FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: EGRET LAKE ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Christine Rick

SAC Chair: Crystal Parson

Superintendent: E. Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 11/6/2012

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	Christine Rick	Bachelors in Elementary Education & Early Childhood Montessori Certification Educational Leadership K-12		6	William T Dwyer High School 2011-2012 Grade: Pending Reading Mastery: 50% Reading Learning Gains: 51% Reading Lowest 25%: 48% Matheamtics Mastery: 75% Mathematics Learning Gain: 73% Mathematics Lowest 25%: Writing Mastery: 90% Science Mastery: 42% AYP: Not Applicable
Assis Principal	Tiana DuPont-Roundtree	Bachelors in Mathematics Masters in Mathematics Education Ed. Specialist in Educational Leadership Ed. Leadership (K-12)	1	2	2011-2012 Grade A (542 points) Reading Mastery: 44% Reading Learning Gains: 69% Reading Lowest 25%: 78% Mathematics Mastery: 50% Mathematics Learning Gains: 78% Mathematics Lowest 25%: 87% Writing Mastery: 91% Science Mastery: 45% AYP: Not Applicable

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	Jessica Starke	Bachelors in Elementary Education Masters in Special Education Reading Endorsement ESOL Endorsement ESE K-12 Mid Grades Integrated Elementary Education 1-6	6		2011-2012 School Grade A (542 points) Reading Mastery: 44% Reading Learning Gains: 69% Reading Lowest 25%: 78% AYP: Not Applicable 2010-2011 School Grade A (593 points) Reading Mastery: 67% Reading Learning Gains: 66% Reading Lowest 25%: 76% AYP: No 2009-2010 School Grade A (578 points) Reading Mastery: 74% Reading Learning Gains: 67& Reading Lowest 25%: 70% AYP: No 2009-2008 School Grade A (534 points) Reading Mastery: 66% Reading Learning Gains: 60& Reading Lowest 25%: 79% AYP: No 2007-2008 School Grade A (534 points) Reading Mastery: 61% Reading Learning Gains: 60& Reading Lowest 25%: 79% AYP: No
Reading	Jeannette Duggan	Bachelors in Elemetary Education Masters in Reading K-12 Reading Certification			New to the school

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	Principal will E-mail new teachers to the school through-out the summer	Principal	August 2012	
2	Offering relevant and high quality professional development opportunities that meet the professional growth of the staff and meets state and district mandates.	Principal	June 2013	
3	Partnering new teachers (less than 3 years) with veteran staff to provide mentoring through-out the school year.	Assistant Principal	August 2012	
4	Partnering new teachers to the school with grade chairs to get them acclimated to our school policies and procedures.	Assistant Principal	September 2012	
5	Place all first-year teachers in Educator Support Program and monitor progress throughout the school year.	Assistant Principal	September 2012 and June 2013	
6	Inform and monitor the teachers' progress at obtaining ESOL endorsement.	Assistant Principal	June 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
3 staff members	The ESE and ELL coordinators will provide additional resources to support effective instruction of students learning English. The ESE coordinator will provide strategies that will benefit gifted students.The teacher is taking classes to become certified in gifted & has 75% of the process completed.

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
52	1.9%(1)	15.4%(8)	57.7%(30)	25.0%(13)	25.0%(13)	94.2%(49)	5.8%(3)	5.8%(3)	92.3%(48)

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
Sandra Fravel	Andrea Schlessel	The mentor has over 30 years of teaching experience with regular and ELL students. Mrs. Fravel will assist Mrs. Schlessel in classroom management, procedures, and best practices.	Professional Development support Planning (time designated for coaching, planning and feedback) Modeling best practices Monitoring

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part A Title I funding will be used for employment of staff members (1 Teacher Resource/Staff Developer and ESE VE Teacher), extended tutorial opportunities for lowest 25% and those needing enrichment, and for Parental Involvement activities including stipends for staff for professional development and substitute teachers for parent conferences.

Title I, Part C- Migrant

Title I, Part C- Migrant
Funds are used at the district level as needed for the schools.

Title I, Part D

Title I, Part D
District Migrant Liaison provides services and support to our few qualifying students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title II

Title II Funds are used at the district level as needed for the schools to assist with Coaching needs and Professional Development

Title III

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

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, 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)

Egret Lake has a teacher funded through SAI funds who provides supplemental reading instruction to struggling students in the intermediate grades.

Violence Prevention Programs

The school promotes respect for oneself and others as the foundation for a safe school environment. In addition to positive, character building lesson, the school sends anti-bullying messages. Measures are in place to investigate bullying, counsel victims and instigators, and to meet consequences as appropriate. Support and resources are provided by the Department of Safe Schools. District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity.

Nutrition Programs

Egret Lakes' students benefit from access to the 100% Accessible Breakfast program. Families may apply for free or reduced lunch eligibility.

Housing Programs

NA

Head Start

NA

Adult Education

Career and Technical Education

NA

Job Training

NA

Other

Required instruction listed in Florida Statue 1003.42(2), as applicable to appropriate grade levels.

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

Identify the school-based MTSS leadership team.

The members of the Team will consist of the: Principal/ Assistant Principal: Provides support and vision of the use of data-based decisions and to ensure that the RtI team is implementing RtI and ensuring that support and interventions are provided to teachers and staff. Ensure professional development to support RtI implementation. RtI Facilitator: Coordinate and facilitate problem solving process in RtI. Assist school staff with specific deficiency and research based interventions. Provide professional development for school teams to build capacity in the implementation of RtI and positive behavior intervention. Monitor progress at school site, including academic achievement and behavioral data of students. General Education Teachers: Provide information about core instruction, participate in data collection, delivers Tier I and Tier II instruction and intervention. Exceptional Education Teachers: Participate in data collection, integrate core instructional activities into Tier 3 instruction, and collaborates with general education teachers. Reading Resource Teacher: Develops, leads and evaluates school core instruction analyzes research based curriculum and intervention strategies. Works with district personnel to identify appropriate evidence based strategies for children considered to be "at risk" and assist in the design and implementation for progress monitoring, data collection and data analysis. Guidance Counselor: Provide quality services on concerns with assessments and interventions with individual students. Will also provide a link to child-serving and community agencies to provide support to the child's academic, emotional, and behavioral and social success. School Psychologist: participate in the collection, interpretation and analysis of data. Provide support for intervention fidelity and documentation, Facilitates data- based decision making activities. Speech Language Facilitator: Educates the team in the role language plays in the curriculum, assessment and instruction. Assists in the selection of screening measures and helps identify systemic patterns of the student need with language skills. Other members to attend on an as needed basis or where applicable will include: ELL Representative: Title I Representative, Reading Coach, Classroom Teacher, Community Agency Representative,Alternative Ed. Representative, Parent/Guardian, and Area Resource Teacher.

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

The School Based RtI Leadership Team follows a structured problem solving process that allows a diverse population of instructional and support staff to identify evidence-based interventions and provide support and follow up to students and families in need. The Team integrates:
• Problem solving strategies and identifies evidence-based interventions
• On-going assessment of academic and behavioral intervention outcomes and the use of strategies and/or programs that address social and emotional concerns
• Comprehensive data and observations to identify and support students.

The Goal of the School Based RtI Leadership Team (SBT) is to use comprehensive data (e.g. EDW reports, DAR, Oral fluency probes, classroom assessments. diagnostic reports) to identify and support students with academic, behavioral, social and/or emotional needs.

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

The School-Based RtI Leadership Team met with the designated SIP team. The team evaluated data and provided recommendations on how to target strengths and weaknesses in social/emotional and academic areas. In addition, the School-Based RtI Leadership team helped set clear expectations for instruction.

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-4 Literacy Assessment System
· Diagnostic Assessment for Reading (DAR)
· Progress Monitoring and Reporting Network (PMRN)
· Comprehensive English Language Learning Assessment (CELLA)
· Reading Running Records
· Office Discipline Referrals (e.g. suspensions)
· Retentions

· Absences

Midyear data:

· Florida Assessment for Instruction in Reading (FAIR)
· Diagnostic Assessment for Reading (DAR)
· Palm Beach County Winter Diagnostics
· Palm Beach Writes
· Progress Monitoring and Reporting Network (PMRN)
· K-4 Literacy Assessment System
· CORE K-12 Benchmark Assessments

End of year data:

· Florida Assessment for Instruction in Reading (FAIR)
· Florida Comprehensive Assessment Test (FCAT)
· FCAT Writes
· CORE K-12 Benchmark Assessments

Describe the plan to train staff on MTSS.

Staff will receive training during staff meetings, Professional Development days, district-wide workshops and training. RtI team will also evaluate additional staff PD needs during the weekly RtI Leadership Team meetings. The following are some professional development that will be provided:

· School Wide Positive Behavior Support Plan
· Data Driven Decision Making
· Standard Based Report Card
· Progress Monitoring
· Differentiating Instruction
· Instructional Rigor and Relevance

Describe the plan to support MTSS.

MTSS will be supported by numerous classroom observations, peer collaboration, weekly grade level discussions and planning sessions, analyzing data and lessons in Learning Team Meeting, weekly School Based Team meetings, parent conferences, parent phone calls, parent contact via the agenda.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Literacy Leadership Team is comprised of the following:
Christine Rick - Principal
Tiana DuPont-Roundtree Assistant Principal
Jessica Starke - Primary SAI/Reading Coach
Jeannette Duggan - Learning Team Faciliator/Reading Coach
Kerrie Rennie- Media Specialist
Sharlene Williams - SAI Teacher
Chantell Henderson, Shari Snyder, Bernadette Colanero, Ashley Fichthorn, Lakeska Kelsey, Angela Peters, Christine Spalding, Patrick Iles, Jan Higi, Gayle Fravel, Julie Carr, Kelly Atkin, Maryette Louis - Teachers

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

Identify the school-based Literacy Leadership Team.
Administration: Support and participates in monthly Literacy Leadership Team meetings and needed staff development
Reading Coach: Supports teachers with the implementation of core reading instruction to create capacity of reading knowledge within the school
Classroom Teacher and ELL Teacher: Gather and present student data; implement core reading instruction with fidelity; assess progress
Primary/Intermediate Classroom Teachers: Provide core reading instruction and intervention support

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

The major initiatives this year will be the following:
Enhance Reading curriculum instruction
Enhance vocabulary development instruction
Continue Reading Counts program
Improve family involvement
Grades K and 1 - Continue the implementation of Common Core State Standards and utilize Fundations and a classroom resource.
Grades K-5 - School wide vocabulary development, phonic instruction, writing instruction and writing in the content area
Grades K-5 - Professional development regarding targeted instruction via data analysis using FAIR, RRR, Diagnostics, CORE K-12 Benchmark Assessments and Textbook Assessments Grade 5 - Increase the technology skills utilizing the mobile I-pad lab and preparing Grade 5 students for future online assessments.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 11/6/2012)

*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 Egret Lake Elementary, all parents are invited to a Round-up in May prior to students entering Kindergarten. The parents and students receive information on registration, required immunizations and forms, and given a tour of the school where they meet the Kindergarten teachers. The parents are notified by fliers given to surrounding day cares and housing communities and the date is also displayed on the school marquee. At this meeting, parents are given a list of activities to prepare their student for Kindergarten. Kindergarten students are assessed the first week of the school year in order to ascertain individual and group needs and to assist in the development of appropriate instructional and intervention programs. All students are assessed on letter identification, sound symbol correspondence and sight word knowledge. These assessments provide valuable information as it relates to student's needs and progress.

Follow up assessments will be collected and will be input on our EDW system by September 29th of 2012. Data will be used to differentiate instruction for all students and students who need intervention will be identified early. Screening tools will be re-administrated on an on-going basis in order to determine the need for changes to the instructional/intervention program.

*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.

NA

*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?

NA

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?

NA

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

NA

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:	As measured by 2013 Reading Assessment, 53% of all students in grades 3 - 5 will score a 3 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On 2012 FCAT 27% (72) of students achieved level 3.	By 2013 FCAT 53% of students will achieve proficiency (Levels 3, 4 and 5) in reading.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Change in Leadership Large transient population	Enhance fluency and comprehension through Readers Theatre, the use of skimming and scanning and school-wide graphic organizers while incorporating technology through-out the school day.	Reading Coach, Arts Integration Team,and Instructional Staff in Reading and Content including ESE, ELL, SAI, primary and intermediate teachers. teachers	Classroom-walk throughs, instructional focus calendar discussions, conversations with administration, coaches and instructional staff.	Comprehension checks, diagnostics, SRI, and Literacy Assessment System.
2	Inconsistency of instruction	Monitor instruction	Prinipal and Assistant Principal	Classroom walkthroughs	Assessments
3	Provide concentrated instruction based on student needs	Afterschool tutorial and SAI	Principal and Assistant Principal	Data Analysis	Assessments
4	Time management and common planning	Develop and instructional focus calendar for reading	Learning Team Facilitator	Administration and LTF will meet with each grade level and content teacher to review IFC's upcoming focus and monitor implementaiton through Classroom walkthrough.	Master Schedule, Instructional Focus Calendar and Classroom Walktthrough

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:
0% (not applicable, no student scored at Levels 4, 5 and 6 in reading)	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	Students taking the Florida Alternative Assessment may exhibit uneven patterns of performance across time and settings	Teachers working with students who are eligible to take the Florida Alternative Assessment will be provided multiple opportunities to practice skills across a variety of settings in an effort to increase consistent performance	Administration, ESE and general education teachers	Review formal and information measures as they relate to Individual Education Plans and Access Points.	Assessments (Teacher Assessments, data sheets, benchmark assessments, IEP goals progress, etc)
2	Time for individualized instruction.	To provide specific instruction (Access Points) and support through ESE teacher adn student grouping.	Principal, Assistant Principal, ESE Coordinator, and ESE teacher	Data Analysis	Classroom Assessments and portfolios

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:	As measured by the 2013 FCAT Reading Assessment, there will be a 1% increase in students scoring level 4 and above in grades 3-5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16%(38)of students achieved above proficiency.	17%(46) will achieve above profiency level 4 and 5.

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	Change in Leadership High transient population	1.Gifted teacher will provide differentiated instruction for students performing above proficiency. 2.Provide additional support for in-school tutorial for students performing above proficiency and provide differentiated learning packets for after school programs and incentives.	1. Gifted teacher and instructional tutors. 2. Reading Coach, Arts Integration Team, and Instructional Staff in Reading and Content areas, including ESE and ELL teachers.	1.Classroom-walk throughs, instructional focus calendar discussions, conversations with administration, coaches and instructional staff. 2. Classroom-walk throughs of tutorial classes, instructional focus calendars	1. Comprehension checks, diagnostics, SRI, and Literacy Assessment System 2. Comprehension checks, diagnostics, SRI, and Literacy Assessment System.
2	Rigor of instruction due to various levels of proficiency.	Ensure high order questioning, differentiated instruction	Principal Assistant Principal, and Learning Team Facilitator	Learning Team Meeting data analysis and lesson plans	Administrative classroom walkthroughs
3	Use of motivating and creation of differentiated instruction activities to increase student acheivement	Utilize iPads 2 application and technology	5th grade teachers, Principal and Assistant Principal	Teacher and student interviews, Lesson Plans, Classroom Walkthroughs and Learning Team Meetings	Administrative classroom walkthroughs
4	Challenging reading material	Provide higher-level reading books in the reading and social students classes	Principal, Assistant Principal, Media Specialist Grade Team Leaders,	Data chats, team leaders, and teacher feedback.	Assessments

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	By 2013, 100% (1 student) will score at or above achievement level 7 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On 2012, Florida Alternative Assessment 100% (1 student) score at or above achievement level 7	By 2013, 100% (1 student) will score at or above achievement level 7 in reading.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Time for individualized instruction</td><td>To provide specific instruction (Access Points) and support through ESE teachers and student grouping</td><td>Principal, Assistant Principal, ESE Coordinator and ESE teacher</td><td>Data analysis</td><td>Assessments (Teacher Assessments, Benchmark Assessments, data sheets, IEP goals progress, etc)</td></tr>
<tr><td>2</td><td>Students eigible be to take the Florida Alternative Assessment demonstrate issues with critical thinking</td><td>Teachers will provide multiple opportunities for students to learn and apply critical thinking skills to tasks related to reading</td><td>Prinicipal, Assistant Principal, ESE and general education teachers</td><td>Review of informal and formal performance measures as they relate to Individual Education Plans and Access Points</td><td>Assessments (Teacher Assessment, Benchmark Assessments, data sheets, IEP goals progress,etc.)</td></tr>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By June 2013, the number of students that will make learning gains in the area of reading will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (98) of students made learning gains in the area of reading.	67% (178) will make learning gains in the area of reading.

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<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Change in Leadership

Large transient population</td><td>1. Tutorial teachers will provide an in-school tutorial and an after-school tutorial for our lowest 25% as an extension of the core curriculum based on the instructional focus(i.e. Learning Village) calendars to include ESE and ELL students.</td><td>Tutorial Coordinator, Instructional tutors, Reading Coach, Arts Integration Team and Instructional staff in Reading and Content areas including ESE and ELL Teachers.</td><td>Classroom-walk throughs, instructional focus calendar discussions, conversations with administration, coaches and instructional staff.</td><td>Assessments (Diagnostics, Teacher Assessments, Benchmark Assessments, SRI, and Literacy Assessment System</td></tr>
<tr><td>2</td><td>Consistency of instruction</td><td>Monitor classroom instruction</td><td>Principal and Assistant Principal</td><td>Classroom Walkthroughs and Classroom</td><td>Administrative classroom</td></tr>
</table>

				assessments	walkthrough
3	Identification and monitoring student progress	Teachers training on EDW (FAIR and RRR for reading)	Principal, Learning Team Facilitator and Reading Coach	Analysis of student data	Educational Data Warehouse (EDW) reports
4	Lowest 25% struggle with reading content	Fundations	Reading Coach	Classroom discussions, teacher observation, classroom walkthrough	Assessments (Diagnostics, Teacher Assessments, Benchmark Assessments, SRI, and Literacy Assessment System

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

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

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	Students in the Lowest 25% making learning gains in reading will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (31) of students in the Lowest 25% made learning gains in reading.	75% of the Lowest 25% will make learning gains in reading or meet state provisions.

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
	Outside reading resources not available to all students	1.Classroom libraries will be utilized in center rotation and students will be encouraged to check out books. 2. School library will be utilized in Fine Arts rotation and students will	1. Reading Coach, Reading and Content Departments. 2. Media Specialist, Reading Coach and school administration.	1. Classroom walk-throughs, instructional focus calendar(i.e. Learning Village). Discussions, conversations with administration, coaches and instructional staff.	Comprehension checks, Diagnostics, SRI, and Literacy Assessment System.

| 1 | | be encouraged to check out books.
3.Reading log incentive program. | 3. Reading Coach, Arts Integration Team, and Instructional Staff in Reading and Content including ESE and ELL teachers. | 2. Classroom library DESTINY reports and classoom reading logs.
3. Classroom-walk throughs, instructional focus calendar discussions, conversations with administration, coaches and instructional staff. | |

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

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Demographic ethnicities of Black and Hispanic the Annual Measureable Objective will be 50% and 52 % respectively. Proficiency of the White subgroup will increase by 2%. Proficiency of the Black subgroup will increase by 6%. Proficiency of the Hispanic subgroup will increase by 5%. Proficiency of the Asian subgroup will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (8/11) of the White subgroup was proficient in Reading. 39% (55/142) of the Black subgroup was proficient in Reading. 45% (33/74) of the Hispanic subgroup was proficient in Reading. 63% (5/8) of the Asian subgroup was proficient in Reading.	75% (9/12)% of the White subgroup will show proficiency in reading. 50% (46/92) of the Black subgroup will show proficiency in reading. 52% (24/41)of the Hispanic subgroup will show proficiency in reading. % of the Asian subgroup will show proficiency in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lowest 25% lacking skills.	Tutoring will be offered after school	Tutorial coordinator and Administration	Walkthroughs conducted by tutorial coordinator. Assessments	Assessments and Diagnostics
2	Outside reading materials not available to all students	1. Teachers will utilize a school-wide framework with focus on clusters including vocabulary and comparison.	1.Literacy Leadership Team and ELL teachers and staff.	1. Classroom walk-throughs, instructional focus calendar i.e. learning village) discussions, conversations with administration, coaches and instructional staff.	1. Comprehension checks Diagnostics, SRI, and Literacy Assessment System.
3	Coordination of educational services	Continuous and weekly dialogue between classroom teachers regarding student progress and modifications (if needed) remediation	Principal and Assistant Principal	Chart student progress	
4	Appropriate instruction during tutorials	Ensure appropriate material and instruction is being provided during tutorials	Principal and Assistant Principal	Classroom Walkthroughs and prescriptive feedback and data analysis	

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:	By June 2013, the proficiency of the ELL subgroup will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20%(8/41) in the subgroup of English Language Learners met Adequate Yearly Progress in Reading	25% of the ELL subgroup will show proficiency in reading.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lowest 25% lacking skills.	Tutoring will be offered after school.	Tutorial coordinator and Administration	Walkthroughs conducted by tutorial coordinator. Assessments	Assessments and Diagnostics
2	Outside reading materials not available to all students. Transportation and accessibility of resources.	Teaches will utilize WordGirl (daily vocabulary activity) for instruction. 2. Provide teachers for an after-school tutorial for our ELL students as an extension of the core curriculum based on the instructional focus calendars.	1.Literacy Leadership Team. 2. ELL Teachers and staff.	1. Classroom walk-throughs, instructional focus calendar (i.e. Learning Village) discussions, conversations with administration, coaches and instructional staff. 2. Classroom-walk throughs of tutorial classes, instructional focus calendars.	1.Comprehension checks, Diagnostics, SRI, and Literacy Assessment System. 2.Comprehenson checks Diagnostics, SRI, and Literacy Assessment System. 3. CELLA
3	Coordination of educational services	Continuous and weekly dialogue between classroom teachers regarding student progress and modifications (if needed) remediation	ELL Coordinator	Chart student progress	
4	Differentiate instruction	Provide professional development and give teachers necessary resources	Administration and ELL Coordinator	Classroom walkthroughs, lesson plans and assessments	

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	By June 2013, the proficieny of Students with Disabilities subgroup will increase 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43%(15/35) in the subgroup Students with Disabilites made satisfactory progress in reading.	45% of students will make satisfactory progress on the 2013 FCAT Reading.

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	Lowest 25% lacking skills.	Tutoring will be offered after school.	Tutorial coordinator and Administration	Walkthroughs conducted by tutorial coordinator. Assessments	Assessments and Diagnostics
2	Outside reading resources not available to all students.	The Reading Coach will model, team teach, observe and reflect with instructional Reading and Content teachers including ELL and ESE teachers to enhance Reading comprehension for a school-wide framework with focus on clusters including vocabulary (WordGirl) and comparisons.	Reading Coach, Reading and Content Departments.	Classroom walk-throughs, instructional focus calendar (i.e. Learning Village)discussions, conversations with administration, coaches and instructional staff.	Diagnostics, SRI, and Literacy Assessment System.
3	Coordination of educational services	Continuous and weekly dialogue between classroom teachers regarding student progress and modifications (if needed) remediation	ESE teacher	Chart student progress	
4	Parents knowledge of accessible resources	Provide teachers and an after-school tutorial as an extension of the core curriculum based on the instructional focus calendars to include ESE students.	Tutorial Coordinator, SAI teacher, and instructional tutors	Classroom-walk throughs of tutorial classes, instructional focus calenders	Comprehension checks, diagnostics, SRI, and Literacy Assessment System

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:	By June 2013, the Economically Disadvantage subgroup proficiency will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On 2012 FCAT 42% (90/215) of students were proficient.	52% of the Economically Disadvantage students will acheive proficiency on the FY13 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	Lowest 25% lacking skills.	Tutoring will be offered after school.	Tutorial coordinator and Administration	Walkthroughs conducted by tutorial coordinator. Assessments	Assessments and Diagnostics
2	Appropriate instruction during tutoring	Ensure appropriate instructional materal is being provided during tutorial	Principal and Assistant Principal	Classroom Walkthoughs, prescriptive feedback and data analysis	Tutorial assessments and Diagnostics

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
School Grade/Meeting the needs of subgroups	All teachers	Principal	K-5 Teachers	Learning Team Meetings/Team meetings/PDD and inservice	Discussions and data chats	Principal, Assistant Principal and Learning Team Facilitator
Fundations	K-2 Reading Teachers	District support and Administration	K-2 Reading Teachers	Trainings during the day, PDD and or after school	Classroom Walkthroughs, lesson plans, teachers visiting other model classrooms, administration	Principal, Assistant Principal and Reading Coach
Reading Running Records (RRR) and FAIR	K-5 Reading Teachers	District provided and Reading Coach	K-5 Reading Teachers	PDD/In-service during school off site PD	Classroom support from Reading Coach and assessment data	Prinicpal, Assistant Principal and Reading Coach
Common Core State Standards, RtI/MTSS, and Reading Strategies	Academic Leadership Team	ASCD	Principal, Assistant Principal, and Reading Coach	Summer Institute	Professional Development provided to teachers in the various areas	Principal, Assistant Principal and Learning Team Facilitator
Standards Based Grading	K-1 Reading Teachers	Administration and Learning Team Facilitator	K-1 Reading Teachers	Learning Team Meetings/PDD and inservice	Discussions, student product and report card	Principal, Assistant Principal and Learning Team Facilitator
Reading Item Specifications for FCAT, NGSSS and Common Core State Standards	3-5 Reading Teachers	Administration, Learning Team Facilitator, and selected teachers	Reading Teachers	Learning Team Meeting/Team meetings/PDD and inservice	Lesson plans and planning during Learning Team Meetings	Principal, Assistant Principal and Learning Team Facilitator
Arts Integration	All teachers	Fine Arts Teachers	K-5 Teachers	Team Meetings/PDDand inservice	Lesson plans and common planning during Learning Team Meetings	Fine Arts teachers
District Conference that support state initiatives	All teachers	All teacher, Learning Team Facilitator and Administration	K-5 teachers	PDD/Inservice day and or after school hours	Presentations to faculty after attending the conference	Principal, Assistant Principal
Annual FAME Conference	K-5 Reading	Florida Association of Media in Education	Media Specialist	November 1 - 3	Professional Development provided for K-5 Reading Teachers	Principal, Assistant Principal, and Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase reading strategies	Fundations Kits	Title I	$1,000.00
Create a classroom environment conducive to reading	Licensces for Reading A-Z.com	Title I	$1,100.00
			Subtotal: $2,100.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize iPad applications that enhance sutdent engagement in the classroom	iPads	Title I	$4,584.00
Utilize the RAZ website are aligned to Commore Core and future computer based testing	RAZ online reading	Title I	$1,100.00
			Subtotal: $5,684.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Continued implementation of Balanced Literacy Program	Substitues to allow teachers to attend training and observe colleagues	Title I	$700.00
To enhance Reading curriculum instruction	Stipends for curriculum planning	Title I	$500.00
To enhance professional development for teachers	Supplies needed for PD activities related to enhancing the Reading curriculum, Marzano	Title I	$750.00
To fund after school hours training for teachers (Marzano/Common Core/Performance Based Report Card)	Professional development stipends	Title I	$2,500.00
Tier 1: Determine core instructional need by reviewing diagnostic, SRI, FAIR, and LAS assessment data for all students. Plan differentiated instruction using evidence-based instruction/interventions within 90-minute reading block	Ink/toner for printing color copies of data reports, paper, pencils, FCAT preparation materials, manipulatives	Title I	$1,500.00
Book Study that supports rigorous centers, standards-based grading, literacy development and effective teaching methods and strategies	Purchase books (e.g. How to Grade for Learning)	Title 1	$1,600.00
Increase Academic Leadership Team's knowledge on Common Core State Standards, reading strategies and the RtI process. The knowledge gained at these workshops will provide the Academic Leadership team with the ability to provide updated and quality professional development	Attend a summer institute or conference that deals with the new and existing requirements at the federal, state and district level.	Title I	$2,500.00
			Subtotal: $10,050.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $17,834.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	By April 2013, 45% of all (53/118) students taking the CELLA will be proficient in Listening/Speaking.
2012 Current Percent of Students Proficient in listening/speaking:	
46% of the students taking CELLA were proficient in listening/speaking.	

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Time and personnel	Strategically schedule	ELL Coordinator	Maintain a log of	CELLA results

		ELL teachers so they can provide necessary support and services		educational services and support	
1					
2	Coordination of educational services	Continuous weekly dialogue between classroom teachers and ELL teacher regarding student progress and modifications (if needed remediation)	ELL Coordinator	Chart student progress	Benchmark Assessment (e.g. Diagnostic, FAIR, RRR, textbook, CORE K-12 and CELLA results)

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:	By April 2013, 30% of all students who take the CELLA will be proficient in reading.

2012 Current Percent of Students Proficient in reading:

30% of the students taking CELLA were proficient in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Scheduling and common planning	Collaborative teaching model will be implemented during the 90 minute reading block.	ELL Coordinator	Student progress will be assessed by the percentage of students making adequate progress towards benchmarks.	FAIR, District Diagnostics, Fountas and Pinnell, CELLA
2	Differentiating instruction	Provide professional development and give teachers necessary educational resources	Administration and ELL Coordinator	Classroom walkthroughs, lesson plans and assessments	FAIR, District Diagnostic, Fountas and Pinnell, CELLA

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

3. Students scoring proficient in writing. CELLA Goal #3:	By April 2013, 25% of all students taking CELLA will be proficient in Writing

2012 Current Percent of Students Proficient in writing:

17% of the students taking CELLA were proficient in writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of skills and content literacy	Provide instruction and opportunities to write in a all subject areas	Teachers	Palm Beach Writes (displaying the ability to apply writing strategies)	Palm Beach Writes, FCAT Writes, CELLA

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	As measured by the 2013 Mathematics Assessment 56% of all students will score Level 3 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (75/236) achieved proficiency in mathematics	56% will achieve proficiency level 3 and above in mathematics.

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	Third year of implementation of NGSSS.	Utilize FASTT Math in grades 2-5.	Mathematics Teachers, Principal and Assistant Principal	FASTT Math reports and Administrative walkthroughs.	Diagnostics, Comprehension checks, and assessments
2	Consistency of mathematics instruction	Monitor instruction	Principal and Assistant Principal	Classroom Walktthrough	Observation and teacher/administration notes
3	Students may need additional time to master content and skills.	Utilize ThinkCentral for mathematics resources to enhance instruction	Learning Team Facilitator, Principal and Assistant Principal	Classroom Walkthrough	Diagnostics, benchmark assessments
4	Students may not be familiar with mathematics vocabulary and terminology	Use of technlogy (including Math Gizmos) to enhance instruction and to differientiate instruction to students individual needs including ELL and ESE strategies.	Teachers	Classroom Walkthrough,Diffentiated instruction and instructional focus calenders (from Learning Village)	Diagnostics and Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	By June 2012 100% of the accountable student in grades 3-5 will score a 4, 5, or 7 on the 2013 FAA Mathematics Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
1 student (100%)	100%

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
	Students taking the Florida Alternative Assessment may exhibit	Teachers working with students who are eligible to take the Florida	Administration, ESE and general education teachers	Review formal and information measures as they relate to Individual	Assessments (Teacher Assessments, data

				Education Plans and Access Points.	sheets, benchmark assessments, IEP goals progress, etc)
1	uneven patterns of performance across time and settings	Alternative Assessment will be provided multiple opportunities to practice skills across a variety of settings in an effort to increase consistent performance			
2	Time for individualized instruction	To provide specific instruction (Access points) and support by ESE teacher and student grouping.	ESE Coordinator, ESE Teachers, Principal and Assistant Principal	Walkthroughs, Lesson plans and Assessment data	Assessments, CORE K-12 Benchmark Assessments

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	On the 2012 administration of the FCAT Math Test 20% of students scored Level 4 and 5 on FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (44/236) students achieved above proficieny in mathematics.	20% (54/267)of students will achieve above proficiency in mathematics.

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 struggle when challenged to think critically.	Utilize ThinkCentral for resources to enhance instruction, enrichment materials or activities from the district trainings.	Tutorial coordinator/instructors and Mathematics teachers	Administrative classroom walk-throughs andinstructional focus calendars (from Learning Village) monitored according to the assessment schedule.	Diagnostics and Comprehension Checks
2	Providing time for enrichment	After school and during school tutorials	Principal, Assistant Principal, Learning Team Facilitator	Data Analysis	Becnhmark Assessment (e.g. Diagnostics, GO Math Assessment, and CORE K-12)
3	Rigor of instruction due to the various levels of proficiency	Utilize enrichment materials or activities from the district trainings.	Tutorial coordinator/instructors and Mathematics teachers	Administrative classroom walk-throughs and instructional focus calendars (from Learning Village) monitored according to the assessment schedule.	Diagnostics and Comprehension Checks

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:	By June 2013, 0% of the accountable students in grades 3-5 will score 7 or higher on the 2013 FAA Mathematics Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% no students	0% no students

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time for individualized instruction	To provide specific instruction (Access Points) with support through ESE teacher and student grouping	Principal, Assistant Principal, ESE Coordinator, and ESE teachers	Data Analysis	Access Points Assessments (e.g Diagnostics, CORE K-12)

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:	By June 2013, students making learnng gains in mathematics will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75%(112/236) made learning gains in mathematics	78% (210/267)of students will make learning gains in mathematics.

	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 struggle when challenged to think critically.	Utilize ThinkCentral for resources to enhance instruction.	Mathematics teachers, Learning Team Facilitator, Principal and Assistant Principal	Administrative classroom walk-throughs, assessments, differentiated instruction and instructional focus calendars (from Learning Village).	Diagnostics, comprehension checks, and assessments
2	Students may not know their strengths and weaknesses.	Utilize ThinkCentral for resources to enhance instruction.	Tutorial coordinator and instructors, Mathematics Teachers, Learning Team Facilitator	Administrative classroom walk- throughs of tutorial programs.	Diagnostics, comprehension checks, and mini assessments.
3	Students may not reach their potential without enrichment opportunities.	Use of technology (including Math Gizmos) to enhance instruction and to differentiate instruction to students individual needs including ELL and ESE strategies	Mathematics Teachers	Administrative classroom walk-throughs, assessments, differentiated instruction and instructional focus calendars (from Learning Village).	Diagnostics, comprehension checks, and mini assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	By June 2013, 100% of the accountable students in grades 3-5 will score a 4 or higher on the 2013 FAA Mathematics assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% no students made learning gains in mathematics	100% 1 student

	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
2	Time for individualized instruction	To provide specific instruction (Assess Points) and support from ESE teacher and student grouping	Principal, Assistant Principal, ESE Coordinator, and ESE teacher	Data Analysis	Assessments (e.g. Diagnostics, CORE K-12, and Go Math)

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	By June 2013 students who made learning gains in the lowest 25% will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (34/43) of the lowest 25% made learning gains in Mathematics	80% of the lowest 25% will make learning gains in mathematics.

	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 may not reach their potential without enrichment opportunities.	Utilize FASTT Math in grades 2-5.	Mathematics teachers, Principal and Assistant Principal.	FASTT Math reports and Administrative walkthroughs.	Diagnostics, comprehension checks, and assessments
2	Students may not know their strengths and weaknesses.	Utilize ThinkCentral for resources to enhance instruction.	Tutorial coordinator mathematics teachers, and Learning Team Facilitator	Administrative classroom walk- throughs of tutorial programs.	Diagnostics, comprehension checks.
3	Students struggle when challenged to think critically.	Use of technology (including Math Gizmos) to enhance instruction and to differentiate instruction to students individual needs including ELL and ESE strategies.	Mathematics teachers	Administrative classroom walk-throughs, assessments, differentiated instruction and instructional focus calendars (from Learning Village).	Diagnostics, comprehension checks, and mini assessments
4	Appropriate instruction during tutorials	Ensure appropriate material and instruction is being provided during tutorials	Principal, Assistant Principal, Tutorial Coordinator, and Learning Team Facilitator	Classroom Walkthroughs and prescriptive feedback	Classroom walkthroughs, feedback and notes from participating teachrs

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

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

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	As measured by the 2013 mathematics Assessment based on AMO targets Black 53% and Hispanic 55% score level 3 and above. By June 2013: proficiency of the White subgroup will increase by 6%; proficiency of the Black subgroup will increase by 5%; proficiency of the Hispanic subgroup will increase by 5%; proficiency of the Asian subgroup will remain at 100%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (7/11) of the White subgroup was proficient in Mathematics. 40% (56/142) of the Black subgroup was proficient in Mathematics. 58% (42/74) of the Hispanic subgroup was proficient in Mathematics. 100% (8/8) of the Asian subgroup was proficient in Mathematics.	70% (12/17) of the White subgroup will be proficient in Mathematics. 45% (75/166) of the Black subgroup will be proficient in Mathematics. 63% (46/74) of the Hispanic subgroup will be proficient in Mathematics. 100% (10/10) of the Asian subgroup will be proficient in Mathematics.

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	Lowest 25% lacking skills.	Tutoring will be offered after school	Tutorial coordinator and Administration	Walkthroughs conducted by tutorial coordinator. Assessments	Assessments and Diagnostics
2	Students may need additional time to master content and skills.	Language Facilitator will provide additional instructional support to teachers in classrooms	Principal and Assistant Principal	Administrative classroom walk-throughs of tutorial programs.	Diagnostics and comprehension checks.
3	Coordination of educational services	Continuous weekly dialogue between classroom teachers, regarding student progress, and remediation if needed	Principal and Assistant Principal	Chart of student progress	Assessments (e.g. Diagnostics, CORE K-12 and Go Math)
4	Students may not be aware of their strengths and weaknesses.	Utilize ThinkCentral for resources to enhance instruction.	Mathematics teachers, Principal and Assistant Principal	Administrative classroom walk-throughs, assessments, differentiated instruction and instructional focus calendars (from Learning Village).	Diagnostics and comprehension checks.
5	Students learn in different ways and at different rates.	Use of technology (including Math Gizmos) to enhance instruction and to differentiate instruction to students individual needs including ELL and ESE strategies.	Mathematics teachers		Diagnostics and comprehension checks.

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:	by June 2013, proficiency of the English Language Learners subgroup will increase by 11%.

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	39% (15/41 students) of the English Language Learner subgroup were proficient	50% of the English Language Learner subgroup will make satisfactory progress.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lowest 25% lacking skills.	Tutoring will be offered after school.	Tutorial coordinator and Administration	Walkthroughs conducted by tutorial coordinator. Assessments	Assessments and Diagnostics
2	Students may need additional time to master content and skills.	Language Facilitator will provide additional instructional support to teachers in classrooms	Mathematics Department	Administrative classroom walk-throughs with focus on embedded assessments, and instructional focus calendars monitored according to the assessment schedule.	Diagnostics and comprehension checks
3	Students may not be aware of their strengths and weaknesses.	Utilize ThinkCentral for resources to enhance instruction.	Tutorial coordinator and instructors	Administrative classroom walk throughs of tutorial programs.	Diagnostics and comprehension checks.
4	Students learn in different ways and at different rates	Use of technology (including Math Gizmos) to enhance instruction and to differentiate instruction to students individual needs including ELL and ESE strategies.	Mathematics teachers	Administrative classroom walk throughs with focus on embedded assessments, differentiated instruction and instructional focus calendars.	Diagnostics and comprehension checks.
5	Language	Afterschool tutorial will be provided for our ELL students as an extension of the core curriculum based on instructional focus calendars.	Mathematics Teachers and ELL Coordinator	Classroom walk through of tutorial classes	Teacher Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	By June 2013, the proficiency of students with disabilities subgroup will increase by 7%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (14/35) of the students with disabilities were proficient in matheamtics.	47% of the students with disabilties subgroup will meet proficiency.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lowest 25% lacking skills.	Tutoring will be offered after school.	Tutorial coordinator and Administration	Walkthroughs conducted by tutorial coordinator. Assessments	Assessments and Diagnostics
2	Students may need additional time to master content and skills.	In grade 4 and 5, the ESE teacher will provide support during mathematics block.	Mathematics Teachers	Admininstrative walktrhoughs	Diagnostics and Comprehension Checks
3	Students may not be aware of their strengths	Utilize FASTT Math in grades 2-5	Mathematics Teachers	FASTT Math reports and Administrative	Diagnostics and Comprehension

				walkthroughs.	Checks.
4	Students learn in different ways and at different rates.	Utilize ThinkCentral for resources to enhance instruction. Use of technology (including Math Gizmos) to enhance instruction and to differentiate instruction to students individual needs including ELL and ESE strategies. 5. Tutorial will be provided for students with disabilities as an extension of the core curriculum based on the instructional focus calendar.	Mathematics teachers	Administrative classroom walk-throughs, assessments, differentiated instruction and instructional focus calendars (from Learning Village).	Diagnostics and benchmark assessments
5	Coordination of educational services	Continuous dialoague between classroom teachers, ESE teachers.	Principal, Assistant Principal, ESE Coordinator and ESE Teachers	Chart student progress	Diagnostic Assessment, CORE K-12 and Go Math assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	By June 2013, the proficiency of the Economically Disadvantage subgroup will increase by 6%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (101/215 students) in the subgroup Economically Disadvantage were proficient.	On FY13 53% of the students will acheive proficiency.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lowest 25% lacking skills.	Tutoring will be offered after school.	Tutorial coordinator and Administration	Walkthroughs conducted by tutorial coordinator. Assessments	Assessments and Diagnostics
2	Students may need additional time to master the content and skills.	Language Facilitator will provide additional instructional support to teachers in classrooms	Mathematics Department	Administrative classroom walk- throughs of tutorial programs.	Diagnostics, CORE-K12 and Go Math Assessments
3	Students may not be aware of their strengths and weaknesses. Students learn in different ways and at different rates.	Utilize ThinkCentral for resources to enhance instruction.	Tutorial coordinator and instructors	Administrative classroom walk-throughs, assessments, differentiated instruction and instructional focus calendars (from Learning Village).	Diagnostics, CORE-K12 and Go Math Assessments
4	Students learn in different ways and at different rates.	Use of technology (including Math Gizmos) to enhance instruction and to differentiate instruction to students individual needs including ELL and ESE strategies.	mathematics teachers		Diagnostics, CORE-K12 and Go Math Assessments
5	Appropriate instruction during tutorials	Ensure appropriate material and instruction is being provided during tutorials	Principal and Assistant Principal	Classroom walkthrough, prescriptive feedback and data analysis	Classroom walkthroughs with participating teachers, feedback notes, attendance sheets,

					Diagnostics, CORE K-12 and Go Math Assessments
6	Differentiated Instruction	Increase the use of manipulatives and hands on activities to reinforce mathematics concepts	Principal, Assistant Principal, and Grade Level Chairperson	Lesson plans and classroom walkthroughs	Diagnostics, CORE-K12 and Go Math Assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Go Math Textbooks series, materials and ThinkCentral	K-5 Teachers/Mathematics	District Personnel	Mathematics/K-5 Teachers	PDD/In-service/Afterschool hours	Lesson Plans, Learning Team Meetings, and classroom support	Principal and Assistant Principal
Data Chats	K-5 Teachers/Mathematics	Principal, Assistant Principal and Learning Team Facilitator	Mathematics/K-5 Teachersq	PDD/In-service/Afterschool hours	Learning Team Meetings, PDD	Principal, Assistant Principal and Learning Team Facilitator
FASTT Math	2-5 Teachers/Mathematics	Grade Level Chairs	Mathematice/2-5 Teachers	Learning Team Meetings/PDD/In-service	Lesson plans and PDD	Grade level chairs and Learning Team Facilitator
Next Generation Sunshine State Standards, Item Specifications, and Common Core State Standards	K-5 Teachers/Mathematics	Various Traniners	Matheamtics/K-5 Teachers	PDD/Inservice/Afterschool/Faculty Meetings	Lesson plans, Learning Team Meetings, and classroom support	Principal, Assistant Principal and Learning Team Facilitator
Differentiated Explicit teachers, RtI, FCIM, school grade, ELL Strategies	K-5 Teachers	Principal, Assistant Principal, Learning Team Facilitator, Reading Coach, and district personnel	K-5 Teachers	PDD/In-service/During school hours/Faculty Meetingd	Lesson plans, Learning Team Meetings, Data Chats, EDW reports, and classroom support	Principal and Assistant Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
To assist with lowest 25%	Everglades (Next Generation Sunshine State Standards consumeable resource)	Title I	$2,000.00
			Subtotal: $2,000.00
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
Release time for teaachers to observe model classrooms	Substitutes	Title I	$500.00
			Subtotal: $500.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide afterschool tutoring for targeted students	Transportation costs for after school tutorial	Title I	$1,000.00
			Subtotal: $1,000.00
			Grand Total: $3,500.00

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. Science Goal #1a:	By June 2013, proficiency will increase by 6% in science
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (26 students) achieved proficiency in science.	40% will achieve proficiency in science.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New standards in science (NGSSS).	Implement Science Notebooks, Picture Perfect Science and Science Word walls in all Content classrooms to integrate Literacy through Science for all students including ESE and ELL. 2. Utilize technology in the classroom including Brain Pop, United Streaming, 5th grade Gizmos, Learning Village and Destination to enhance content literacy.	Science Department Head.	Classroom walk-throughs.	Benchmark Assessments, Diagnostics, and Teacher Assessments
2	Fair game principle	Utilize technology in the classroom including Brain Pop, United Streaming, 5th grade Gizmos, Learning Village and Destination to enhance content literacy.	Science Department Head.	Department heads teacher conversations and reflective reports.	Benchmark Assessments, Diagnostics, and Teacher Assessments
	Consistency of	Monitor instruction	Principal and	Classroom	Administration

			Assistant Principal	Walkthroughs	notes from Classroom Walkthroughs
3	instruction				
4	Use of motivating and creation of differentiated instruction activities to increase student achievement	Utilize iPad 2 application and technology	Principal, Assistant Principal, and Science Team Leader	Classroom Walk through, lesson plans, and feedback from teacher and students	Benchmark Assessments, Diagnostics, and Teacher Assessments
5	Motivating science activities	Establish motivational science activities utilizing technology (iPads) and incorporating the Arts	Science teachers, Media Specialist, Assistant Principal and Principal	Lesson plans and Classroom walkthroughs	Benchmark Assessments, Diagnostics, and Teacher Assessments

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	By June 2013, students scoring at Levels 4, 5 and 6 in science will be 0%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0 students scored at Levels 4, 5, and 6 on the science Florida Alternate Assessment	0 students

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time for individualized instruciton	To provide specific instruction (Access Points) and support from ESE teacher and student grouping	Principal, Assistant Principal, and ESE teacher	Data Analysis	Access Points assessments, Diagnostics, and Teacher Assessments

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	By June 2013, above proficiency will increase by 3% in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (8 students) achieved above proficiency in science.	13% will achieve above proficiency in science.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New standards in science (NGSSS) and Fair game principle	Science Department will collaborate and plan lessons on incorporating all strands through Scientific Thinking with	Content Department	Administrative classroom walk-throughs	Benchmark Assessments, Diagnostics, and Teacher Assessments

		inclusive practices for ELL and ESE students			
2	Use motivating and creation of differentiated instruction activities to increase student achievement	Utilize iPad 2 application and technology	Science Team Leader	Lesson plans, classroom walkthroughs, teacher and student feedback	Benchmark Assessments, Diagnostics, and Teacher Assessments
3	Rigor of instruction due to various levels of proficiency	Ensure high order questioning, differentiated instruction and gifted strategies	Principal, Assistant Principal, Learning Team Faciltator	Data analysis	Benchmark Assessments, Diagnostics, and Teacher Assessments

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	By June 2013, 100% of the accountable students in grade 5 will score Level 7 or higher on the 2013 FAA Science Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1 student) scored at or above Achievment Level 7 in science	100% (1 student) will score at or above Achievement Level 7 in science

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time for individualized instruction	To provide specific instruction (Access Points) and support through ESE teachers and student grouping	Principal, Assistant Principal and ESE teacher	Data Analysis	Benchmark Assessments, Diagnostics, and Teacher Assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data chats	Grades 3-5/Science	Learning Team Facilitator	Science/3-5 Teachers	PDD/Inservice/Learning Team Meetings	Educational Data Warehouse (EDW) and assessments	Principal, Assistant Principal, and Learning Team Facilitator
Next Generation Sunshine State Standards, Common Core State Standards	Grades K-5 Teachers/Science	Various Trainers	Science/K-5 Teachers	PDD/Inservice/Faculty Meetings/Learning Team Meetings	Lesson plans, Educational Data Warehouse (EDW), assessments	Principal, Assistant Principal, Learning Team Facilitator, Science Team Leader

FCIM, RtI, School Grade, Standards Based report cards	Grades K-5/Science	Principal, Assistant Principal, Learning Team Faciliator, and School Based Team Leader	Science/K-5 Teachers	PDD/Inservice/Faculty Meetings/Learning Team Meetings	Lesson Plans, Educational Data Warehouse (EDW),assessments	Principal and Assistant Principal

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:	By June 2013, proficiency in writing will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
92% (58 students) performed at mastery level in writing.	95% will achieve proficiency in writing.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Professional development in area of new state writing requirements regarding	Continue a highly effective Writing program in Grades K-5 to increase	Instructional teachers	Classroom walk-throughs, lesson plans, Writing Journals and Writing Notebooks	Portfolios, Writing rubrics, Palm Beach Writes and scored writing

1	scoring	students' repertoire of writing skills and strategies for all students including ELL and ESE.			prompts.
2	Scheduling	3rd-5th grade will follow the district calendar for Palm Beach Writes	Principal and Assistant Principal	Lesson Plans	Writing samples
3	Scheduling	An FCAT informational writing night for parents will be held to share best practices and strategies	Assistant Principal and 4th grade teachers	Parents will provide feedback to teachers about the effectiveness of the information	Palm Beach Writes and feedback evaluation forms

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:	By June 2013, 100% will score at 4 or higher in writing
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0 student) scored at 4 or higher in writing	100% will score at 4 or higher in writing
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
Anchor Paper Scoring	Grade 4/Writing	District personnel	Writing/Grade 4	PDD/Inservice/During the school day	Lesosn plans, Classroom walkthrough,	Principal and Assistant Principal
Writing instruction, conferencing, and use of writing rubrics (Common Core State Standards and Next Generations Sunshine State Standards	Grades K-5/Writing	District personnel	Writing/Grades K-5	PDD/Inservice/During School day	Lesson plans and classroom walkthroughs	Principal and Assistant Principal

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	According to the March 2012 Gold Report, the student attendance rate was 100%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
100%	100%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
0% (0 students)	0%
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
3% (19 students)	decrease by 10%

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

1	Difficult economic conditions have increased the truancy, as well as the mobility rate.	Highlight those classes with perfect attendance for five consecutive days and those with no tardies for five consecutive days on the in-house TV broadcast.	Principal, Assist Principal and Truancy Contact	Monitor absence rates	Rates FY13 attendance data
2	New students to school parents are un-informed	New student/parent orientation	Principal, Assistant Principal and Truancy Contact	Monitor absence rates	Rates FY13 attendance data
3	Attendance (a challenge to determine learning difficulties when student aren't in school)	School wide positive support team attendance initiatives	Principal, Assistant Principal and School wide positive support team.	Monitor absent rates	Rates FY13 attendance data

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Decrease in school and out of school suspension by 10%
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
41 students	36 students
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
24 students	21 students
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
70 students	63 students
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
32 students	29 students (a decrease by 10%)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New students High mobility rate. (45% of these students were new to Egret Lake last year)	Capturing Kids Hearts, CHAMPS, High Expectation Awards, Egret Music Art, Fine Awards, Positive Behavior Support Team Behavior initiatives, Lunch with the Principal, Dress for Success, Character Education. New student/parent meeting/orientation	Grade Level Teachers, Administrators, Guidance and Art Teachers	Decrease in suspensions, decrease in referrals, and teacher observations.	June 2013 Gold Report Data

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Continue with the implementation of a Parent University focusing on conferences with students for those at-risk as a means of improving parent communication.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
40% of our at risk students' parents attend parent conferences.	50% of our at risk students' parents will attend parent conferences.
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	Lack of parent participation of school functions due to lack of child care.	To improve parent involvement in their child's education we will implement a parent university with focus on best practices for academic achievement with at-risk students including ESE and ELL parents.	Administration and instructional staff	Sign-in sheets, conference schedules, homework completed and signed by parent	Student grades, assessments, absences/ tardies and teacher observations.
2	Parents may be unable to attend Parent / Teacher Reading and Math conferences due to lack of transportation or conflicts with their job responsibilities.	Staff members may choose to host a Parent / Teacher conference over the phone or conduct a home visit. Materials and notes will be mailed home.	Teachers, Administrators, Title I Parent Liaison	Teachers, Administrators will maintain conference forms from Parent / Teacher conferences conducted over the phone and during a home visit.	Parent / Teacher Conference forms and results from district and state assessments
3	Parents' schedules may vary, limiting regular participation in their children's school activities.	Parents will be made aware of diverse volunteering opportunities, regular or occasional and in school or at home.	Teachers, Administration, ELL Contact	Analyze volunteer sign-in logs	Volunteer Sign-In Logs
4	Parents who speak a second language may be reluctant to participate in school activities.	Parents of ELL students will be invited to the bi-annual Parent Leadership Council meetings.	Teachers, Administration, ELL Contact	Collect participation data and survey families. This information will be given by our monthly newsletter and Parent call-outs.	Parent Sign-In Sheets
5	Parents may not know how to support their children's academics at home.	Parents will be invited to a variety of curriculum related trainings and showcases.	Teachers, Administration	Collect participation data and survey families.	Parent Sign-In Sheets
6	Our volunteer/business coordinator might be unable to continue reaching out to potential business partners and volunteers.	Business partners and volunteers will be invited to our PTO functions	Administration and teachers	Sign in sheets at functions.	Sign in sheets
7	Parents may be unaware of the parental compact, school improvement plans, parent trainings and School Advisory Council meetings.	Parents will be included with the planning and decision making at Egret with our Compact, plans, parent trainings. Our SAC agenda will include planning items.	SAC chair, administration, and teachers,	Parents will receive academic progress through agenda books, progress reports and parent conferences	Increased parent invovment on our SAC agendas.

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
Annual Title I Meeting	K-5	Principal and Assistant Principal	School wilde and parents	September 25, 2012	Agenda, minutes, sign in sheets,and continuous feedback	Principal and Assistant Principal

				throughout the year		
Curriculum Nights	K-5	Principal, Assistant Principal, Learning Team Facilitator and Reading Coach	School wide and parents	November 2012	Sign in sheets, and teacher follow ups	Principal and Assistant Principal
FCAT Night for Reading, Mathematics, Science and Writing	3-5	Principal, Assistant Principal, Learning Team Facilitator, and Reading Coach	Administration, Grades 3-5 teachers, Grades 3-5 students and their parents	January 2013 and February 2013	Sign in sheets, agenda	Principal and Assistant Principal
Kindergarten Round up	K	Assistant Principal	Parents of incoming kindergartners and designated staff members	May 2013	Completion of forms, sign in sheets	Assistant Principal

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
To provide parent events and trainings to enhance curriculum in all areas	Paper, ink cartridges, books, chart paper, colored paper, parent/child curriculum. Newsletters, homework activities, refreshments for parent trainings	Title I	$1,400.00
To mail home information to parents	Postage	Title I	$300.00
			Subtotal: $1,700.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
To provide trainings to enhance curriculum in all areas	We will allow parents access to our computer lab. A trained staff member will train parents on available academic resources for their students	Title I	$1,000.00
			Subtotal: $1,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
To provide parent conferences to share academic progress	Substitutes for mandatory parent conferences for "at-risk" students in grades K-2	Title I	$2,500.00
			Subtotal: $2,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $5,200.00

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:	By June 2013, 55% (147/267) of students will score Level 3 or above in mathematics and 50% (35/70) students will score level 3 or above in science
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student may not understand the relationship between science technology, engineering and mathematics (STEM) without real world applications	Expose students to real world application through hands on science and mathematics curriculum that integrates technology and engineering	Principal and Assistant Principal	Formal and informal assessments	Formal and informal assessments

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increase reading strategies	Fundations Kits	Title I	$1,000.00
Reading	Create a classroom environment conducive to reading	Licensces for Reading A-Z.com	Title I	$1,100.00
Mathematics	To assist with lowest 25%	Everglades (Next Generation Sunshine State Standards consumeable resource)	Title I	$2,000.00
Parent Involvement	To provide parent events and trainings to enhance curriculum in all areas	Paper, ink cartridges, books, chart paper, colored paper, parent/child curriculum. Newsletters, homework activities, refreshments for parent trainings	Title I	$1,400.00
Parent Involvement	To mail home information to parents	Postage	Title I	$300.00
				Subtotal: $5,800.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Utilize iPad applications that enhance sutdent engagement in the classroom	iPads	Title I	$4,584.00
Reading	Utilize the RAZ website are aligned to Commore Core and future computer based testing	RAZ online reading	Title I	$1,100.00
Parent Involvement	To provide trainings to enhance curriculum in all areas	We will allow parents access to our computer lab. A trained staff member will train parents on available academic resources for their students	Title I	$1,000.00
				Subtotal: $6,684.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Continued implementation of Balanced Literacy Program	Substitues to allow teachers to attend training and observe colleagues	Title I	$700.00
Reading	To enhance Reading curriculum instruction	Stipends for curriculum planning	Title I	$500.00
Reading	To enhance professional development for teachers	Supplies needed for PD activities related to enhancing the Reading curriculum, Marzano	Title I	$750.00
Reading	To fund after school hours training for teachers (Marzano/Common Core/Performance Based Report Card)	Professional development stipends	Title I	$2,500.00
Reading	Tier 1: Determine core instructional need by reviewing diagnostic, SRI, FAIR, and LAS assessment data for all students. Plan differentiated instruction using evidence-based instruction/interventions within 90-minute reading block	Ink/toner for printing color copies of data reports, paper, pencils, FCAT preparation materials, manipulatives	Title I	$1,500.00
	Book Study that			

Reading	supports rigorous centers, standards-based grading, literacy development and effective teaching methods and strategies	Purchase books (e.g. How to Grade for Learning)	Title 1	$1,600.00
Reading	Increase Academic Leadership Team's knowledge on Common Core State Standards, reading strategies and the RtI process. The knowledge gained at these workshops will provide the Academic Leadership team with the ability to provide updated and quality professional development	Attend a summer institute or conference that deals with the new and existing requirements at the federal, state and district level.	Title I	$2,500.00
Mathematics	Release time for teaachers to observe model classrooms	Substitutes	Title I	$500.00
Parent Involvement	To provide parent conferences to share academic progress	Substitutes for mandatory parent conferences for "at-risk" students in grades K-2	Title I	$2,500.00
				Subtotal: $13,050.00

Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Provide afterschool tutoring for targeted students	Transportation costs for after school tutorial	Title I	$1,000.00
				Subtotal: $1,000.00
				Grand Total: $26,534.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

◉ Priority	◉ Focus	◉ Prevent	◉ NA

Are you a reward school: ◉ Yes ◉ No

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

No Attachment (Uploaded on 9/23/2012)

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
Monies will be needed to support our goal of meeting proficiency. Our expected outcome is to decrease the number of students receiving out of school suspensions and decrease the number of students who are tardy or absent. Monies will be needed for school-wide culture training and academic achievements of students.	$4,000.00

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

The School Advisory Council (SAC) are an integral part of Egret Lake Elementary. Listed below are some of the functions of the SAC.
1. Review the school's vision, mission and purpose to ensure they align with School Improvement Plan (SIP).
2. Review and monitor the SIP.
3. Monitor and revise the SIP as needed throughout the school year (including the budget).
4. Develop, monitor and/or revise SAC by-laws.
5. Support our departments
6. Represent our parents adn community with school-wide decisions.
7. Vote on expenditures of funds based on our SIP.
8. Stay informed of school and district activities towards accrediation (review AdvancED Executive Summary and Self Assessment Reports,etc.)
9. Have active engagement with data analysis.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Palm Beach School District
EGRET LAKE ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	76%	97%	62%	302	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	66%	73%			139	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?	76% (YES)	76% (YES)			152	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					593	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District
EGRET LAKE ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	74%	79%	88%	59%	300	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	67%	70%			137	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?	70% (YES)	71% (YES)			141	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					578	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested