math Coach
Math Differentiation	Grades 3-5	Math Coach	Teachers in grades 3-5	Weekly LTM Meetings	Math coach & Principal monitoring the implementation of strategies that were shared at the LTM	Math Coach, Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Math Supplemental resources	Everglades Math	Title I	\$2,500.00
			Subtotal: \$2,500.00
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
Ongoing staff development and modeling for Math instruction	Math Coach (Benefits 30%)	Title I	\$64,000.00
Teachers, Coaches, and Administrators attend conferences that increase teacher capacity	Out of state/County travel including registrations	Title I	\$4,000.00
			Subtotal: \$68,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Remediation of lowest 25% and fragile and/or borderline proficient students	Extended learning opportunities after school and/or Saturdays	Title I	\$6,000.00
			Subtotal: \$6,000.00
			Grand Total: \$76,500.00

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.		Students scoring proficient in science increased by 1%. Goal is to increase an additional 8%			
Science Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
In 2012 28%(29) of 5th grade students scored proficient (Level 3) in science on the FCAT Test.		In 2013 38% of 5th grade students will score proficient (Level 3) on the 2013 FCAT Science test			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Implementation of science lessons with fidelity	Determine the schools' core, instructional needs utilizing data from EDW reports, plan 55 minutes of daily instruction	Principal, Assistant Principal, Magnet Coordinator, District	Principal/Magnet Coordinator and grade level team will review common assessments reports	Mini Assessments/Common assessment/diagnostic reports will be utilize as assessment tools

		targeting identified school needs	Capacity Specialist		
2	Effective implementation of science program	Develop Focus calendar/focus lesson targeting tested benchmarks which include 10minute Bell Ringer aligned with benchmark, followed by 45 minute of explicit whole group/small group.	Principal, Assistant Principal, Magnet Coordinator, District Capacity Specialist	Principal/Magnet Coordinator and grade level team will review common assessments reports regularly to monitor progress towards benchmark mastery.	Mini Assessments/Common assessment/diagnostic reports will be utilize as assessment tools
3	Effective implementation of weekly science labs	Mini Assessments/Common assessment/diagnostic reports will be utilize as assessment tools	Principal, Assistant Principal, Magnet Coordinator, District Capacity Specialist	Principal/Magnet Coordinator and grade level team will review common assessments reports regularly to monitor progress towards benchmark mastery.	Mini Assessments/Common assessment/diagnostic reports will be utilize as assessment tools
4	Implementation of science lessons with fidelity	Tutorial will be provided.	Principal, Assistant Principal,		

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The percent of students scoring level 4 or higher on the FY12 FCAT science test increased by 2% from 5%(5) FY11 to 7%(7) FY12. Goal is increase an additional 3%
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% of students scored level 4 or higher on the FY12 science test.	10% of students will score level 4 or higher on the FY13 FCAT science test.

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	Implementation of the science program with fidelity	Determine the schools' core, instructional needs utilizing data from EDW reports, plan 55 minutes of daily instruction targeting identified school needs	Principal, Assistant Principal, Magnet Coordinator, District Capacity Specialist	Principal/Magnet Coordinator and grade level team will review common assessments reports regularly to monitor progress towards benchmark	Mini Assessments/Common assessment/diagnostic reports will be utilize as assessment tools
2	Implementation of science program with fidelity	Develop Focus calendar/focus lesson targeting tested benchmarks which include 10minute Bell Ringer aligned with benchmark, followed by 45 minute of explicit whole group/small group.	Principal, Assistant Principal, Magnet Coordinator, District Capacity Specialist	Principal/Magnet Coordinator and grade level team will review common assessments reports regularly to monitor progress towards benchmark mastery.	Mini Assessments/Common assessment/diagnostic reports will be utilize as assessment tools
3	Implementation of science program with fidelity	Provide hands-on science lab one day a week	Principal, Assistant Principal, Magnet Coordinator, District Capacity Specialist	Principal/Magnet Coordinator and grade level team will review common assessments reports regularly to monitor progress towards benchmark mastery.	Mini Assessments/Common assessment/diagnostic reports will be utilize as assessment tools

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Gizmos	5th Grade	Explore Learning Gizmos presenter	5th Grade teachers	PD provided by school district October 2012	Facilitator follows up by doing a demo at school site and later observes teachers utilizing the program.	Administration and Gizmos presenter
--------	-----------	-----------------------------------	--------------------	---	--	-------------------------------------

Science 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 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:	The percent of students scoring proficient in writing decreased by 22% from 96% (95) for FY11 to 74%(63) for FY12. Goal is to increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74%(63) of 4th grade students achieved level 3 and up on the FY12 FCAT Writes.	88% of students will score proficient on the FY13 FCAT Writes.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Implementation of writing program with fidelity	Teachers implement focus lessons via explicit instruction followed by ample practice opportunities and followed up feedback	Principal, Assistant Principal	Students writing samples will scored and review on a continuous basis	Writing Rubric will be used to score writing samples

2	Implementation of writing program with fidelity	Teachers implement focus lessons via explicit instruction followed by ample practice opportunities and followed up feedback	Principal, Assistant Principal	Students writing samples will scored and review on a continuous basis	Writing Rubric will be used to score writing samples
3	Implementation of the writing program with fidelity	Provide release time for teachers once a week to collaboratively writing samples	Principal, Assistant Principal	Students writing samples will scored and review on a continuous basis	Writing Rubric will be used to score writing samples
4	Explicit Instruction lacking for writing to a prompt	Incorporate structured writing addressing a prompt along with the writers workshop model	Principal, Assistant Principal, Curriculum & Area support	Students writing samples will scored and review on a continuous basis	Writing Rubric will be used to score writing samples

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing structure and format for FCAT Writes 2.0	4th grade	Lisa Collum (Topscore Writing)	4th grade teachers	Monthly	Monitoring of student progression and double scoring of writing samples	Principal, Lisa Collum (Topscore Writing)
Writing in preparation for the PARCC Assessment	Grades K-2, and 5	Curriculum Department writing resource teacher	Teachers in grades K-2 and 5.	Monthly	Resource teacher will do in house labs with K-2, 5 teachers and have monthly meeting to discuss progress	Principal, Resource teacher

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Explicit Writing curriculum & instruction	Top Score Writing Binders and Trainings that provide detailed structure to student writing, modeling of lessons and analysis of FCAT writing scores	Title I	\$2,200.00
			Subtotal: \$2,200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Targeted remediation for 4th graders	Extended learning opportunities for students	Title I	\$1,500.00
			Subtotal: \$1,500.00
			Grand Total: \$3,700.00

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		The attendance rate will increase by 2% during the FY13 school year.			
Attendance Goal # 1:					
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
The attendance rate for the FY12 school term was 81%		The attendance rate for the FY13 school year will increase to 83%.			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
During the FY12 school 147 students had excessive absences.		The number of absences during the FY13 school year will decrease to 139 or lower.			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
During the FY12 school year 80 students had excessive tardies		The number of tardies during the FY13 school year will decreased to 70 or fewer.			
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	Implementation of school wide attendance plan	Students with attendance issue will be referred to school-based team	attendance clerk, assistant principal, principal	class rosters, attendance reports, school based team referral	class rosters, attendance reports, school based team referral

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
Student Attendance Procedures	K-5 teachers	Assistant Principal	All teachers	August 2012	Review attendance/tardy records	Teachers, guidance counselors, attendance clerk

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

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

1. Suspension	
Suspension Goal # 1:	The number of suspension will decrease by 2%

2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
The total number of In-School Suspensions was 5 during the FY12 school year	For FY13 the number of In-School suspensions may remain at 5 or increase to lower the number of out of school suspensions
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
The total number of students suspended in school was 5 during the FY12 school year	For FY13 the number of In-School suspensions students may remain at 5 increase to lower the number of out of school suspensions
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
The total number of out-of school suspensions was 148 during the FY12 school year	For FY13 the number of Out-of-School suspensions will decrease to 135 or less.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
The total Number of Students Suspended Out-of-School was 71 during the FY12 school year	For FY13 the total Number of Students Suspended Out-of-School will decrease to 64 or less.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Implementation of school-wide assertive discipline plan with fidelity	Train students in the CHAMPS program through-out the school day	Teachers, assistant principal, principal	monitoring discipline referral and number of in-school and out of school incidents	student discipline referral, In-school suspension reports, Out-of-School suspension reports.
2	Implementation of School wide Positive Behavior Support (SwPBS) plan.	Formulate a SwPBS team that will lead the school in developing a behavior matrix and positive behavior reward system.	SwPBS Team, Principal, Assistant Principal	Bi-monthly reports to staff at Faculty meeting regarding data on student behavior & referrals	Student discipline dashboard reports, Observation by administrators and SwPBS team for adherence to matrix

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 training for the entire staff	All	SwPBS Team Leader	All	Initial Faculty meeting and every other monthly faculty meeting	Monitoring of discipline referrals based on location, time of day, and teachers	SwPBS team, Principal, Assistant Principal
Review of new referral form and					Monitoring of interventions that	

interventions that are needed for documentation	All	Administration	All	Faculty meetings	are used prior to a referral being written	Administration
---	-----	----------------	-----	------------------	--	----------------

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Student rewards given for those exhibiting positive behaviors	Purchases of Lunch, ice pops, and fun gadgets for students	General Student accounts	\$500.00
Implement a Saturday school detention program for 2 hours 1-2 Saturdays per month	Teacher Salary (30% benefits)	SAC Funding	\$1,700.00
			Subtotal: \$2,200.00
			Grand Total: \$2,200.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	The percent of parents participating school activities will increase by 5% during the FY13 school year.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
55% of parents participated in school activities during the FY12 school year.	60% of parents will participate in school activities during the FY13 school year

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
Scheduling activities during time that is	Incorporate Benchmark/next	PDD Contact Title I Contact	Sign in sheet	Evaluation form

1	convenient for staff and parents	generation training into monthly PTO meetings a which time students from Readers theater class will perform at monthly PTO meetings.	PTO Chair Administration Reader Theater teacher		
2	Consistency in parents checking the agenda	Teachers teach students to use agenda books as a tool for communicating with parents Parents will receive timely information about the Title I, curriculum, assessments and proficiency levels of students through conferences, parent trainings, and information sent home in the native language discussing student data.	Teachers Administration	Continuous agenda check	Agenda books
3	Lack of parent input	Parents will review Compact and Policy Plan along with Parent survey results at the Title 1 annual parent meeting on Oct. 2, 2012. Inviting parents to continuously review the School Improvement Plan (SIP)/School Wide Plan (SWP) Inviting parents to review, discuss and evaluate the school compact and policy plan	Teachers Administration Parents SAC Members	Sign in sheet	Evaluation form Membership Evaluation
4	Scheduling activities during time that convenient for staff/parents	FCAT Parent Training Meetings to review and discuss sunshine state standards, benchmarks, and evaluate the implementation of our school-wide plan on November 15, 2011 for Math December 6, 2011 for Reading and December 13, 2011 for Science.	Title I contact	Sign in sheet	Evaluation form
5	Lack of participation from business partners, volunteers, and parents	Business Partners and Volunteers are invited to work in collaboration with the school to build community relationships that will foster and promote student achievement. This is done by working with the students through hands on activities, reading with students, career day, and providing rewards and incentives.	Teachers Administration Parents SAC Members	Sign-in	Business/ Volunteer contract VIPS sign-in

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
Presentations given to staff on strategies to increase parent involvement	All	Community Resource Personnel	All	2-3 Faculty meetings	Community Resource and administration monitor the parent involvement by sign in sheets at parent trainings, responses in student agendas, data for school volunteers	Community resource position, teachers, 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
Parent Workshops	Refreshments and resources for parent trainings. An audio system that will allow for enhanced communication and presentations	Title I	\$6,500.00
			Subtotal: \$6,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Community Resource Position	Community resource personnel will provide transportation assistance, uniform assistance, recruit business partners and serve as liaison, oversee volunteers (Benefits 30%)	Title I	\$40,000.00
			Subtotal: \$40,000.00
			Grand Total: \$46,500.00

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:	NA
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	Supplemental Reading resources to remediate students	Florida Ready, Florida Coach, Comprehension Strategies	Title I	\$3,500.00
Reading	Containers for the Reading Resource to house supplemental enrichment materials	Clear containers/bins	Title I	\$100.00
Mathematics	Math Supplemental resources	Everglades Math	Title I	\$2,500.00
				Subtotal: \$6,100.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increase the use of server based and online software found on the district Learning Tools website	20 Dell Desktop Computers	Title I	\$13,000.00
Reading	Differentiated instruction that engages students using online software	Study Island	Title I	\$4,200.00
				Subtotal: \$17,200.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Staff development for teachers on strategies, research based trends and common core standards	Stipends to attend workshops after duty hours (Benefits 30%) or pay for substitutes	Title I	\$6,000.00
Reading	Teachers, Coaches, and Administrators attend conferences that increase teacher capacity	Out of state/County travel including registrations	Title I	\$10,000.00
Reading	Reading Coach/RTI Resource position	Resource position to provide professional development in Reading for K-2nd teachers and the Response to Intervention process	Title I	\$64,000.00
Reading	Training for teachers on best practices for Reading instruction and assisting teachers in the analyzing of student data to drive instruction	Ink cartridges, Chart paper, pens, markers, pencils, etc	Title I	\$1,500.00
Reading	Analysis of assessment data	Scantron machine & Scantrons	Title I	\$1,500.00
Mathematics	Ongoing staff development and modeling for Math instruction	Math Coach (Benefits 30%)	Title I	\$64,000.00
Mathematics	Teachers, Coaches, and Administrators attend conferences that increase teacher capacity	Out of state/County travel including registrations	Title I	\$4,000.00
Writing	Explicit Writing curriculum & instruction	Top Score Writing Binders and Trainings that provide detailed structure to student writing, modeling of lessons and analysis of FCAT writing scores	Title I	\$2,200.00
		Refreshments and resources for parent trainings. An audio		

Parent Involvement	Parent Workshops	system that will allow for enhanced communication and presentations	Title I	\$6,500.00
				Subtotal: \$159,700.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Continue implementation of differentiated instruction using resources to maximize student learning	Copy paper, Ink cartridges, class supplies (pencils, markers, highlighters, index cards, dividers, notebooks, etc), Laminating film, Chart paper, Classroom Libraries	Title I	\$13,000.00
Reading	Targeted Remediation of Lowest 25%, and fragile/borderline proficient students	Extended Learning Opportunities after school and/or Saturdays	Title I	\$9,000.00
Mathematics	Remediation of lowest 25% and fragile and/or borderline proficient students	Extended learning opportunities after school and/or Saturdays	Title I	\$6,000.00
Writing	Targeted remediation for 4th graders	Extended learning opportunities for students	Title I	\$1,500.00
Suspension	Student rewards given for those exhibiting positive behaviors	Purchases of Lunch, ice pops, and fun gadgets for students	General Student accounts	\$500.00
Suspension	Implement a Saturday school detention program for 2 hours 1-2 Saturdays per month	Teacher Salary (30% benefits)	SAC Funding	\$1,700.00
Parent Involvement	Community Resource Position	Community resource personnel will provide transportation assistance, uniform assistance, recruit business partners and serve as liaison, oversee volunteers (Benefits 30%)	Title I	\$40,000.00
				Subtotal: \$71,700.00
				Grand Total: \$254,700.00

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.

[View uploaded file](#) (Uploaded on 11/9/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Assist with school safety issues and school environment	\$2,500.00

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

For the 2012/2013 coming school year SAC will do the following:

- Provide incentives to promote student involvement
- Contribute to class field trips to enhance and enrich academic skills
- Continuously review and revise student achievements and learning gains
- Support the schools goals to provide a safe and secure learning environment as well as it's suspension goals

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 WESTWARD ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	59%	62%	80%	38%	239	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	60%	58%			118	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	50% (YES)	57% (YES)			107	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					464	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District WESTWARD ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	62%	60%	85%	29%	236	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	58%			123	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	61% (YES)	59% (YES)			120	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					479	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested