

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



Pam Stewart, Commissioner  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

School Name: SOUTH GRADE ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Michael E. Riley

SAC Chair: Anna Garcia

Superintendent: Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 12/11/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					<p>Mr. Riley was the assistant principal at Lantana Elementary from FY00-FY02 before becoming principal there for another three years FY03-FY05. Lantana Elementary earned:</p> <p>"A" grade in FY03 with 62% reading mastery &amp; 47% math mastery. (Limited AYP data available)</p> <p>"A" grade in FY04 with 66% reading mastery &amp; 59% math mastery and 97% AYP. All subgroups except SWD - reading and Black- math met AYP.</p> <p>"C" grade in FY05 64% reading mastery &amp; 53% math mastery and 77% AYP. All subgroups except Total School -math, Black - math, Economically Disadvantages - math, SWD - reading and math met AYP.</p> <p>Mr. Riley transferred to the principal position at South Grade Elementary in FY06. Under his leadership at South Grade the school earned:</p> <p>"B" grade in FY06 with 59% reading mastery &amp; 59% math mastery and 90%</p>

Principal	Michael Riley	<p>BA - ESE, EI EdBA – EI Ed, Masters Degree – EI Ed, Educational Leadership Certification – State of Florida</p> <p>Masters Degree – Varying Exceptionalities Educational</p> <p>Educational Leadership Certification – State of Florida</p>	8	13	<p>AYP met. All subgroups except Black - math, ELL - reading, and SWD - reading &amp; math made AYP.</p> <p>"A" grade in FY07 with 58% reading mastery &amp; 69% math mastery, and 92% AYP met. All subgroups except Black - reading, Economically Disadvantaged - reading, ELL - reading met AYP.</p> <p>"C" grade in FY08 with 51% reading mastery &amp; 64% math mastery and 77% AYP met. Subgroups making AYP included Total School - math, Black - reading, and Hispanic - math.</p> <p>"A" grade in FY09 with 55% reading mastery &amp; 71 % math mastery and 77% AYP met. Subgroups making AYP included total school - math, Black - math, Economically Disadvantaged - math. South Grade has never exceeded 97% of adequate yearly progress (AYP) under No Child Left Behind which makes South Grade a SINI 7, Correct II under the Differentiated Accountability.</p> <p>Under her leadership at South Grade the school earned:</p> <p>"A" grade in FY05 with 61% reading mastery &amp; 62% math mastery and 97% AYP met. All subgroups except Black - math made AYP.</p> <p>"B" grade in FY06 with 59% reading mastery &amp; 59% math mastery and 90% AYP met. All subgroups except Black - math, ELL - reading, and SWD - reading &amp; math made AYP.</p> <p>"A" grade in FY07 with 58% reading mastery &amp; 69% math mastery, and 92% AYP met. All subgroups except Black - reading, Economically Disadvantaged - reading, ELL - reading met AYP.</p> <p>"C" grade in FY08 with 51% reading mastery &amp; 64% math mastery and 77% AYP met. Subgroups making AYP included Total School - math, Black - reading, and Hispanic - math.</p> <p>"A" grade in FY09 with 55% reading mastery &amp; 71 % math mastery and 77% AYP met. Subgroups making AYP included total school - math, Black - math, Economically Disadvantaged - math. South Grade has never exceeded 97% of adequate yearly progress (AYP) under No Child Left Behind which makes South Grade a SINI 6, Correct II under Differentiated Accountability.</p> <p>"A" grade in FY09 with 55% reading mastery &amp; 71 % math mastery and 77% AYP met. Subgroups making AYP included total school - math, Black - math, Economically Disadvantaged - math. South Grade has never exceeded 97% of adequate yearly progress (AYP) under No Child Left Behind which makes South Grade a SINI 6, Correct II under Differentiated Accountability.</p> <p>"B" grade in FY10 with 60% reading mastery &amp; 64% math mastery and 79% AYP met. Subgroups making AYP included total school - reading, Black - reading, Economically Disadvantaged - reading. South Grade has never exceeded 97% of adequate yearly progress (AYP) under No Child Left Behind which makes South Grade a SINI 7, Correct II under Differentiated Accountability.</p>
					<p>Under her leadership at South Grade the school earned:</p> <p>"A" grade in FY05 with 61% reading mastery &amp; 62% math mastery and 97% AYP met. All subgroups except Black - math made AYP.</p> <p>"B" grade in FY06 with 59% reading mastery &amp; 59% math mastery and 90% AYP met. All subgroups except Black - math, ELL - reading, and SWD - reading &amp; math made AYP.</p> <p>"A" grade in FY07 with 58% reading mastery &amp; 69% math mastery, and 92% AYP met. All subgroups except Black - reading, Economically Disadvantaged -</p>

Assis Principal	Goldie Stopek	BA – El Ed, Masters Degree – El Ed, Educational Leadership Certification – State of Florida	8	8	reading, ELL - reading met AYP. "C" grade in FY08 with 51% reading mastery & 64% math mastery and 77% AYP met. Subgroups making AYP included Total School - math, Black - reading, and Hispanic - math. "A" grade in FY09 with 55% reading mastery & 71 % math mastery and 77% AYP met. Subgroups making AYP included total school - math, Black - math, Economically Disadvantaged - math. Accountability. "B" grade in FY10 with 60% reading mastery & 64% math mastery and 79% AYP met. Subgroups making AYP included total school - reading, Black - reading, Economically Disadvantaged - reading. South Grade has never exceeded 97% of adequate yearly progress (AYP) under No Child Left Behind which makes South Grade a SINI 7, Correct II under Differentiated Accountability.
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## INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading (K-5)	Linda Marshall	BA El Ed, Masters Degree - El Ed Educational Leadership Certification – State of Florida	8	4	In FY09 55% of grade 3-5 students tested using the FCAT Reading Subtest achieved level 3 and above with 69% making learning gains and 76% of the lowest 25% making learning gains. Six student subgroups did not make AYP in FY09. In FY10 60% of the grade 3-5 students tested using the FCAT Reading Subtest were proficient at level 3 and above with 13% of the students scoring levels 4 or 5. 69% of students tested made learning gains, and 63% of the lowest 25% made learning gains. Two student subgroups failed to reach AYP at 72%, but all student subgroups made AYP using the "safe harbor" scoring model.
Math	Donna McCarthy	B.B.A. MS EL ED w/ESOL endorsement	7		As this is the first year we have a math coach, all future performance records will be included in the FY 14 school improvement plan.
Science	No Science Coach for the FY 13 school year.				

## 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	Reader's and Writer's Workshop and other Staff Development Opportunities	Reading Coach	On-going	
2	Educator Support Program (ESP) assigning mentor teachers to new educators	Assistant Principal	May 2013	
3	District Job Fairs	Principal	Twice a year	
4	Master and novice teachers will participate together in the "collaborative coaching model" with the reading coach for readers/writers workshop to scaffold small groups of teachers around strategies for increasing rigor and relevance in daily instruction	Reading Coach	Five week sessions	
5	District based math specialist assigned to the school will participate in learning teams and common planning, modeling strategies for instructional improvement in grades	Central Area Director for the PBCSD and the	On-going	

## 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
100% of our teachers are highly effective instructors.	On-going professional development with Teacher's College with the support of the Reading coach and Reader's and Writer's Workshop specialists. Participation in Math Learning Team meetings with the Math Coach and District Math Specialist.

## Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
58	12.1%(7)	17.2%(10)	46.6%(27)	24.1%(14)	44.8%(26)	100.0%(58)	15.5%(9)	3.4%(2)	87.9%(51)

## 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
			<p>1. One of our most effective ways is with our reading, math, and science coach models. Coaches go into classrooms to demonstrate model lessons, and develop individual teacher's ability to teach effectively. Reading coaches must have a reading endorsement often including a Masters Degree in teaching reading. Our coaches use the "collaborative coaching" to model instruction to groups of teachers by scaffolding teachers' knowledge of teaching in their content area to small groups. The coaches also assist the teachers in setting up their individual classroom literacy, math and science instruction.</p> <p>2. Another way that we mentor teachers is through our collegial study. The study is regularly scheduled during faculty meetings</p>

Linda Marshall	Trevor Pluskota	Linda Marshall is the Reading Coach, and will support Mr. Pluskota as a first year fourth grade teacher	<p>on Professional Development Days (PDD). In addition, all teachers are encouraged by the principal and other school leaders to participate in collegial study after school hours as a means for enhancing professional growth, and it may be recommended by administration for identified for teachers experiencing difficulty in a particular domain of instruction. Some typical topics are developing effective reading/math/science lessons, implementing readers/writers workshop, teaching for comprehension, using Running Reading Records (RRR), technology innovations, classroom management, oral/written expression, developing student based assessments, oral language development and professional book studies.</p> <p>3. Every 6 days, South Grade has learning team meeting rotations with grade level teams for grades K-2 and vertical teams in grades 3-5 in reading math and science. The planning is conducted by a trained facilitator. All classroom teachers, ESE, ELL and fine arts teachers must participate. The focus is to be sure that all teachers are teaching the appropriate curriculum and supporting each other along the way so that all students are mastering the curriculum.</p>
Keichia Thompson	Izabel Roa	Keichia Thompson is an ESOL teacher who is highly experienced. She will support Mrs. Roa as a first year kindergarten teacher	<p>1. Mentoring activities include having mentor teachers go into the classroom and model effective teaching strategies in the diverse subject areas.</p> <p>2. New teachers and mentor teachers will have weekly meetings that support professional growth.</p> <p>3. Monthly meetings will be held with the Assistant Principal, focusing on supporting all new teachers.</p>
Karla De La Cruz	Ramma Holtzman	Karla De La Cruz is a highly experienced fifth grade teacher. She will support Mr. Holtzman as a first year fifth grade teacher	<p>1. Mentoring activities include having mentor teachers go into the classroom and model effective teaching strategies in the diverse subject areas.</p> <p>2. New teachers and mentor teachers will have weekly meetings that support professional growth.</p> <p>3. Monthly meetings will be held with the Assistant Principal, focusing on supporting all new teachers.</p>
		Mary Hawkins is a highly experienced teacher with	1. Mentoring activities include having mentor teachers go into the classroom and model effective teaching strategies in the diverse

Mary Hawkins	Rebecca Laws	30+ years of teaching experience. She will support Ms. Laws as a first year first grade teacher.	subject areas. 2. New teachers and mentor teachers will have weekly meetings that support professional growth. 3. Monthly meetings will be held with the Assistant Principal, focusing on supporting all new teachers.
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## 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 Federally funded block grant program allocated by the school district to Title I schools providing an annual grant based on percent of FRL at the school. South Grade Elementary completed and submitted a budget to the school district detailing planned expenditures for a total Title I allocation of \$233,808.75  
Title I funds are used to fund a math/science coach, a resource teacher, and a community language facilitator. Funds are used to support Readers/Writers Workshop initiatives with the purchase of supplemental classroom materials, consultants from the Teachers' College at Columbia University, and substitutes for teachers to attend professional development workshops. Additional funds are used for tutoring, a Kindergarten readiness program, and materials for the parent resource room.

#### Title I, Part C- Migrant

The district uses Title IC funds to support the 24 identified migrant students and their families including education, nutrition, child care, housing, medical care and more.

#### Title I, Part D

The district uses Title ID funds and manages transition programs for delinquent students returning to school and the community.

#### Title II

The district uses Title II funds and supports Safe School Campuses, Character Education, CHAMPs (a proactive student behavior management approach), Efficacy Training, Anti-bullying Programs, and Single School Culture initiatives through the Safe Schools Department.

#### Title III

The district uses Title III funds to support intensive programs and support for ESOL students and their families with ESOL teachers in the school, Community Language Facilitators for communication, and specialized testing to monitor student progress in English language acquisition.

#### Title X- Homeless

South grade registered 7 children from homeless families during FY13 under the guidelines of the McKinney-Vento Act. No proof of address is required when a parent registers their child as homeless. Community services and resources were made available to homeless families through the guidance department and the community parent liaison at the school South Grade also enrolled 12-14 students from various family shelters in Lake Worth in FY09 generally as the result of domestic abuse/violence.

#### Supplemental Academic Instruction (SAI)

A full time Supplemental Academic Instruction teacher is funded budgeted by the school district as a reading intervention for students in third grade who are in danger of retention or were retained previously related to reading concerns. The SAI teacher may work with other grades as time allows.

#### Violence Prevention Programs

South Grade is "Peaceful Internationals School," and students are recognized weekly as "peacemakers." The school implemented CHAMPs A Proactive Approach to Classroom Management by Randy Sprick in FY09 to provide school wide expectations for behavior. Single school culture and appreciation for multicultural diversity.

## Nutrition Programs

Nutrition Programs – The School Food Services Department of the Palm Beach County School District hosted multiple events at the school in FY12 providing students with instruction in healthy food choice alternatives, and samples of fruits and vegetables during a lunch celebration. Grades 2-5 participate in the "Commit2Bfit" program providing student agenda record books to all students containing nutrition facts and daily discussion points for class review including goal setting. Also, the PE coach in the school implements "Jump Rope for Heart" annually including dietary and other healthy heart related discussion.

## Housing Programs

The School District works with local realtors to offer affordable housing for teachers and staff working in the school system including special financing and reduced rent for educators and school district employees.

## Head Start

South Grade is not a Head Start Center. However, we work with Head Start and other Pre-K entities in the community whenever a preschool student transitions to South Grade as a kindergarten student.

## Adult Education

Adult Education is a component of the "Bridges at Lake Worth" and the "Guatemalan-Mayan Center" Programs at South Grade. The parents of the 60+ students who receive scholarships through Family Central to attend these after school programs are expected to become involved in the school. Adult education classes available to parents include: GED classes, computer classes, parenting classes. The Community Parent Liaison at South Grade coordinate the Parent University to promote parents as learning partners with their children and school volunteerism.

## Career and Technical Education

Career counseling is offered through the "Bridges at Lake Worth" and "Guatemalan-Mayan Center" Programs to all parents in the school – especially targeted parents of children under scholarship.

## Job Training

We often train interested individuals to work in the School Age Child Care Program as junior counselors (high school age) and as counselors (adult). Several School Age Child Care counselors have gone on to take teacher education courses at Palm Beach State College, and a few became educators. South Grade also looks to our paraprofessional ranks whenever a specialized job (bookkeeper, data processor, attendance clerk, community language facilitator) is available in the school. The school's head secretary has also worked as bookkeeper and community language facilitator in the past. The Bridges at Lake Worth offers career counseling to parents, and aligns community resources with the job training needs.

## Other

Required instruction listed in 1,003.42(2)F.S., as applicable to appropriate grade levels.

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

**Principal:** Leads and provides the common vision for the school to make data-driven decisions when implementing the RtI process in the school. The principal makes sure that the School Based RtI Leadership Team members have the staff development necessary to support of the RtI implementation process, and communicates with parents and the community at School Advisory Council and other school meetings regarding RtI implementation activities at South Grade.

**Assistant Principal:** Mirrors the vision of the Principal by supporting the RtI – School Based Team Process.

**Guidance Counselor:** Provides services and counseling expertise on home and school issues. Concerned with program design, assessment and intervention. The guidance counselor facilitates the School Based RtI Leadership Team, and continues to link school resources, community resources and agencies to children and their families to support the child's academic, emotional, behavioral and social success.

**ESOL and School Guidance Counselor:** Focused less on community agencies and resources, and more on the family dynamics of our ELL students, their parents and siblings. Classroom guidance and other social supports are developed and implemented by the ESOL guidance counselor to support immigrant students and their families as they adjust to life in a new society.

**Select General Education Teachers:** Teachers in grades K-5 participate with the School Based RtI Leadership Team to provide information about core instruction in their classroom, collect data about students under consideration, deliver tier 1

instruction and intervention, collaborates with other staff to implement tier 2 interventions, and integrates tier 1 materials into tier 2 and 3 learning activities.

Exceptional Student Education: Speech pathologist, ESE teachers and/or district ESE support staff participate in student data collection, integrate student activities into tier 3 instruction, and may support the classroom teachers through strategies like the "collaborative co-teaching model."

The School Based RtI Leadership Team will support monitoring of tiered interventions in the classroom by providing tools for data collection, strategies for implementation and mentoring to the teachers involved.

Instructional Coach for Reading: As member of the School Based RtI Leadership Team, the reading coach serve mentors the SBT around standards-based instruction, and stays current on research and "best practices" to analyze and support the quality and effectiveness of classroom instruction. She identifies systematic patterns of student need utilizing district resources to develop effective evidence based intervention strategies. She uses student assessment and monitoring data to promote progress monitoring, data collection, and data analysis. Participate with the school's Professional Development Team to create and implement quality staff development for specific instructional areas of weaknesses. Participates in school Learning Team Meetings by grade level K-2 and by grade level and department grades 3-5.

School Psychologist: Participates in collection, interpretation, and analysis of data collected. Facilitates intervention plan development including support for intervention fidelity, professional development and assistance in problem solving activities around data collection, data analysis, intervention planning and data based decision making.

School Nurse: Acts as a medical resource when there are academic or behavioral concerns around health issues. The nurse represents the Palm Beach County Health Care District, and offers medical expertise useful in understanding the effects of diseases like ADD, ADHD, diabetes and Asthma on student adjustment and achievement.

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

The School Based RtI Leadership Team will meet weekly to establish and maintain a problem-solving system that promotes student success by building capacity in teachers and support staff to problem solve and act in a manner that promotes academic and behavioral success for all students in all student subgroups.

The SBT will accomplish this by:

- Reviewing student data at the classroom level to evaluate success relevant to benchmarks.
- Link student data to instructional decisions by identifying high, medium and low risk students.
- Identify professional development resources needed
- Collaborate with the SBT regularly to problem solve, share effective practices, and evaluate processes.
- The SBT will build consensus and make decisions about implementation.

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 Principal to align the goals of the team with the goals of the FY13 School Improvement Plan

It was noted that Tier 1, 2 and 3 targets needed to be addressed in these areas:

- Academics – subgroups not making academic progress two out of the past three years must be addressed
- Developing students' parents as "learning partners"
- Social and emotional areas – behavioral plans
- Clear expectations for instruction around rigor, relevance, and relationships
- Systematic approach to teaching including aligned processes and procedures including appropriate staff development to improve achieve in low performing student subgroups

#### MTSS Implementation

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

Baseline data:

- Florida Comprehensive Achievement Test (FCAT 2.0)
- Curriculum Based Measurement



- Florida Assessment in Reading (FAIR)
- Palm Beach County Fall Diagnostics
- Palm Beach Writes
- K-5 Literacy Assessment System
- Diagnostic Assessment For Reading (DAR)
- Progress Monitoring and Reporting Network
- Comprehensive English Language Learners Assessment
- Discipline Referrals to Administration
- Retentions
- Absences

Midyear Data:

- Florida Assessment in Reading
- Diagnostic Assessment for Reading
- Palm Beach County Winter Diagnostics
- Palm Beach Writes
- Progress Monitoring and Reporting Network (PMRN)
- K-5 Literacy Assessment System

End of Year:

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

Frequency of Data Analysis and Action Planning Days:

- Once within a planning cycle refer to focus calendar)

Describe the plan to train staff on MTSS.

The School Based Team Leader will provide in-service to the faculty on designated professional development days. These in-service opportunities will include, but are not limited to:

- Problem solving
- Consensus building
- Positive Behavioral Intervention and Support (PBIS)
- Data based decision making to drive instruction
- Progress monitoring
- Selection and availability of research based interventions
- Tools used to identify specific discrepancies in reading

Individual professional development will be provided to teachers as needed.

Describe the plan to support MTSS.

Support will be established by various intervention programs, (i.e.: Leveled Literacy Intervention (LLI) and Readers Workshop Choice Time), through Learning Team Meetings and Professional Development Days.

## Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Literacy Leadership Team (LLT) at South Grade Elementary includes the Principal, Assistant Principal, Reading Coach, Math Coach, SAI Teacher, ESOL Guidance counselor, Learning Team Facilitator and Teacher Leaders from every grade/department including grades K-5, ESE, ESOL and Fine Arts.

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

The LLT meets regularly to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Common Core Standards and the Next Generation Sunshine State Standards as appropriate in LLT and by teachers as a function of regular Learning Team Meetings. Decisions for professional development, planning and instructional implementation by teacher learning are developed, implemented and then monitored by teacher teams and the LLT.

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

In FY13 the Leadership Learning Team (LLT) will utilize regularly scheduled grade level Learning Team Meetings(LTMs)to focus on the lowest 25% of readers in grades K-5 by: identifying students and their specific literacy needs, grouping like students, developing intervention plans, collecting data, and adjusting instruction prior to referral to the School Based Team. Staff Development on Professional Development Days and at other times will focus on instructional interventions that provide immediate intensive intervention (iii) for targeted children. Teachers in grades K-2 will complete at least one "case study" per trimester for a literacy challenged student that they teach during FY13 including diagnosis, interventions and outcomes.

## Public School Choice

Supplemental Educational Services (SES) Notification  
[View uploaded file](#) (Uploaded on 10/22/2012)

### \*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.

1. Families of preschool children who have older siblings in the school will be identified in FY13 through school data and questionnaires and given information about Voluntary Pre-Kindergarten (VPK) at South Grade Elementary school and Escuelita Maya VPK center throughout the school year to prepare their child for kindergarten.
2. South Grade has a large Guatemalan population. Families of preschool children will be given information, and encouraged by school staff to enroll in preschool programs at the Guatemalan Center ongoing. Encourage the Guatemalan-Mayan Center, housed on South Grade's campus for the first time in FY11, to apply for and implement a VPK class for four year olds prior to entering kindergarten in FY13.
3. Establish a 30 day Title I Summer Pre-K program at South Grade for children preregistered to attend kindergarten at South Grade in FY14 to better prepare them and their families for the rigor of school.
4. Provide kindergarten academic and social screening for all enrolling kindergartners during the FY14 "Kindergarten Roundup" to identify children to enroll in South Grade's FY14 full-day VPK.
5. Display and make information available to parents ongoing in the main school office about medical, mental health and academic services available in the school and community for families of preschool 0-5 year old children.
6. Provide opportunities for area preschool children to visit South Grade for tours and orientation in anticipation of kindergarten entry in August FY14.

### \*Grades 6-12 Only

**Sec. 1003.413(b) F.S.**

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

### \*High Schools Only

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

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

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

## Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Increase the percentage of proficient students on the reading subtest of the FY13 FCAT 2.0 reading subtest.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17%(40)of students level 3 on the FCAT 2.0 reading subtest for grades 3-5 in FY12.	60% (138) of students level 3 on the FCAT 2.0 reading subtest for grades 3-5 in FY13.

#### 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	83% of students grades 3-5 are below grade level in reading.	Reading Coach Professional Development	School District	Bi-weekly school district staff development	1. Reading Running Records, OPM (ongoing progress monitoring) data, district diagnostic testing data including student academic history and assessment folders. 2. FAIR results printout including student academic history and assessment folders.
2	Inadequate monitoring of student progress in reading	The school will implement the FAIR/WAM assessments three times annually to monitor student progress in reading grades K-5	Reading Coach	Review FAIR/WAM data at LTM to support on-going progress monitoring by teachers	FAIR results printout including student academic history and assessment folders
3	Teachers lack adequate staff development to implement the "Readers Workshop Model" of instruction with fidelity	The reading coach, select teachers and administrators will receive training at Teachers College, Columbia University to implement Readers and Writers Workshop K-5 teacher professional development by the Reading Coach using the "collaborative coaching model."	Reading Coach School Based RTI Leadership Team	School will monitor assessment data, and student work to determine effectiveness of the workshop model to improve student achievement. Student shows mastery when retested on the targeted benchmark	FAIR data, RRR, OPM data, and district diagnostic testing data along with student work folders and reading logs, classroom library orders and student academic history and assessment folders.
4	A process is needed to monitor and support continuous improvement in reading around student achievement	The school will implement the Florida Continuous Improvement Model (FCIM) including a Reading Coach	Reading Coach	School will monitor assessment data to determine effectiveness of FCIM implementation	FAIR data, RRR, OPM (ongoing progress monitoring) data, district diagnostic testing, and student academic history and assessment

					folders.
5	Teachers in grade 3-5 need Staff Development materials to better implement the new grade 3-5 Readers Workshop Units of Study	Implement the new Readers Workshop Grade 3-5 Units of Study.	Reading Coach	Teacher lesson plans will include components of the new Readers Workshop Units of Study professional development component	FAIR data, RRR, OPM (ongoing progress monitoring) data, district diagnostic testing, and student academic history and assessment folders.
6	Teachers need opportunities to critically review instructional interaction with their students	Implement flip video recording to provide instructional feedback to teachers	Reading Coach	School will monitor assessment data, and student work to determine effectiveness of the workshop model to improve student achievement. Student shows mastery when retested on the targeted benchmark	FAIR data, RRR, OPM (ongoing progress monitoring) data, district diagnostic testing, and student academic history and assessment folders.
7	With 99% FRL and 85% ELL, entering kindergarteners at South Grade are not as prepared for the rigors of school as their peers in other schools	Implement 30 day (120 hours) summer pre-k at South Grade Elementary for all incoming kindergarteners	ESOL Guidance Counselor, Creole and Konjabal CLFs and kindergarten teachers	School will monitor FAIR assessment data for kindergarten to show improvement over previous year	FAIR and FLKRS data

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	Increase the percentage of students achieving level 4 and 5 on the FY13 FCAT 2.0 reading subtest
2012 Current Level of Performance:	2013 Expected Level of Performance:
12%(29) of grade 3-5 students were proficient at levels 4 or 5 of the FY12 FCAT 2.0 reading subtest	30% (69) of grade 3-5 students will be proficient at levels 4 or 5 of the FY13 FCAT 2.0 reading subtest

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 differentiated instruction in reading	Establish student "Book Clubs" with text at students reading levels to facilitate small group reading skill development and literary discussion.	Reading Coach	School will monitor assessment data, and student work to determine effectiveness of the workshop model to improve student achievement. Student shows mastery when retested on the targeted benchmark	FAIR data, RRR, OPM data, and district diagnostic testing data along with student work folders and reading logs, classroom library orders and student academic history and assessment folders.
2	Students lack multiple copies of "just right text" in grades 2-5 and to provide "just right" leveled text in grades K-2, students need access to multiple copies of "just right books" in expanded classroom libraries.	Acquire text for all grade levels that align with the Readers Workshop Units of Study and develop classroom libraries with multiple copies of leveled books in varied genres for 3-4 student book clubs in grades 2-5 and additional leveled "just right" text for grades K-2.	Reading Coach	School will monitor assessment data, and student work to determine effectiveness of the workshop model to improve student achievement. Student shows mastery when retested on the targeted benchmark	FAIR data, RRR, OPM data, and district diagnostic testing data along with student work folders and reading logs, classroom library orders and student academic history and assessment folders.
3	Successful readers lack opportunities to develop reading fluency.	Provide opportunities for successful readers to participate in "Readers Theatre" and "Poetry Cafe" weekly.	Reading Coach	School will monitor assessment data, and student work to determine effectiveness of the workshop model to improve student achievement. Student shows mastery when retested on the targeted benchmark	FAIR data, RRR, OPM data, and district diagnostic testing data along with student work folders and reading logs, classroom library orders and student academic history and assessment folders.
4	Teachers in grades 3-5 need staff development to implement the new Readers Workshop Units of Study	Acquire and implement staff development materials (Grade 3-5 Readers Workshop Units of Study) for all reading/writing teachers in grades 3-5	Reading Coach	Use teacher lesson plans and learning walks to monitor fidelity of implementation	FAIR data, RRR, OPM data, and district diagnostic testing data along with student work folders and reading logs, classroom library orders and student academic history and assessment folders.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	Increase the percentage of grade 3-5 students making learning gains in reading on the FY13 FCAT 2.0 reading subtest.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58%(95)of students in grades 3-5 made learning gains in reading on the FY12 FCAT 2.0 reading subtest.	75%(173) of students in grade 3-5 will make learning gains in FY13 on the FCAT 2.0 reading subtest.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of a systematic comprehensive plan for matching student academic needs to strategies for improvement	Schedule regular monitoring meetings around student reading data and develop strategies for improvement by implementing learning teams that drill down to individual student data and match strategies to students.	Learning Team Facilitator  Reading Coach	Student shows mastery when tested on the targeted benchmark. Student grouping is adjusted based on percent of SWDs mastering of the focused benchmark.	FAIR data, RRR, OPM data, and district diagnostic testing data along with student work folders and reading logs, classroom library orders and student academic history and assessment folders
2	Limited student conferencing and small group strategy work does not meet individual student instructional needs in reading.	Implement individual student conferencing during independent reading time, collect conferencing data, and use data to plan and implement small group strategy work (1-3 students) in K-5 classrooms using data generated to implement small group instruction with 1-4 students.	Reading Coach  Classroom Teachers	School will monitor assessment data, and student work to determine effectiveness of the workshop model to improve student achievement. Student shows mastery when retested on the targeted benchmark	FAIR data, RRR, OPM data, and district diagnostic testing data along with student work folders and reading logs, classroom library orders and student academic history and assessment folders
3	Given the extended school day, there is still not enough time to accelerate student learning necessary to increase the percentage of students making learning gains in reading,	Analyze student data and implement small group instruction, targeting specific skill that will increase learning gains.	Reading Coach	Student shows mastery when tested on the targeted benchmark. Student grouping is adjusted based on percent of SWDs mastering of the focused benchmark.	FAIR data, RRR, OPM data, and district diagnostic testing data along with student work folders and reading logs, classroom library orders and student academic history and assessment folders

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	
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reading. Reading Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Increase the percentage of the lowest 25% of students who make learning gains on the FY13 FCAT reading subtest
2012 Current Level of Performance:	2013 Expected Level of Performance:
57%(35)of lowest 25% of grade 3-5 students made learning gains on the FCAT reading subtest in FY12.	70% of the lowest 25% of grade 3-5 student will make learning gains on the FCAT reading subtest in FY13.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack opportunities to reflect and develop thinking and language around literature.	Implement the "interactive read aloud with accountable talk" at least 20 minutes daily outside the reading block with staff development by the Reading Coach. Students write their thinking using notebooks, sticky notes, and reading logs.	Reading Coach	Student shows mastery when tested on the targeted benchmark	FAIR data, Reading Running Records, OPM (ongoing progress monitoring) data, and district diagnostic testing accumulated in student academic history and assessment folders.
2	Small group tiered instruction is necessary to move students from the lowest 25%.	The school will provide supplemental instruction and tier 2 interventions (iii) using word work, fluency work or other reading interventions.	Reading Coach School Based Team	Student shows mastery when retested on the targeted benchmark	FAIR data, RRR, OPM (ongoing progress monitoring) data, district diagnostic testing accumulated in student academic history and assessment folders.
	Individual instruction may be needed to move some students from the lowest 25%.	The school will provide supplemental instruction and tier 3 interventions (iii) using the Fountas & Pinnell Lexiled Literacy	Reading Coach School Based Team	Student shows mastery when retested on the targeted benchmark	FAIR data embedded assessments, OPM (ongoing progress monitoring) data,



3		Interventions.		district diagnostic testing accumulated in student academic history and assessment folders.
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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 # Over a six year period, South Grade Elementary will reduce the achievement gap by 50%.				
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	34	40	46	52	58	

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:	In grades 3-5, American Indian students not achieving proficiency will decrease by 13% or meet state provisions. In grades 3-5, Hispanic students not achieving proficiency will decrease by 7% or meet state provisions. In grades 3-5, Black students not achieving proficiency will decrease by 20% or meet state provisions. In grades 3-5, White students not achieving proficiency will decrease by 6% or meet state provisions.
2012 Current Level of Performance:	2013 Expected Level of Performance:
85% American Indian 68% Hispanic 71% Black 42% White	72% American Indian 61% Hispanic 51% Black 36% White

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	Teachers may be unclear how to provide differentiated instruction to their American Indian, Black and Hispanic students in grades K-5	Tier-1: Determine core instructional needs by reviewing FAIR (Florida Assessment in Reading) and other student data for all student subgroups listed. Plan differentiated instruction within the 90-minute literacy block based on individual student academic need..	Reading Coach  Teachers	Student shows mastery when tested on the targeted benchmark. Student grouping is adjusted based on percent of students mastering of the focused benchmark.	FAIR and OPM data will be used to determine student success as they progress through the reading benchmarks accumulated in student academic history and assessment folders.
2	Teachers may be unclear how to provide small group strategy work to their American Indian, Black and Hispanic students in grades K-5	Tier-2: Plan supplemental intensive instructional intervention (iii) for students failing to master primary benchmarks using Fluency Work, Word Work, Fountas and Pinnell Phonics or Fountas & Pinnell Lexiled Literacy Interventions reading interventions. Adjust student grouping is adjusted as needed.	Reading Coach  School Based RTI Leadership Team  Teachers	Student shows mastery when retested on the targeted benchmark for students receiving tier-2 supplemental instruction.	FAIR and OPM data will be used to determine student success as they progress through the reading benchmarks accumulated in student academic history and assessment folders.
	Teachers may be unclear	Tier-3: Plan targeted	Reading Coach	Student shows mastery	FAIR and OPM data

3	how to individualize instruction and provide intense one-to-one instruction to their American Indian, Black and Hispanic students in grades K-5.	intervention for all student subgroups not responding to core plus intensive instructional interventions (iii) matched to student needs using alternative strategies and/or instructional materials like using Soar to Success or Fountas & Pinnell Lexiled Literacy Interventions reading interventions. Adjust groups as needed.	School Based RtI Leadership Team Teachers	when retested on the targeted benchmark for students receiving tier-3 intensive targeted interventions. .	will be used to determine student success as they progress through the reading benchmarks accumulated in student academic history and assessment folders.
4	Teachers do not have enough instructional time during the course of the school day to effectively support Tier 1 and Tier 2 students in Reading	21st Century tutorials- Small group strategy work and individual instruction.  K-12 support grant to offer other tutorial programs or strategies as needed.	School Site Coordinator  Lead teacher	Student shows mastery when tested on the targeted benchmark. Student grouping is adjusted based on percent of students mastering of the focused benchmark.	Fall and Winter Diagnostic data, Running Reading Records (RRR), and FAIR assessment data.
5	Parents lack the support to provide continued reading and learning throughout the summer months to prevent loss of student Reading gains.	Implement the South Grade Surfers Summer Reading Program	Reading Coach & Principal	Compare previous school year reading FCAT results or RRR to that of the winter reading diagnostic assessment or RRR of the current school year. Monitor the reading levels of program participants throughout each school year and from one year to the next.	FCAT 2.0 reading subtest, RRR, and Winter and fall reading Diagnostic 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:

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	In grades 3-5, ELL students not achieving proficiency will decrease by 12% or meet state provisions.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% ELL students	68% ELL 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	Teachers may be unclear how to provide differentiated reading instruction to their ELL students in grades K-5	Tier-1: Determine core instructional needs by reviewing FAIR (Florida Assessment in Reading) and other student data for the ELL student subgroup listed. Plan differentiated instruction within the 90-minute literacy block.	Reading Coach  Teachers	Student shows mastery when tested on the targeted benchmark. Student grouping is adjusted based on percent of SWDs mastering of the focused benchmark.	FAIR and OPM data will be used to determine student success as they progress through the reading benchmarks accumulated in student academic history and assessment folders.
	Teachers may be unclear how to provide small group reading strategy work to their ELL students in grades K-5	Tier-2: Plan supplemental intensive instructional Intervention (iii) for students failing to master primary benchmark using	Reading Coach  Teachers	Student shows mastery when retested on the targeted benchmark for student receiving tier-2 supplemental instruction.	FAIR and OPM data will be used to determine student success as they progress through

2		Word Work, Fluency Work or Fountad & Pinnell Lexiled Literacy Interventions reading interventions. instruction. Student grouping is adjusted as needed.			the reading benchmarks accumulated in student academic history and assessment folders.
3	Teachers may be unclear how to individualize reading instruction and provide intense one-to-one instruction to ELL students.	Tier-3: Plan targeted intervention for all student subgroups not responding to core plus intensive instructional Interventions matched to student needs using alternative strategies and/or instructional materials like using Soar to Success or Fountad & Pinnell Lexiled Literacy Interventions reading interventions. Adjust groups as needed.	Reading Coach Teachers	Student shows mastery when retested on the targeted benchmark for student receiving tier-3 intensive targeted interventions.	FAIR and OPM data will be used to determine student success as they progress through the reading benchmarks accumulated in student academic history and assessment folders.
4	ELL reading students need opportunities to talk and to write(draw) their thinking.	Provide Active Involvement strategies to ELL students including "turn and talk," "partner talk," "stop and jot," opportunities to act out stories and readers notebooks to write(draw) their thinking.	Classroom Teacher Reading Coach	School will monitor assessment data, and student work to determine effectiveness of the workshop model to improve student achievement. Student shows mastery when retested on the targeted benchmark	FAIR and OPM data will be used to determine student success as they progress through the reading benchmarks accumulated in student academic history and assessment folders.
5	ELL students with limited oral language have limited success with traditional reading instructional strategies	Implement hands-on enrichment programs (SECME, Garden Club, Recycling Club, etc.)to introduce teachers and students to instructional strategies to scaffold ELL student learning.	Science Coach Principal	School will monitor assessment data, and student work to determine effectiveness of arts integration to improve student achievement. Student shows mastery when retested on the targeted benchmark	FAIR and OPM data will be used to determine student success as they progress through the reading benchmarks accumulated in student academic history and assessment folders.
6	ELL teachers lack knowledge of the relationship between culture and language acquisition	Send a group of teachers to the district's annual Language and Culture Conference	ELL Teacher Team Leader	Returning teachers will share their learning with peer teachers at South Grade.	ELL student assessments and language inventories
7	Teachers do not have enough instructional time during the course of the school day to effectively support Tier 1 and Tier 2 students in Reading	21st Century tutorials- Small group strategy work and individual instruction.  K-12 support grant to offer other tutorial programs or strategies as needed.	School Site Coordinator  Lead teacher	Student shows mastery when tested on the targeted benchmark. Student grouping is adjusted based on percent of students mastering of the focused benchmark.	Fall and Winter Diagnostic data, Running Reading Records (RRR), and FAIR assessment data.
8	Parents lack the support to provide continued reading and learning throughout the summer months to prevent loss of student Reading gains.	Implement the South Grade Surfers Summer Reading Program	Reading Coach and Principal	Compare previous school year reading FCAT results or RRR to that of the winter reading diagnostic assessment or RRR of the current school year. Monitor the reading levels of program participants throughout each school year and from one year to the next.	FCAT reading subtest, RRR, and Winter and fall reading Diagnostic 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:	In grades 3-5, Students with Disabilities not achieving proficiency will decrease by 15% or meet state provisions.
2012 Current Level of Performance:	2013 Expected Level of Performance:
96% Students with disabilities	81% student with disabilities

**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	Small group tiered instruction is necessary to move students with disabilities to reading mastery.	The school will provide supplemental instruction and tier 2 interventions (iii) using word work, fluency work, student conferencing or other reading interventions.	ESE Teacher	Student shows mastery when tested on the targeted benchmark	FAIR data, Reading Running Records, OPM (ongoing progress monitoring) data, and district diagnostic testing accumulated in student academic history and assessment folders.
2	Individual instruction may be needed to move some students with disabilities to reading mastery.	The school will provide supplemental instruction and tier 3 interventions (iii) using the Fountas & Pinnell Lexiled Literacy Interventions or other intensive instructional interventions with alternate materials	ESE Teacher	Student shows mastery when tested on the targeted benchmark	FAIR data, Reading Running Records, OPM (ongoing progress monitoring) data, and district diagnostic testing accumulated in student academic history and assessment folders.
3	Teachers do not have enough instructional time during the course of the school day to effectively support Tier 1 and Tier 2 students in Reading	21st Century tutorials- Small group strategy work and individual instruction.  K-12 support grant to offer other tutorial programs or strategies as needed.	School Site Coordinator  Lead teacher	Student shows mastery when tested on the targeted benchmark. Student grouping is adjusted based on percent of students mastering of the focused benchmark.	Fall and Winter Diagnostic data, Running Reading Records (RRR), and FAIR assessment data.
4	Parents lack the support to provide continued reading and learning throughout the summer months to prevent loss of student Reading gains.	Implement the South Grade Surfers Summer Reading Program	Reading Coach and Principal	Compare previous school year reading FCAT results or RRR to that of the winter reading diagnostic assessment or RRR of the current school year. Monitor the reading levels of program participants throughout each school year and from one year to the next.	FCAT 2.0 reading subtest, RRR, and Winter and fall reading Diagnostic assessments.

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

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	In grades 3-5, Economically Disadvantaged students not achieving proficiency will decrease by 10% or meet state provisions.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
72% Economically Disadvantaged students	62% Economically Disadvantaged 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	Teachers may be unclear how to provide differentiated instruction to their Economically Disadvantaged students in grades K-5	Tier-1: Determine core instructional needs by reviewing FAIR (Florida Assessment in Reading) and other student data for the Economically Disadvantaged student subgroup listed. Plan differentiated instruction within the 90-minute literacy block.	Reading Coach Teachers	Student shows mastery when tested on the targeted benchmark. Student grouping is adjusted based on percent of SWDs mastering of the focused benchmark.	FAIR and OPM data will be used to determine student success as they progress through the reading benchmarks accumulated in student academic history and assessment folders.
2	Teachers may be unclear how to provide small group strategy work to their Economically Disadvantaged students in grades K-5	Tier-2: Plan supplemental intensive instructional Intervention (iii) for students failing to master primary benchmark using Word Work, Fluency Work or Fountas & Pinnell Lexiled Literacy Interventions reading interventions. instruction. Student grouping is adjusted as needed.	Reading Coach Teachers	Student shows mastery when retested on the targeted benchmark for SWDs receiving tier-2 supplemental instruction.	FAIR and OPM data will be used to determine student success as they progress through the reading benchmarks accumulated in student academic history and assessment folders.
3	Teachers may be unclear how to individualize instruction and provide intense one-to-one instruction to Economically Disadvantaged students in grades K-5	Tier-3: Plan targeted intervention for all student subgroups not responding to core plus intensive instructional Interventions matched to student needs using alternative strategies and/or instructional materials like using Soar to Success or Fountad & Pinnell Lexiled Literacy Interventions reading interventions. Adjust groups as needed.	Reading Coach Teachers	Student shows mastery when retested on the targeted benchmark for SWDs receiving tier-3 intensive targeted interventions.	FAIR and OPM data will be used to determine student success as they progress through the reading benchmarks accumulated in student academic history and assessment folders.
4	Teachers do not have enough instructional time during the course of the school day to effectively support Tier 1 and Tier 2 students in Reading	21st Century tutorials- Small group strategy work and individual instruction.  K-12 support grant to offer other tutorial programs or strategies as needed.	School Site Coordinator  Lead teacher	Student shows mastery when tested on the targeted benchmark. Student grouping is adjusted based on percent of students mastering of the focused benchmark.	Fall and Winter Diagnostic data, Running Reading Records (RRR), and FAIR assessment data.
5	Parents lack the support to provide continued reading and learning throughout the summer months to prevent loss of student Reading gains.	Implement the South Grade Surfers Summer Reading Program	Reading Coach and Principal	Compare previous school year reading FCAT results or RRR to that of the winter reading diagnostic assessment or RRR of the current school year. Monitor the reading levels of program participants throughout each school year and from one year to the next.	FCAT reading subtest, RRR, and Winter and fall reading Diagnostic 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
Student Case Studies	Grades K-2 reading	Learning Team Facilitator and Reading coach at Learning Team Meetings	Grade K-2 teachers	Six day rotation from 1:30-3:00	Teachers collect student data to bring to follow-up LTMs for analysis and to inform instruction.	Learning Team Facilitator
Collaborative Coaching for teachers of reading including strategies for implementing the components of Readers Workshop	Grade 3-5	Reading Coach	Classroom Teachers	As needed	Classroom Walkthroughs and informal observation	Reading Coach
Analyze the effectiveness of the FCIM reading calendars, mini-lessons, assessments, maintenance, tutorials, and enrichment to determine revisions.	Grades 3-5	District Learning Team Facilitator and reading coach at Learning Team Meetings	Teachers grades 3-5	six day rotation from 1:30-3:00	Teachers collect student data to bring to follow-up LTMs for analysis and to inform instruction.	Learning Team Facilitator
Deliver model lessons while classroom teacher observes. Then, teacher tries it out and eventually takes on the work.	Grades K-5 reading	Reading Coach	Teachers grades K-5	As needed	Formative assessment through observation	Principal
Analyze the effectiveness of the reading and writing FCIM calendars, mini-lessons, assessments (embedded, diagnostic, classroom), maintenance, tutorials, and enrichments to determine needed revisions	Grades K-5 reading	District Learning Team Facilitator	Grade K-2 teachers	Six day rotation from 1:30-3:00	Teachers collect student data to bring to follow-up LTM for analysis and to inform instruction.	Learning Team Facilitator
Lesson Study centered on						

planning with and using research based curriculum delivery model - Readers Workshop grade 3-5 Units of Study.	Grades K-5 reading	District Learning Team Facilitator, reading coach at Learning Team Meetings	Teachers grades K-5	Six day rotation from 1:30-3:00	Teachers collect student data to bring to follow-up LTM for analysis and to inform instruction.	Learning Team Facilitator
Develop a cadre of Readers Workshop mentor teachers, administrators and reading coach to make South Grade a model labsite school to support developing workshops in the school district	Grades K-5 reading	Principal	Selected Teachers Grades K-5	Teacher College Consultants to provide staff development to teachers grade K-5 at South Grade along with staff development at Teachers College for selected teachers, administrators and the reading coach who will provide direct support to developing workshop schools.	Teachers collect student data to bring to follow-up LTM for analysis and to inform instruction. Workshop reading coach cadre meets biweekly. School Learning Walks Administraoor cadre for workshop schools	Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Goals 1-5	Classroom Libraries Copy Paper Ink for classroom use Pencils, folders, and chart paper	Title I	\$2,598.11
Reading	Pathways to The Common Core	Title 1	\$743.34
Reading	Independent Reading Assessment	Title 1	\$2,933.19
Reading Support	Tutoring	Title 1	\$4,800.00
Reading	Resource Teachers	Title 1	\$133,310.00
			Subtotal: \$144,384.64
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Goals 1-5	Learning A-Z License program	Title I	\$89.95
			Subtotal: \$89.95
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Goals 1-5	Substitutes	Title 1	\$12,339.82
Reading Goals 1-5	Staff Professional Development Materials	Title 1	\$1,238.02
			Subtotal: \$13,577.84
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Goals 1-5	Substitutes	Title 1	\$534.00
Reading Goals 1-5	Bookcases	Title 1	\$2,435.37
			Subtotal: \$2,969.37
<b>Grand Total: \$161,021.80</b>			

## 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:		In FY13, 65% (295) of the students will achieve proficiency on the Listening/Speaking portion of the CELLA.			
2012 Current Percent of Students Proficient in listening/speaking:					
In FY12, 32% (135) of the students tested achieved proficiency on the listening/speaking portion of the CELLA assessment.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some students do not have much opportunity to increase their oral language proficiency outside of the school day	Implement Reader's Workshop Choice Time Workshop model.	ESOL Coordinator Reading Coach	Lesson plans, Walkthroughs, standards based report card	Listening/speaking section of CELLA
2	Some students do not have much opportunity to increase their oral language proficiency outside of the school day	Increase student engagement and oral language with "turn and talk"	ESOL Coordinator Reading Coach	Lesson plans, Walkthroughs, standards based report card	Listening/speaking section of CELLA

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal #2:		In FY13, 55% (250) of the students will achieve proficiency on the reading portion of the CELLA.			
2012 Current Percent of Students Proficient in reading:					
In FY12, 17% (72) of the students tested achieved proficiency on the reading portion of the assessment.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional reading instruction in a small group setting, outside of the 90 minute Literacy Block	Provide an extended day, dedicated to an additional 60 minutes of reading instruction	Reading Coach	Lesson plans, master schedule, Walkthroughs, Reading Running Records, data analysis from LTMs	Reading section of CELLA
2	As students become proficient with the English language, they sometimes have	During the 90 minute Literacy Block, ESOL teachers will use the Leveled Literacy	Reading Coach	Lesson plans, Walkthroughs, Reading Running Records, data analysis from LTMs	Reading section of CELLA



difficulty meeting grade level proficiency.	Intervention (LLI)			
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Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	In FY 13, 55% (250) of the students will achieve proficiency on the written portion of CELLA.
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2012 Current Percent of Students Proficient in writing:

In FY 12, 13% (53) of the students testing achieved proficiency on the writing portion of the assessment.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack stamina in writing.	Students will have an uninterrupted block of writing time in which they will practice their writing skills.	Reading Coach	Lesson plans, Units of Study, Walkthroughs, data analysis from LTMs, student writing folders/notebooks	Writing section of CELLA
2	Students do not have adequate opportunity to talk with their writing partners about their writing.	Students will have an uninterrupted block to turn and talk with their partner about their writing.	Reading Coach Classroom teachers	Lesson plans, Units of Study, Walkthroughs, data analysis from LTMs, student writing folders/notebooks, and conferencing notes.	Writing section of 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
			<b>Grand Total: \$0.00</b>



# Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	Increase the percentage of proficient students on the mathematics subtest of the FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY12 26%(62)in grades 3-5 were level 3 on the FCAT 2.0 mathematics subtest.	In FY13 52%(120)in grades 3-5 will be level 3 on the FCAT 2.0 mathematics subtest.

## 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	64% of students grades 3-5 are below grade level in mathematics.	The school will continue using the "Go Math" core math curriculum based on Next Generation Sunshine State Standards (NGSSS).	Learning Team Facilitator Math Coach District Math Specialist	School will use assessment data obtained at regular intervals to determine effectiveness of FCIM implementation	Common assessments, OPM (ongoing progress monitoring) data, Secondary Benchmark mini-assessments and district diagnostic testing data accumulated in student academic history and assessment folders.
2	Teachers in grades K-5 are unfamiliar with the math series, "Go Math" and the technology used with the math series.	Utilize a district math specialist and the school's math coach to monitor and support teacher implementation of the math series K-5.	Learning Team Facilitator Math Contact District Math Specialist	School will analyze assessment data at regularly scheduled learning team meetings for evidence of student mastery contained in the Go Math program.	Common assessments, OPM (ongoing progress monitoring) data, Secondary Benchmark data, and district diagnostic testing data accumulated in student academic history and assessment folders.
3	Low level literacy skills in grade 3-5 students interferes with reading comprehension necessary to understand more complex meaning in math word problems in grades 3-5	Implement classroom libraries with leveled text and mathematics "read aloud with accountable talk" in classrooms so that students may read about mathematics in books at their "just right reading levels" to build math content comprehension	Reading Coach Math Coach District Math Specialist	School will use assessment data obtained at regular intervals to determine effectiveness of classroom library implementation in mathematics classrooms.	Common assessments, OPM (ongoing progress monitoring) data, Secondary Benchmark Mini-assessments and district diagnostic testing data accumulated in student academic history and assessment folders.
	Little time is available for reteaching and small group strategy work with struggling students during independent work	The math coach will coach teachers during the instructional day allowing the classroom teacher more time for	Math Coach Classroom Teacher	School will use assessment data and data analysis obtained at regular intervals to determine student	Common assessments, OPM (ongoing progress monitoring) data, Secondary

4	time.	small group reteaching and strategy work with struggling math students using manipulatives and utilizing the math resource room.		achievement.	Benchmark Mini-assessments and district diagnostic testing data accumulated in student academic history and assessment folders.
5	A process is needed to monitor and support continuous improvement in mathematics around student achievement	The school will implement the Florida Continuous Improvement Model (FCIM) including a Math Coach.	Learning Team Facilitator	School will use assessment data obtained at regular intervals to determine effectiveness of classroom library implementation in mathematics classrooms.	Common assessments, OPM (ongoing progress monitoring) data, Secondary Benchmark mini-assessments and district diagnostic testing data accumulated in student academic history and assessment folders.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.  Mathematics Goal # 1b:	N/A			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
N/A	N/A			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal # 2a:	Increase the percentage level 4 and 5 proficient students on the mathematics subtest of the FCAT 2.0.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
In FY12 10% (24) achieved level 4 or 5 on the FCAT 2.0 mathematics subtest.	In FY13 20%(46) will achieve level 4 or five on the FCAT 2.0 mathematics subtest.			
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	During small group strategy work time the teacher cannot focus time on enrichment for proficient students due to the high need to support struggling students.	Math coach will work with teachers in grade 3-5 classrooms to take proficient students to the next level while freeing the classroom teacher to reteach and implement small group strategy work with low performing students.	Classroom Teacher Math Coach District Math Specialist	School will use student assessment data at grade 3-5 math learning team meetings to evaluate effectiveness.	Common assessments, OPM (ongoing progress monitoring) data, Secondary Benchmark mini-assessments and district diagnostic testing data accumulated in student academic history and assessment folders.
2	Proficient grade 3-5 math students are rarely given opportunities to synthesize reading, writing and mathematics knowledge.	implement leveled and genre classroom libraries in grade 3-5 classrooms with leveled math content literature that students may checkout for enrichment reading.	Classroom Teacher Math Coach	School will use student assessment data at grade 3-5 math learning team meetings to evaluate effectiveness.	Common assessments, OPM (ongoing progress monitoring) data, Secondary Benchmark mini-assessments and district diagnostic testing data accumulated in student academic history and assessment folders.
3	Proficient math students have little opportunity to "write their thinking" around mathematics concepts.	Provide proficient students with math composition books and time to write reflectively detailing their thinking around mathematics principles in small group work.	Classroom Teacher Math Coach	School will use student assessment data at grade 3-5 math learning team meetings to evaluate effectiveness.	Common assessments, OPM (ongoing progress monitoring) data, Secondary Benchmark mini-assessments, math rubric and district diagnostic testing data accumulated in student academic history and assessment folders.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	Increase the percentage of mathematics students making learning gains on the FCAT 2.0 mathematics subtest.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY12 65% (105) in grades 3-5 made learning gains on the FCAT 2.0 mathematics subtest.	In FY13 80%(184) of students in grades 3-5 will make learning gains on the FCAT 2.0 mathematics subtest.

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	From year to year identified students lack mastery of prerequisite math skills making less than a years growth in mathematics often dropping a level on the FCAT math subtest.	Implement the FCIM to monitor progress of our grade 4 and 5 math students to identify students who need additional support.	Learning Team Facilitator  Math Coach  District Math Specialist	School will utilize student assessment data at math learning team meetings to evaluate instructional effectiveness.	Common assessments, OPM (ongoing progress monitoring) data, Secondary Benchmarks mini-assessments and district diagnostic testing data accumulated in student academic history and assessment folders.
2	There is little time for the grade 3-5 teachers to support students in danger of not maintaining their FCAT level.	Implement after school tutorials including 21st Century Reading/Math Grant, Title I grant tutorials, and Supplemental Educational Services (SES).	Lead Teachers	School will use student assessment data at grade 3-5 math learning team meetings to evaluate effectiveness.	Common assessments, OPM (ongoing progress monitoring) data, Secondary Benchmark mini-assessments and district diagnostic testing data accumulated in student academic history and assessment folders.
3	There is little time during the school day to support students for whom district diagnostic testing and other assessments indicate declining performance.	Implement after school tutorials including 21st Century Reading/Math Grant, Title I grant tutorials, and Supplemental Educational Services (SES).	Lead Teachers	School will use student assessment data at grade 3-5 math learning team meetins to evaluate effectiveness	Common assessments, OPM (ongoing progress monitoring) data, Secondary Benchmark mini-assessments and district diagnostic testing data accumulated in student academic history and assessment folders.

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.  Mathematics Goal #3b:	N/A
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2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	Increase the percentage of the lowest 25% of students making learning gains on the FCAT 2.0 math subtest.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY12 70% (42)of grade 3-5 students in the lowest 25% made learning gains on the FCAT 2.0 math subtest.	In FY13 75% of grade 3-5 students in the lowest 25% will make learning gains on the FCAT 2.0 math subtest.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited knowledge of the Next Generation Sunshine State Standards (NGSSS) creates confusion for teachers who need new knowledge to properly implement the new standards with our neediest students.	Utilize a district math specialist and math coach weekly at 3-5 math LTMs and in classrooms to model and train in support of implementation of the NGSSS and related strategies using "Go Math" with technology matching training to the needs of the lowest 25% of students to content.	Learning Team Facilitator  Principal  District Math Specialist  Math Coach	School will analyze assessment data at regularly scheduled learning team meetings for evidence of student mastery of Next Generation Sunshine State Standards contained in the Go Math program.	Common assessments, OPM (ongoing progress monitoring) data, Secondary Benchmarks mini-assessments and district diagnostic testing data accumulated in student academic history and assessment folders.
2	Students need high levels of intensive instruction and reteaching that cannot be delivered in the time allotted for math classes.	Implement after school tutorials including 21st Century Reading/Math Grant, Title I grant tutorials, and Supplemental Educational Services (SES).	Lead Teachers	School will analyze assessment data at regularly scheduled learning team meetings for evidence of student mastery of Next Generation Sunshine State Standards contained in the Go Math program.	Common assessments, OPM (ongoing progress monitoring) data, Secondary Benchmarks mini-assessments and district diagnostic testing data accumulated in student academic history and assessment folders.
	Teachers have difficulty determining appropriate interventions and strategies for collecting data to differentiate	Plan and implement appropriate interventions:  Tier-1: Determine core	School Based RtI Team	Students show mastery when retested on the targeted benchmark	Common assessments, OPM (ongoing progress monitoring) data, Secondary

3	instruction for students in the lowest 25%.	<p>instructional needs by reviewing current assessment data. Plan differentiated instruction within the 60-minute mathematics block. Student grouping is adjusted based on mastery the targeted benchmarks.</p> <p>Tier-2 intervention (iii) small group instruction opportunities for students not mastering primary benchmark assessments.</p> <p>Tier-3 intensive interventions matched to individual student needs using alternative strategies and/or instructional materials including individual instruction when needed.</p>		Benchmarks mini-assessments and district diagnostic testing data accumulated in student academic history and assessment folders.
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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 # Over a six year period, South Grade Elementary will reduce the achievement gap by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	43	48	54	59	64	

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:	<p>In grades 3-5, American Indian students not achieving proficiency will decrease by 12% or meet state provisions.</p> <p>In grades 3-5, Hispanic students not achieving proficiency will decrease by 10% or meet state provisions.</p> <p>In grades 3-5, Black students not achieving proficiency will decrease by 18% or meet state provisions.</p> <p>In grades 3-5, White students not achieving proficiency will decrease by 9% or meet state provisions.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% American Indian students 61% Hispanic students 69% Black students 33% White students	62% American Indian students 51% Hispanic students 51% Black students 24% White 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	Teachers may be unclear how to provide differentiated instruction to their American Indian, Black and Hispanic students in grades K-5	Tier-1: Determine core math instructional needs by reviewing student data for all student subgroups listed. Plan differentiated instruction within the 60-minute math block based on	School Based RtI Team	Student shows mastery when tested on the targeted benchmark. Student grouping is adjusted based on percent of students mastering of the focused benchmark.	Common Assessment OPM data will be used to determine student success as they progress through the math benchmarks



		individual student academic need..			accumulated in student academic history and assessment folders.
2	Teachers may be unclear how to provide small group strategy work to their American Indian, Black and Hispanic students in grades K-5	Tier-2: Plan supplemental intensive instructional Intervention (iii) for students failing to master primary benchmark using Small group reteach and strategy groups. Student grouping is adjusted as needed.	School Based RtI Team	Student shows mastery when tested on the targeted benchmark. Student grouping is adjusted based on percent of students mastering of the focused benchmark.	Common Assessment OPM data will be used to determine student success as they progress through the math benchmarks accumulated in student academic history and assessment folders.
3	Teachers may be unclear how to individualize instruction and provide intense one-to-one instruction to their American Indian, Black and Hispanic students in grades K-5.	Tier-3: Plan targeted intervention for all student subgroups not responding to the core math program plus intensive instructional interventions matched to student needs using alternative strategies and/or instructional materials. Adjust groups as needed.	School Based RtI Team	Student shows mastery when tested on the targeted benchmark. Student grouping is adjusted based on percent of students mastering of the focused benchmark.	Common Assessment OPM data will be used to determine student success as they progress through the math benchmarks accumulated in student academic history and assessment folders.
4	There is limited space in before and after school mathematics tutorials	American Indian, Black and Hispanic students identified as below expectation will be the target group for slots in tutorials	Teachers at Learning Teams School Based RtI Team	Student shows mastery when tested on the targeted benchmark. Student grouping is adjusted based on percent of students mastering of the focused benchmark.	Common Assessment OPM data will be used to determine student success as they progress through the math benchmarks accumulated in student academic history and assessment folders.

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:	In grades 3-5, ELL students not achieving proficiency will decrease by 13% or meet state provisions.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% ELL students	58% ELL 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	ELL students in grades 3-5 have little opportunity to talk about math, and lack language structures for conversation about math content.	Implement Mathematics content area "interactive read aloud with accountable talk" to develop conversational and thinking around math concepts.	Reading Coach  Classroom Teachers	School will use assessment data obtained at regular intervals to determine effectiveness of content area read aloud implementation in	Common assessments, OPM (ongoing progress monitoring) data, and district diagnostic testing data accumulated

				mathematics classrooms.	in student academic history and assessment folders.
2	ELL students need hands on opportunities to support visual and auditory modalities when learning mathematics.	Implement visual aides and hands on manipulatives from the math resource room for students to visualize and act out abstract math concepts	Classroom Teacher Math Coach	School will use assessment data obtained at regular intervals to determine effectiveness of hands-on manipulatives implementation in mathematics classrooms.	Common assessments, OPM (ongoing progress monitoring) data, Secondary Benchmark mini-assessments and district diagnostic testing data accumulated in student academic history and assessment folders.
3	ELL students need to draw and/or write about math concepts to acquire deeper understanding	Provide math composition notebooks so that ELL students may write (draw) their thinking to better conceptualize math concepts	Classroom Teacher Learning Team Facilitator Math Coach	School will use assessment data obtained at regular intervals to determine effectiveness of math notebooks implementation in mathematics classrooms.	Common assessments, OPM (ongoing progress monitoring) data, Secondary Benchmark mini-assessments and district diagnostic testing data accumulated in student academic history and assessment folders.
4	ELL students with limited oral language needs have limited success with traditional math instructional strategies	Implement after school tutorials including 21st Century Reading/Math Grant, Title I grant tutorials, and Supplemental Educational Services (SES).	Lead teachers Math Coach Principal	School will use assessment data obtained at regular intervals to determine effectiveness.	Common assessments, OPM (ongoing progress monitoring) data, Secondary Benchmark mini-assessments and district diagnostic testing data accumulated in student academic history and assessment folders.

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	In grades 3-5, Students with Disabilities not achieving proficiency will decrease by 18% or meet state provisions.
2012 Current Level of Performance:	2013 Expected Level of Performance:
87% Students with Disabilities	69% Students with Disabilities

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
	Small group tiered instruction is necessary to move students with disabilities to math mastery.	The school will provide supplemental instruction and tier 2 interventions (iii) using mathematics interventions.	ESE Teacher	Student shows mastery when tested on the targeted benchmark	Common assessments, OPM (ongoing progress monitoring) data, Secondary

1					Benchmark mini-assessments and district diagnostic testing data accumulated in student academic history and assessment folders.
2	Individual instruction may be needed to move some students with disabilities to math mastery.	The school will provide supplemental math instruction and tier 3 interventions (iii) using supplemental core math program materials, computer based applications for "Go Math" or other intensive instructional interventions with alternate materials	ESE Teacher	Student shows mastery when tested on the targeted benchmark	Common assessments, OPM (ongoing progress monitoring) data, Secondary Benchmarks mini-assessments and district diagnostic testing data accumulated in student academic history and assessment folders.

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:	In grades 3-5, Economically Disadvantaged students not achieving proficiency will decrease by 12% or meet state provisions.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% Economically Disadvantaged students	53% Economically Disadvantaged 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	Math teachers may be unclear how to provide differentiated instruction to their Economically Disadvantaged students in grades K-5	Tier-1: Determine core instructional needs for Economically Disadvantaged students by reviewing student math assessment data for the Economically Disadvantaged student subgroup listed. Plan differentiated instruction within the 60-minute mathematics block.	Classroom Teacher	Student shows mastery when tested on the targeted benchmark. Student grouping is adjusted based on percent of math students mastering the focused benchmark.	Common Assessments and OPM data will be used to determine student success as they progress through the mathematics benchmarks accumulated in student academic history and assessment folders.
2	Teachers may be unclear how to provide small group strategy work to their Economically Disadvantaged students in grades K-5	Tier-2: Plan supplemental intensive instructional Intervention (iii) for Economically Disadvantaged students failing to master primary math benchmarks using small strategy groups based on common need. Student grouping is adjusted as needed.	Classroom Teacher  Learning Team Facilitator	Student shows mastery when tested on the targeted benchmark. Student grouping is adjusted based on percent of math students mastering the focused benchmark.	Common Assessments and OPM data will be used to determine student success as they progress through the mathematics benchmarks accumulated in student academic history and assessment folders.

3	Teachers may be unclear how to individualize instruction and provide intense one-to-one instruction to Economically Disadvantaged students in grades K-5	Tier-3 intensive interventions matched to individual Economically Disadvantaged student needs using alternative strategies and/or instructional materials including individual instruction when needed.	School Based RtI Team	Student shows mastery when tested on the targeted benchmark. Student grouping is adjusted based on percent of math students mastering the focused benchmark.	Common Assessments and OPM data will be used to determine student success as they progress through the mathematics benchmarks accumulated in student academic history and assessment folders.
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End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Implement leveled math classroom libraries to promote content area student reading	Grade 3-5 math	Reading Coach	3-5 Teachers	Professional Development Day in FY13	Teachers collect student data to bring to follow-up LTM for analysis and to inform instruction.	Learning Team Facilitator
Teachers will become familiar with new generation math standards (NGSSS) to implement rigorous and comprehensive mathematics curriculum	Grades K-5 NGSSS	District Math Specialist, Math Coach and Learning Team Facilitator	K-2 teachers teaching math as a subject, and 3-5 math teachers in a departmentalized model.	Bi-weekly learning team meetings for grade 3-5 departmentalized math teachers. K-2 teachers will work on NGSSS math standards in learning teams. NGSSS math standards training will be part of monthly professional development days (PDD) for K-5	District math resource teacher to observe and model implementation of NGSSS math standards in various classrooms. Followup in learning team meetings to focus on strategies for implementation with struggling students grades K-5	Learning Team Facilitator
Ongoing progress monitoring of Tier 2 and Tier 3 interventions for students not mastering primary benchmark assessments using the Florida Continuous Improvement Model (FCIM).	Grades K-5	School Based RtI Team Facilitator and Learning Team Facilitator	K-5 Teachers	The School Based RtI Team meets every Tuesday morning. On-going progress monitoring for identified students will occur as part of regular Learning Team Meetings grades K-5.	Review of student assessment data at weekly School Based RtI Team meetings, and at regularly scheduled grade level Learning Team Meetings.	School Based RtI Team Facilitator Learning Team Facilitator
Current		District, State		As advertised	Participants will lead learning at	

Trends in mathematics instruction	Grade K-5	and National Mathematics Conferences	K-5 Teachers	excluding the district FCAT Blackout Period prior to FCAT	faculty meetings, PDD and at Learning Teams	Principal
Analyze the effectiveness of the math FCIM calendars, mini-lessons, assessments (embedded, diagnostic, classroom), maintenance, tutorials, and enrichments to determine needed revisions	Grade K-5 for math	District Learning Team Facilitator	K-5 Teachers	Learning Team on a six day rotation Meetings	Teachers collect student data to bring to follow-up LTM for analysis and to inform instruction.	Learning Team Facilitator
Implement content area "read alouds with accountable talk" in classrooms to infuse literacy skills into student content area reading	Grades 3-5 math	Reading Coach	3-5 Teachers	Professional Development Day in FY13	Teachers collect student data to bring to follow-up LTM for analysis and to inform instruction	Learning Team Facilitator

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Mathematics Goal 1-5	Training Materials for coach, paper, and ink for EDW reports and coach supplies	Title 1	\$743.85
Mathematics Goal 1-5	Classroom instruction classroom labraries	Title 1	\$256.15
			Subtotal: \$1,000.00
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
Mathematics Goal 1-5	Resource Teacher (coach)	Title 1	\$65,623.21
Mathematics Goal 1-5	IPAD cases	Title 1	\$100.00
			Subtotal: \$65,723.21
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$66,723.21

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:	Increase the percentage of students scoring level 3 and above on the FY13 FCAT science subtest.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY12 38%(29 students)of fifth grade students scored level 3 or above on the FCAT science subtest.	In FY13 60%(43) of fifth grade students will score level 3 or above on the FCAT science subtest.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	A process is needed to monitor and support continuous improvement in science around student achievement	The school will implement the Florida Continuous Improvement Model (FCIM)	Learning Team Facilitator  Science Contact  District Science Specialist	Common assessments, OPM (ongoing progress monitoring) data, and district diagnostic testing data accumulated in student academic history and assessment folders.	Common assessments, OPM (ongoing progress monitoring) data, Secondary Benchmark mini-assessments and district diagnostic testing data accumulated in student academic history and assessment folders.
2	Teachers have limited knowledge to properly differentiate instruction to meet the science instructional needs of our diverse student population.	Utilize a district science specialist and school based science contact regularly at K-5 science LTM and in classrooms to model in support of Next Generation Sunshine State Standards for science grades K-4, and implementation of the Sunshine State Standards in grade 5 matching meeting the needs of all students.	District Science Specialist  Science Contact	School will analyze assessment data at regularly scheduled learning team meetings for evidence of student mastery of Sunshine State Standards contained in the science curriculum.	Common assessments, OPM (ongoing progress monitoring) data, Secondary Benchmark mini-assessment and district diagnostic testing data accumulated in student academic history and assessment folders.
3	A large percentage of students in grades 3-5 are ELL, and have little opportunity to talk about science, and lack language structures for conversation about science content.	Implement Science content area "interactive read aloud with accountable talk" to develop conversational thinking around science concepts.	Reading Coach  Science Contact	School will use assessment data obtained at regular intervals to determine effectiveness of content area read aloud implementation in science classrooms.	Common assessments, OPM (ongoing progress monitoring) data, Secondary Benchmark mini-assessments and district diagnostic testing data accumulated in student academic history and assessment folders.
	A large percentage of students in grades K-5 have limited oral language and have limited success with	Implement enrichment programs such as SECME, Garden Club, and Recycling Club to introduce teachers and	Lead teachers  Science Contact	School will use assessment data obtained at regular intervals to determine effectiveness of	Common assessments, OPM (ongoing progress monitoring) data,

4	traditional science instructional strategies	students to hands-on instructional strategies to scaffold ELL student learning in science.		program implementation.	Secondary Benchmark mini-assessments and district diagnostic testing data accumulated in student academic history and assessment folders.
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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:

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	Increase the percentage of grade 5 students scoring levels 4 and 5 on the FY13 FCAT 2.0 science subtest
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY12 5%(4) fifth grade students scored level 4 or 5 on the FCAT 2.0 science subtest.	In FY13 20% (14) of fifth grade students will score level 4 or 5 on the FCAT 2.0 science subtest

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 in grades 3-5 lack opportunities to apply their science learning.	Provide additional opportunities for students who master science benchmark assessments to extend science learning On grade level students with an interest may participate in enrichment activities like SECME, or develop a science project for	Science Contact	School will use student assessment data at grades 3-5 learning team meetings to evaluate effectiveness.	Common assessments, OPM (ongoing progress monitoring) data, Secondary Benchmark mini-assessments and district diagnostic testing data accumulated in

		the Math/Science Fair			student academic history and assessment folders.
2	Proficient grade 3-5 science students are rarely given opportunities to synthesize reading, writing and mathematics knowledge.	Implement leveled classroom libraries in grade 3-5 with leveled science content literature that students may checkout for enrichment reading.	Classroom Teacher	School will use student assessment data at grade 3-5 learning team meetings to evaluate effectiveness.	Common assessments, OPM (ongoing progress monitoring) data, Secondary Benchmark mini-assessments and district diagnostic testing data accumulated in student academic history and assessment folders.
3	Proficient science students have little opportunity to "write their thinking" around science concepts.	Provide proficient students with science composition books and time to write reflectively detailing their thinking around scientific principles.	Science Contact Classroom Teacher District Science Specialist	School will use student assessment data at grade 3-5 learning team meetings to evaluate effectiveness.	Common assessments, OPM (ongoing progress monitoring) data, Secondary Benchmark mini-assessments and district diagnostic testing data accumulated in student academic history and assessment folders.
4	Proficient science students lack opportunities for enrichment learning.	Provide students with opportunities to participate in enrichment activities such as SECME and Garden Club.	Learning Team Facilitator Science Contact Lead Teachers	School will use student assessment data at grade 3-5 learning team meetings to evaluate effectiveness.	Common assessments, OPM (ongoing progress monitoring) data, Secondary Benchmark mini-assessments and district diagnostic testing data accumulated in student academic history and assessment folders.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.  Science Goal # 2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement



Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
Next Generation Science Standards	Grades K-5 science	Learning Team Facilitator and District Science Resource Teacher	Teachers grades K-5	Professional Development days and at Faculty Meetings	Review of student assessment data at weekly School Based RtI Team meetings, and at regularly scheduled grade level Learning Team Meetings.	Learning Team Facilitator
Ongoing progress monitoring of Tier 2 and Tier 3 interventions for students not mastering primary benchmark assessments using the Florida Continuous Improvement Model (FCIM).	Grades K-5 science	School Based RtI Team Facilitator, District Math Resource Teacher and Learning Team Facilitator	Teachers gades K-5	The School Based RtI Team meets every Tuesday morning. On-going progress monitoring for identified students will occur as part of regular Learning Team Meetings grades K-5.	Review of student assessment data at weekly School Based RtI Team meetings, and at regularly scheduled grade level Learning Team Meetings.	School Baed RtI Team Facilitator Learning Team Facilitator
Implement hands-on enrichment programs (SECME, Garden Club, Recycling Club, etc.)to introduce teachers and students to instructional strategies to scaffold ELL student learning.	Grades K-5 science	Science Contact	Teachers grades K-5	Early relaease day PDD, faculty meeting, and in classrooms	Teachers collect student data to bring to follow-up LTM for analysis and to inform instruction.	Science contact
Implement leveled science classroom libraries to support content area independent reading.	Grade 3-5 science	Reading Coach	Teachers grades 3-5	Professional Development Day in FY11	Teachers collect student data to bring to follow-up LTM for analysis and to inform instruction.	Learning Team Facilitator
Implement						

content are "read alouds with accountable talk" in science classrooms to infuse literacy skills into student content area reading.	Grade 3-5 science	Reading Coach	Teachers grades 3-5	Professional Development Day in FY11	Teachers collect student data to bring to follow-up LTM for analysis and to inform instruction.	Learning Team Facilitator
Analyze the effectiveness of the science FCIM calendars, mini-lessons, assessments (embedded, diagnostic, classroom), maintenance, tutorials, and enrichments to determine needed revisions	Grade K-5 science	Learning Team Facilitator	Teachers grades K-5	Learning Team Meetings on a six day rotation	Teachers collect student data to bring to follow-up LTM for analysis and to inform instruction.	Learning Team Facilitator

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
Classroom supplies	Science Board Displays	Title 1	\$75.36
			Subtotal: \$75.36
			Grand Total: \$75.36

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:	Increase the percentage of grade 4 students scoring 3.0 and above on the FCAT 2.0 writing subtest
2012 Current Level of Performance:	2013 Expected Level of Performance:

In FY12 an average of all 4th graders scoring 3.0 and above was 64% (38) (FCAT 2.0 writing subtest)			In FY13 75% (56) of fourth grade students will score level 3.0 and above on the FCAT writing subtest.		
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 need time to write everyday about things that matter to develop a "love of writing."	Continue the components of Writers Workshop in grades K-5 with daily explicit writing instruction including a mini-lesson, independent writing, conferring and small group strategy work	Reading Coach	Review student work at grade level learning team meetings developing unit goals for calendaring instruction and rubrics to determine student growth.	Fountas & Pinnell Reading Assessment (writing portion), Palm Beach Writes, and Writers Workshop writing samples accumulated in student academic history and assessment folders. reflecting acquisition of the writing process
2	90% of fourth grade students scored below level 4.0 in FY12	Reading Coach Professional Development	Reading Coach Learning Team Facilitator	Review student writing at fourth grade learning team meetings in order to develop writing goals and plan instruction.	1. Reading Running Records, OPM (ongoing progress monitoring) data, district diagnostic testing data including student academic history and assessment folders. 2. FAIR results printout including student academic history and assessment folders.
3	t	t	t	t	t

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
Student case studies	K-2 writing	District Learning Team Facilitator, reading coach at Learning Team Meetings	Grade K-2 teachers	Learning Team Meetings	Teachers collect student data to bring to follow-up LTM for analysis and to inform instruction	Learning Team Facilitator
Analyze the effectiveness of the writing FCIM calendars, mini-lessons, assessments (embedded, diagnostic, classroom), maintenance, tutorials, and enrichments to determine needed revisions	Grade K-5 writing	Learning Team Facilitator	Grade K-5 Teachers	Learning Team Meetings	Teachers collect student data to bring to follow-up LTM for analysis and to inform instruction.	Learning Team Facilitator
Collaborative Coaching for teachers of writing including strategies for implementing the components of Writers Workshop	Grade K-5 teachers	Reading Coach	Grade K-5 teachers	As needed	Classroom Walkthroughs and informal observation	Reading Coach
Deliver model writing lessons while classroom teacher observes. Then, teacher tries it out and eventually takes on the work.	Grade K-5 writing	Reading Coach	Grade K-5 teachers	As needed	formative assessment through observation	Principal
Lesson Study centered on planning with and using research based curriculum delivery models using Writers Workshop model - grade K-5 Units of Study.	Grade 3-5 departmentalized writing	District Learning Team Facilitator, reading coach at Learning Team Meetings	Grade K-5 teachers	Learning Team Meetings	Teachers collect student data to bring to follow-up LTM for analysis and to inform instruction	Learning Team Facilitator
Analyze the						

effectiveness of the FCIM writing calendars, mini-lessons, assessments, maintenance, tutorials, and enrichment to determine revisions.	Grade K-5 writing	District Learning Team Facilitator, reading coach at Learning Team Meetings	Grade K-5 teachers	Learning Team Meetings	Teachers collect student data to bring to follow-up LTM for analysis and to inform instruction	Learning Team Facilitator
Develop a cadre of Writers Workshop mentor teachers, administrators and reading coach to make South Grade a model lab site school to support developing workshops in the school district	Grade K-5 writing teachers	Principal	Selected teachers grades K-5	Teacher College Consultants to provide staff development to teachers grade K-5 at South Grade along with staff development at Teachers College for selected teachers, administrators and the reading coach who will provide direct support to developing workshop schools.	Teachers collect student data to bring to follow-up LTM for analysis and to inform instruction. Workshop reading coach cadre meets biweekly. School Learning Walks Administrator cadre for workshop schools	Reading Coach

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
Writers Workshop	Travel out-of-state including registration	Title 1	\$5,965.42
			Subtotal: \$5,965.42
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$5,965.42</b>

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:	Increase the percentage of students who arrive on time and attend school daily.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
In FY12 89% of the total 609 South Grade K-5 students had less than 10 absences.	In FY13 95% (577 students) of the total 607 South Grade K-5 students will have less than 10 absences.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
In FY12 12% (69 students) of the total 609 K-5 students had 10 or more absences.	In FY13 8% (49 students) of the 607 K-5 students will have 10 or more absences.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
In FY12 4% (23 students) in grades K-5 had 10 or more tardies.	In FY13 3% (19 students) of the 607 K-5 students will have 10 or more tardies.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	South Grade is in a low socio-economic neighborhood with a lot of residential mobility within the neighborhood. Family contact information is unreliable making it difficult to check on students absent from school.	Questionnaires will be sent home at the end of the first and second trimester in the students' report card envelope requesting updated contact information	Attendance Clerk	The attendance clerk will monitor the number of responses and follow up by letter with parents not responding	Telephone log to monitor complete and incomplete parent telephone contact.
2	Many parents leave for work before their children leave for school. Students arrive late.	Include information on student absences and tardies on the "midterm progress report" currently sent to parents. Request a parent conference for excessive absences or tardies.	Classroom Teachers Attendance Clerk	Teachers will monitor parent response to student midterm progress reports, and follow up with administration if a conference cannot be scheduled.	Student 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
Train office staff regarding attendance law and district	K-5	District Truancy Officer	Attendance Clerk Assistant Principal	Monthly	Review student attendance data and procedures	Assistant Principal

procedures for attendance						
Teacher staff development to review plan to regularly update contact information and to add attendance data to midterm progress reports.	K-5	Assistant Principal	Classroom Teachers and Office Staff	Midterm trimesters 1 and 2	Monitor parent conference notes and district attendance records	Assistant Principal

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 the total number of out of school suspensions for K-5 students.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
In FY12 there were zero in-school suspensions	In FY13 there will be zero in-school suspensions
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School

In FY12 there were zero students suspended in school.	In FY13 there will be zero students suspended in school.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
In FY12 there were 33 out of school suspensions for a total of 39 days.	In FY13 there will be 25 out of school suspensions for a total of 28 days.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
In FY12 3% (17 students) of 609 K-5 students were suspended out of school.	In FY13 2% (12 students) of 607 K-5 students will be suspended out of school.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Suspension is not an intervention that reduces occurrence of deviant behavior.	Student suspensions must be followed by a parent conference with a parent, teacher, administrator and guidance counselor to develop a behavior plan before the student returns to class in an effort to reduce the occurrence of deviant behavior.	Assistant Principal	Monitor student out of school suspension and student discipline referral data	Student discipline data
2	Prevention is the best intervention for deviant behavior. We need more early intervention	Use the School Based RtI Team intervention process to develop individual behavior plans for students who are socially at-risk.	Guidance Counselor	Monitor data collected for the tiered student behavioral interventions and discipline referral data	Student discipline data analysis at weekly School Based RtI Team meetings
3	There is currently little regular preventive classroom guidance.	Schedule regular preventive classroom guidance lessons for students in grades K-5.	Guidance Counselor	Monitor student discipline referrals	Student discipline 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
RtI School Based Team Guidelines and Procedures for behavioral intervention	Grades K-5	Guidance Counselor	Teachers grades K-5	At one Professional Development Day and one faculty meeting staff development	Monitor School Based RtI Team meeting data	Guidance Counselor
Behavior data collection procedures for teachers	Grades K-5	RtI Inclusion Specialist	Teachers grades K-5	During School Based RtI Team meetings and at grade level team meetings	Monitor data collected by teachers	Guidance Counselor



Strengthen the home school connection by increasing efforts to involve parents in the behavioral intervention process for their child	Grade K-5	Guidance Counselor	Parents and Teachers grades K-5	Monthly School Advisory Council (SAC), PTO, home visits and scheduled parent conferences	Monitor meeting agendas and conference notes	Guidance Counselor
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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
			<b>Grand Total: \$0.00</b>

End of Suspension Goal(s)

## Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
<p>1. Parent Involvement</p> <p>Parent Involvement Goal #1:</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p>Increase the percent and extent of parent participation at the school.</p>
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
In FY12 15%(80) of parents participated in Parent Involvement activities in the school for 1,433 hours.	In FY13 25% of parents will participate in Parent Involvement activities in the school for 2500 hours.
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	There is little incentive for parents to get involved by attending school meetings including SAC, PTO and volunteering.	Expand "Parent University" to include 100 or more parents including volunteering, parenting classes, becoming learning partners with their children and attending school.  Implement school community garden to encourage parent and school collaboration and promote healthy living.	Community Parent Liaison  SAC Chair	Monitor parents points earned for graduation  SAC minutes  Volunteer hours Garden log	Community Parent Liaison  SAC minutes
2	Kindergarten parents are unaware of what their children are learning in school, and are unable to support the learning at home.	For the fourth year, establish a cadre of kindergarten parents who will meet weekly for 6 weeks to learn strategies for becoming learning partners with their children including a 30 minute hands on training followed by a 30 minute classroom visit and a 15 minute debriefing. This year first and second grade parents will be included.	Community Parent Liaison	Monitor Agendas and parent sign-ins	Community Parent Liaison
3	Students and their families do not understand appropriate school attire, and children often come to school dressed inappropriately without educational supplies needed to complete school tasks.	Continue the "uniform dress code" at the school providing school uniform shirts for sale to all students at cost and offer other donated uniform clothing and school supplies to students identified as in need and provided by Kids Community Closet (KCC).	Community Parent Liaison	Monitor Fundraiser records  NCJW Kids Community Closet log	Community Parent Liaison  Kids Community Closet log
4	Parents lack an adequate understanding about how to appropriately parent their children.	Continue partnership with "Bridges at Lake Worth" as an evening parenting class that includes a children's component.	Community Parent Liaison	Monitor Parent sign-ins and agendas	Community Parent Liaison
5	Parents lack an understanding about Title 1 programs.	Parents will receive letters and invitations in their native language, informing them of Title 1 Annual meeting. Parents will contribute to the schoolwide Family Involvement Policy Plan and School-Parent Compact.	Assistant Principal  Community Parent Liaison	Monitor Parent sign-ins and agendas	Community Parent Liaison
6	Parents and families lack the understanding of community involvement and establishing healthy lifestyles to promote learning.	With the financial support of the Lake Worth Kiwanis Club and secured grant from Healthy Kids, Healthy Communities the school will maintain a community garden to encourage parent and school collaboration, promote healthy living, and help students to make connections to	Mrs. Rothmel (teacher) and SAC Chair	Monitor Garden Volunteer hours, student participation in the Garden Club, and annual harvest yield.	Volunteer log, SAC minutes, and student/parent surveys.

		their learning across all content areas.			
7	Parents lack of school involvement does not provide adequate feedback for the collaborative decision making process.	During the School Advisory Committee meetings parents will participate in offering feedback on various school based issues through the use of multiple language facilitators.	SAC Chair, Parent liaison, school counselors	SAC minutes	Surveys and SAC minutes
8	Parents of students in grades K-5 lack the ability to support their Child(ren)'s education in the home	Parents will utilize the services of the "South Grade Elementary Parent Resource Room" to learn strategies and check out materials to support their child (ren)'s education at home making the essential home/school connection.	Parent liasion, classroom teachers	Improved rates of student homework completion and quality	Parent Resource Room "sign-in log" and Records of teacher/parent "learning prescriptions"

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
Provide information to the faculty regarding all parent involvement activities in the school including "Bridges of Lake Worth", Parent University and the uniform dress code guidelines.	Grades K-5	Community Parent Liasion	Teachers in grades K-5	At quarterly faculty meetings	Faculty Meeting sign-in and agendas	Community Parent Liasion
Train faculty in volunteer recruiting procedures and guidelines for utilizing volunteers in the school.	Grades K-5	Community Parent Liasion	Teachers in grades K-5	At a faculty meeting in September	Monitor volunteer participation and provide follow-up training as needed	Community Parent Liasion

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement	Parent Resource Room -Summer Program	Title 1	\$7,669.25
Parent Involvement	Resource Contact	Title 1	\$2,179.50
			Subtotal: \$9,848.75

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
Parent Involvement - Goal 1	Supplies - Instructional games and activities to train parents in grades K-5 to be learning partners with their children. Paper and ink for flyers/communication, for for parents trainings, parent training materials and follow-up.	Title 1	\$2,418.30
Parent Involvement - Goal 1	Kindergarten Students Take Home and Bring Back Folders (Parent/Teacher source of daily communication).	Title 1	\$303.60
Parent Involvement - Goal 1 Parent Trainings and Cafe Family fun math, reading, and writing activities to do at home with their children.	Make and Take Math Activities Purchased items and refreshments from Publix, Walmart, and Dollar Stores.	Title 1	\$500.00
			Subtotal: \$3,221.90
<b>Grand Total: \$13,070.65</b>			

*End of Parent Involvement Goal(s)*

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

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

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

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

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

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

STEM Budget:

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

*End of STEM Goal(s)*

## Additional Goal(s)

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	Reading Goals 1-5	Classroom Libraries Copy Paper Ink for classroom use Pencils, folders, and chart paper	Title 1	\$2,598.11
Reading	Reading	Pathways to The Common Core	Title 1	\$743.34
Reading	Reading	Independent Reading Assessment	Title 1	\$2,933.19
Reading	Reading Support	Tutoring	Title 1	\$4,800.00
Reading	Reading	Resource Teachers	Title 1	\$133,310.00
Mathematics	Mathematics Goal 1-5	Training Materials for coach, paper, and ink for EDW reports and coach supplies	Title 1	\$743.85
Mathematics	Mathematics Goal 1-5	Classroom instruction classroom labraries	Title 1	\$256.15
Parent Involvement	Parent Involvement	Parent Resource Room -Summer Program	Title 1	\$7,669.25
Parent Involvement	Parent Involvement	Resource Contact	Title 1	\$2,179.50
				Subtotal: \$155,233.39
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Goals 1-5	Learning A-Z License program	Title 1	\$89.95
				Subtotal: \$89.95
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Goals 1-5	Substitutes	Title 1	\$12,339.82
Reading	Reading Goals 1-5	Staff Professional Development Materials	Title 1	\$1,238.02
Mathematics	Mathematics Goal 1-5	Resource Teacher (coach)	Title 1	\$65,623.21
Mathematics	Mathematics Goal 1-5	IPAD cases	Title 1	\$100.00
Writing	Writers Workshop	Travel out-of-state including registration	Title 1	\$5,965.42
				Subtotal: \$85,266.47
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Goals 1-5	Substitutes	Title 1	\$534.00
Reading	Reading Goals 1-5	Bookcases	Title 1	\$2,435.37
Science	Classroom supplies	Science Board Displays	Title 1	\$75.36
Parent Involvement	Parent Involvement - Goal 1	Supplies - Instructional games and activities to train parents in grades K-5 to be learning partners with their children. Paper and ink for flyers/communication, for for parents trainings, parent training materials and follow-up.	Title 1	\$2,418.30
Parent Involvement	Parent Involvement - Goal 1	Kindergarten Students Take Home and Bring Back Folders (Parent/Teacher source of daily communication).	Title 1	\$303.60

Parent Involvement	Parent Involvement - Goal 1 Parent Trainings and Cafe Family fun math, reading, and writing activities to do at home with their children.	Make and Take Math Activities Purchased items and refreshments from Publix, Walmart, and Dollar Stores.	Title 1	\$500.00
				Subtotal: \$6,266.63
				Grand Total: \$246,856.44

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

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

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

[View uploaded file](#) (Uploaded on 11/16/2012)

## 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
SAC funds will be used for teachers, students, and activities that will increase student achievement.	\$4,789.00

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

The School Advisory Council will assist in developing and monitoring the school improvement plan.



# AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012  
 Adequate Yearly Progress (AYP) Trend Data 2010-2011  
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

## SCHOOL GRADE DATA

No Data Found

Palm Beach School District SOUTH GRADE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	42%	56%	73%	53%	224	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	49%	68%			117	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?	44% (NO)	63% (YES)			107	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					448	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District SOUTH GRADE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	60%	64%	77%	55%	256	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	69%	65%			134	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?	63% (YES)	59% (YES)			122	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					512	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested