FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: HOPE-CENTENNIAL ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Julie Hopkins, Ed.D.

SAC Chair: Alison Simpson

Superintendent: Wayne Gent

Date of School Board Approval:

Last Modified on: 9/6/2012

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

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K-12 Public Schools
Florida Department of Education
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
		B.S. in Elementary			Principal of Hope-Centennial 2011-2012: Grade D (based on the FCAT 2.0), Reading mastery - 22%, Math mastery - 24%, Writing mastery 86%, Science mastery 14%. Gains made in reading - 61% and gains made in math - 58%. Students in the lowest 25%: reading -65% and math - 59% met proficiency. Principal of Hope-Centennial 2010-2011: Grade C, Reading mastery - 48%, Math mastery - 51%, Writing mastery 87%, Science mastery 32%. Gains made in reading - 60% and gains made in math - 58%. Students in the lowest 25%: reading -73% and math - 68% met proficiency. 72% of the criteria was met for AYP, but no subgroups made AYP during the second year of the school.

Principal	Dr. Julie Hopkins	Education -OSU; M.S. in Math and Science - UCF; Specialist Degree in Educational Leadership -FAU; Ed.D. in Educational Leadership -FAU; ESOL Endorsement	3	9	Principal of Hope-Centennial 2009-2010: Grade C, Reading mastery - 55%, Math mastery - 53%, Writing mastery 63%, Science mastery 29%. Gains made in reading - 61% and gains made in math - 53%. Students in the lowest 25%: reading -67% and math - 56% met proficiency. 72% of the criteria was met for AYP, but no subgroups made AYP for the first year of the school. Principal of Binks Forest 2008-March 2009: Grade A, Reading mastery- 96%, Math mastery- 94%, Science mastery-84%, Writing mastery-99%. AYP-yes all sub groups met AYP. Principal of Binks Forest 2007-2008: Grade A, Reading mastery- 95%, Math mastery-94%, Science mastery-81%, Writing mastery-96%. AYP-yes all sub groups met AYP. Principal of Binks Forest Feb. 2006-2007: Grade A, Reading mastery- 95%, Math mastery- 92%, Science mastery-86%, Writing mastery-96%. AYP-yes all sub groups met AYP.
Assis Principal	Anthony Moore	B.S. in Social Sciences FSU;M.S. in Educational Leadership-Nova Southeastern	3	7	Assistant Principal of Hope-Centennial 2011-2012: Grade D (based on the FCAT 2.0), Reading mastery - 22%, Math mastery - 24%, Writing mastery 86%, Science mastery 14%. Gains made in reading - 61% and gains made in math - 58%. Students in the lowest 25%: reading -65% and math - 59% met proficiency. Assistant Principal of Hope-Centennial 2010-2011: Grade C, Reading mastery - 48%, Math mastery - 51%, Writing mastery 87%, Science mastery 32%. Gains made in reading - 60% and gains made in math - 58%. Students in the lowest 25%: reading -73% and math - 68% met proficiency. 72% of the criteria was met for AYP, but no subgroups made AYP during the second year of the school. Assistant Principal of Hope-Centennial 2009-2010: Grade C, Reading mastery - 55%, Math mastery - 53%, Writing mastery 63%, Science mastery 29%. Gains made in reading - 61% and gains made in math - 53%. Students in the lowest 25%: reading -67% and math - 56% met proficiency. 72% of the criteria was met for AYP, but no subgroups made AYP for the first year of the school. Assistant Principal-Liberty Park 2008-2009- Grade:A Reading: 67%, Math: 71%, Writing: 95%, Science:50%. AYP:No

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)
Academic Coach for Writing	Brynn McLaughlin	Bachelor of Science in Education PK-3,Certified Reading K-12	1	2	Writing Resource Teacher of Hope-Centennial 2011-2012: Grade D (based on the FCAT 2.0), Reading mastery - 22%, Math mastery - 24%, Writing mastery 86%, Science mastery 14%. Gains made in reading - 61% and gains made in math - 58%. Students in the lowest 25%: reading -65% and math - 59% met proficiency. Non-school site
					Reading Coach of Hope-Centennial 2011-

Academic Coach for Reading	Diane Jacobitti	Bachelor of Arts in Secondary Social Science, Master's Degree in Reading, Certified Elementary 1-6, Reading K-12 and Educational Leadership, ESOL Endorsement	3	3	2012: Grade D (based on the FCAT 2.0), Reading mastery - 22%, Math mastery - 24%, Writing mastery 86%, Science mastery 14%. Gains made in reading - 61% and gains made in math - 58%. Students in the lowest 25%: reading -65% and math - 59% met proficiency. Reading Coach of Hope-Centennial 2010-2011: Grade C, Reading mastery - 48%,Gains made in reading - 60% Students in the lowest 25%: reading -73%. 72% of the criteria was met for AYP, but no subgroups made AYP during the second year of the school. Hope-Centennial Reading Coach, 2009-2010: Grade C, Reading mastery - 55%. Gains made in reading - 61%. Students in the lowest 25%: reading -67% met proficiency. 72% of the criteria was met for AYP, but no subgroups made AYP for the first year of the school. West Gate Elementary- Reading Recovery Teacher Leader/Reading Intervention Teacher:2008-2009- 95% of AYP criteria met, SWD need improvement in reading - Grade A – 549 - 65% reading 2007-2008: 95% of AYP- Black SWD needed improvement in Reading -Grade A – 527 points Students meeting high standards in reading 59%; 2006-2007: 85% of AYP – Black, Hispanic, ED, ELL, SWD needed improvement in reading and SWD needed improvement in math - Grade B – 497 - High standards in reading 57%.
Academic Coach for Math and Science	Alison Simpson	Bachelor of Science in Psychology, Master's Degree in Elementary Education, Specialist's Degree in School Leadership Certified Elementary K-6, Leadership K-12, Exceptional Student Education K-12, and Reading Endorsement	1		Fifth Grade Teacher of Hope-Centennial 2011-2012: Grade D (based on the FCAT 2.0), Reading mastery - 22%, Math mastery - 24%, Writing mastery 86%, Science mastery 14%. Gains made in reading - 61% and gains made in math - 58%. Students in the lowest 25%: reading -65% and math - 59% met proficiency.

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	District teams available to provide mentoring support. New teachers will be paired with mentor teachers at the school level.	Asst. Principal	On-going through first year	
2	Monthly scheduled meetings of new teachers with Administration and select staff.	Principal	On-going through third year	
3	New teachers will be offered workshops to enhance their teaching skills. A reading coach is available to provide demonstrations of best practices in reading instruction. A writing coach is available to provide demonstrations of best practices in writing instruction.	Reading Coach/Writing Coach	On-going	
4	New teachers will be offered workshops to enhance their teaching skills. A math/science coach is available to provide demonstrations of best practices in math and science instruction.	Math/Science Coach	On-going	
5	A uniform system of classroom behavior and management is provided through the "Positive Behavior Support Team" along with the implementation of CHAMPS strategies.	PBIS Team	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
N/A	N/A

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
62	12.9%(8)	51.6%(32)	25.8%(16)	8.1%(5)	27.4%(17)	100.0%(62)	9.7%(6)	4.8%(3)	50.0%(31)

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
Emily Incandela	Elba Torres	Elba is a first year teacher working with 1st grade and Emily is the Team Leader for first grade.	The mentor and mentee are meeting weekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning.
Emily Incandela	Melissa Abell	Melissa is a first year teacher working with 1st grade and Emily is the Team Leader for first grade.	The mentor and mentee are meeting weekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning.
Anne LaJoie	Michelle Perry	Michelle is a first year teacher working in Kindergarten and Anne is an experienced Kindergarten teacer.	The mentor and mentee are meeting weekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning.
Diane Jacobitti	Tracy House	Tracy is a first year teacher working with 2nd grade and Diane is a Reading Coach with 22 years of experience.	The mentor and mentee are meeting weekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning.

Diane Jacobitti	Megan Knowles	Megan is a first year teacher working with 2nd grade and Diane is a Reading Coach with 22 years of experience.	The mentor and mentee are meeting weekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning.
Diane Jacobitti	John O'Hara	John is a first year teacher working with 2nd grade and Diane is a Reading Coach with 22 years of experience.	The mentor and mentee are meeting weekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning.
Karen Azoy	Mandy Arnold	Mandy is a first year teacher working with 4th grade and Karen is the 4th grade Team Leader.	The mentor and mentee are meeting weekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning.
Ruth Ann Musgrove	Summer Bendfelt	Summer is a first year guidnce counselor and Ruth Ann is the ESE Coordinator with 20+ years of experience.	The mentor and mentee are meeting weekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I funds are used to fund afterschool tutorials and enrichment. Professional Development will be provided through the funding of a Math/Science Coach and a Writing Coach stipends for teachers who attend after hours professional development, and travel to conferences as well as materials for in-house training and planning. A Science Resource Teacher will be funded. Reading, Writing, and Math/Science Coaches will be providing their expertise when developing parent trainings. The Science Resource teacher will also assist in the design of parent trainings in the areas of math and science. Parent Involvement training materials, food for parent trainings, and postage for parent communications will be funded using Title I funds. Parental involvement will be emphasized and monitored through the Parent Liaison position funded through Title I. A translation system will be used to increase communication with parents speaking languages other than English. An on-going parent training program will be offered by the adminstrative and guidance staff to support parents in helping their children academically. Trainings for parents will include topics, such as: parenting for good behavior(Project Achieve); helping with homework; using technology(iStation) to enrich learning; math/science at home; and literacy skills. Student agendas will be purchased and used to increase communication between home and school. "Career Week" will be offered to all students by the guidance department to assist students with preparing for the future.

Title I, Part C- Migrant

“Migrant” students are provided services and support through the Migrant Liaison. The Liaison coordinates with the Title 1 and other programs to ensure students’ needs are being met. Community involvement is encouraged as additional assistance.

Title I, Part D

Not Applicable

Title II

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

Title III

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

Title X- Homeless

District Homeless Social Worker with the support of the school guidance counselors provide resources including transportation for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

The District gives each school a full-time SAI teacher to work primarily with low performing third graders,retained third graders and "good cause" fourth graders scoring in the lower 25% percentile in reading. The instruction provided is in addition to the regular reading block. The SAI teacher uses different instructional materials than those in the regular classroom.

Violence Prevention Programs

Children prone to violence are regularly seen by the guidance counselors and taught conflict resolution skills. The guidance counselors and behavior interventionist assist teachers in designing, implementing and monitoring plans for these children. The school implements a Bullying program where students are encouraged to disclose bullying behaviors. Our BIA also works with students on making good choices and enforcing the code of conduct. The CHAMPS program assists in preventing violence by establishing clear, school-wide procedures. The school is also a part of PBIS (Positive Behavior Intervention System) to increase non-violent behaviors in school. Additionally, Project Achieve, a research based program, will be implemented in all classrooms to focus on teaching students interpersonal, problem-solving, and conflict resolution skills. The Stop & Think Parenting Book and DVD will be shared with families in both trainings and through the parent resource room.

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

Nutrition Programs

All our students are provided with a free breakfast everyday regardless of their free and reduced eligibility. Commit2B Fit Agenda Books are supplied for all students in Grades 3-5 to encourage fitness and eating healthy. Our wellness coordinator will be sharing weekly tips on nutrition on the morning news and clips from the "OrganWise Guys". The fruit and vegetable program is offered through a grant to the school. Students receive a daily fruit or vegetable as a snack in their classroom daily. In addition, the wellness coordinator received a grant from the state to implement healthy life style choices in the school.

Housing Programs

Not Applicable

Head Start

Not Applicable

Adult Education

Not Applicable

Career and Technical Education

Not Applicable

Job Training

Not Applicable

Other

Title IV
Programs and activities are implemented throughout the curriculum to support Safe and Drug Free Schools Programs such as Red Ribbon Week, Brown Ribbon Week, and Just Say No To Drugs.

All funds and services provided at the Federal, State, and District level support the School Improvement Plan, including, but not limited to the following: Free Breakfast Program, Health Department Services (vision and hearing screenings), and School

Nurse. Title I funding and state grant funds are used to train teachers, develop extensive classroom libraries, and purchase additional instructional materials. The needs of struggling readers in grades 3-5 are addressed through the state funded Supplemental Academic Instruction (SAI) model. Students struggling in math, reading, and writing are offered Title I funded Tutorial Services after school or during school. FCAT Ready Books will be used in grade 3-5 to prepare students for Common Core Standards assessments.

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 the RtI implementation process, and communicates with parents and the community at School Advisory Council and other school meetings regarding RtI implementation activities.

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. The focus is on 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: Focus 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 PreK-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, integrates student activities into tier 3 instruction, and may support the classroom teachers through strategies like the "collaborative co-teaching model."

School Psychologist: Participates in collection, interpretation, and analysis of data. The psychologist also facilitates development of intervention plans and provides support for intervention.

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

The school-based RtI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team.
The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.
* Problem Solving Model
The four steps of the Problem Solving Model are:
Problem Identification entails identifying the problem and the desired behavior for the student.
Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students

achieving benchmarks regardless of their status in general or special education.

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 Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students?
The team meets once a week to engage in the following activities:
Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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: Fountas and Pinnell Benchmark Assessment System, SRI, FCAT, FAIR, iStation, Core K-12, and Fundation/Wilson Progress Monitoring.
Progress Monitoring: Curriculum Based Measurement (CBM),FAIR, Core K-12, FCAT Simulation (diagnostics) – (may also include DAR and Fundation/Wilson Progress Monitoring).
Mid-year: Fountas and Pinnell Benchmark Assessment Systems, SRI, FCAT diagnostics
End of year: FCAT, Fountas and Pinnell Benchmark Assessment System, SRI, DAR
Frequency of Data Days will be based on individual student's need(s).

Describe the plan to train staff on MTSS.

Professional development on RtI procedures will be provided during Learning Team Meetings, faculty meetings, and/or Professional Development Day (PDD). The RtI Team will also evaluate the need for additional professional development during the weekly RtI Leadership meetings. Training will be provided when and if a need indicates.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The LLT consists of: the Principal, Assistant Principal, Reading Coach, Writing Coach, ESOL Teacher, ESOL Coordinator, and SAI Teacher. All members of the Literacy Leadership Team have specific training in the area of reading and are able to make informed decisions to guide the school's development in the area of literacy. The LLT meets weekly to discuss and plan for LTM's, Professional Development, Coaching/Modeling, and to monitor iii students.

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

The LLT will meet on a weekly basis to review school-wide data; discuss literacy initiatives; make recommendations for professional development; and review the needs of the students/faculty as it relates to literacy.

Principal: Leads and provides the common vision for the school to make data-driven decisions when implementing literacy initiatives in the school. The principal makes sure that the Literacy Leadership Team members have the information necessary to make informed decisions about improving literacy school-wide.

Assistant Principal: Mirrors the vision of the Principal by supporting the LLT Process.

Reading Coach: Provides information on the modeling, coaching, and observations made of teachers during their literacy

blocks and offers suggestions for professional development or support in the area of literacy. Monitors after school tutoring program in literacy, coaches teachers, and shares information about students' progress. Monitors and provides information on how our 3-5 ESE students are performing in literacy and discusses interventions being implemented school-wide to support learning.

SAI Teacher: Provides information on the lowest performing students in grades 3-5 in the area of literacy and makes suggestions for teaching, learning, and staff development.

ESOL Coordinator/ESOL Teacher: Provides information on how our ELL students are performing in grades 3-5 and what additional resources or support is necessary to improve levels of literacy.

Writing Coach: Provides information on how writing supports the reading process and makes suggestions for teaching, learning, and staff-development.

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

The Literacy Leadership Team will be focused on making sure all teachers are provided with professional development in the areas of: Reader's Workshop, Writer's Workshop, the Fountas & Pinnell Assessments, Running Record analysis, and planning to meet the needs of individual students through differentiated instruction.

The LLT will also design, implement, and monitor after school tutorials to support struggling readers and writers.

The LLT will work to increase parent involvement in literacy by planning school-wide literacy events and inviting the parents to come to the school to learn how to help their children. The LLT will offer parents training throughout the year to support parents in teaching their children reading strategies.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

The Guidance Counselor will visit the local day cares and pre-school programs to distribute flyers and invitations to the Kindergarten Orientation and Registration. During the orientation (Kindergarten Round -Up) parents will be given a materials to acquaint them with key personnel, important telephone numbers, hints on transitioning and preparing their children for kindergarten and important district information. Parents and children meet key personnel, tour campus and visit the kindergarten classrooms. If parents are unable to make orientation and registration they may contact the school to arrange for a tour of campus and to meet the key personnel. A staggered start for Kindergartners will assist children and parents with the transition to public school.

*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.

Not Applicable

*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?

Not Applicable

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?

Not Applicable

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

Not Applicable

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:	50% of students will score at proficiency or higher in reading during the 2012-2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22%(55)of the students scored level 3 or above on the 2012 FCAT Reading.	50% of the students will achieve mastery for reading on the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack reading comprehension strategies.	Implement Reader's Workshop model and provide explicit modeling of comprehension strategies to students.	Reading Coach and Administration	RRR, Mini-Assessments, FAIR, Teacher observations and anecdotal records	SRI, Diagnostics, FCAT
2	Struggling readers need more time to practice reading and receive small group instruction.	Provide after school tutoring in reading to target low performing students that need additional support.	Reading Coach and Administration	RRR, Mini-Assessments, FAIR, Teacher observations,anecdotal records, and student reading logs.	SRI, Diagnostics, FCAT
3	Students have not fully acquired the English language.	ESOL strategies will be used to provide reading instruction for ELL students during the reading block.	ELL Teachers, Classroom Teachers, Administration	RRR, Mini-Assessments, FAIR, Teacher observations and anecdotal records	SRI, Diagnostics, FCAT
4	Students have different learning styles and/or skill needs.	Differentiated instruction will be provided to meet the needs of all learners.	Reading Coach, ESE Teachers, ELL Teachers, and Administration	Classroom Walkthroughs, RRR, FAIR, Mini-Assessments, Teacher observations and anecdotal records	SRI, Diagnostics, FCAT
5	Students are not aware or concerned with the importance of testing/achievement.	Teachers will have regular data chats with students to review progress and set goals. Students will track their own data.	Administration	Data Chats with Teachers and Students, Data Folders for students	SRI, Diagnostics, FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in 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:	At least 20% of the students will achieve above proficiency (FCAT Levels 4 and 5) in reading during the 2012-2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10%(26) of students achieved level 4 or 5 in reading.	20% of the students will achieve a level 4 or 5 in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students understand concepts/gain proficiency in concepts at different paces. Students are not being challenged.	Reader's Workshop will be implemented in grades 3-5 to promote reading comprehension and target specific needs of all students including high achievers.	Reading Coach, Administration	RRR, Mini-Assessments, Teacher observations,anecdotal records,FAIR and student reading logs.	SRI, Diagnostics, FCAT
2	Students have limited access to a variety of reading materials.	Increase genres and number of books available in the classroom, resource room, and in the media center for students to check out.	Reading Coach, Media Specialist	Inventory of classroom libraries, books in media center, and resource room.	SRI, Diagnostics, FCAT
3	Students are not feeling challenged or interested in the curriculum.	Integrate technology into teaching reading, including the use of: student response devices, Mobi pads, LCD projectors, document cameras, and reading websites.	Team Leaders, Administration, PDD Team	Classroom Walkthroughs, Formal observations, Teacher observations and anecdotal records	SRI, Diagnostics, FCAT
4	Students are not always engaged in the reading tasks.	Offer book clubs for different interests and provide reading count challenges as incentives to read.	Media Specialist, Administration	Reading Counts data, attendance records in book clubs,teacher observations and student reading logs.	SRI, Diagnostics, FCAT

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	100% of the students will score at or above achievement level 7 in reading.

2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(2) of students achieved achievement level 7 or above on the FAA.	100% of the students will score at or above achievement level 7 in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	General education teachers are not consistently providing differentiated instruction to students.	School-wide professional development for differentiated instruction will be provided by the Florida Inclusion Network staff.	Professional Development Team, Administration	Lesson plans, walk-throughs by administration and coaches	Mini-Assessments, FAA

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:	75% of students will make learning gains in Reading for the 2012-2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61%(60)of the students made learning gains.	75% of students will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students grasp/gain proficiency in concepts at a slower pace than others.	Differentiate instruction in small groups to explicitly teach reading problem-solving strategies. Provide daily intensive small group instruction to the lowest 25% percent of readers.	Reading Coach, Classroom Teachers, Administration	RRR, Mini-Assessments, Fluency rate, FAIR, Teacher observations and anecdotal records	SRI, Diagnostics, FCAT
2	Struggling readers need more time to practice reading and receive small group instruction.	Provide after school tutoring in reading to target low performing students that need additional support.	Reading Coach, Administration	RRR, Mini-Assessments, Fluency rate, FAIR, Teacher observations and anecdotal records	SRI, Diagnostics, FCAT
3	Students experience test anxiety.	Grades 3-5 will participate in FCAT simulation tests to help prepare students for the testing environment.	Assistant Principal	Simulation testing, feedback from test administrators	SRI, Diagnostics, FCAT
4	Lack of time for strategy review and instruction.	Fine arts teachers will incorporate FCAT reading strategies and activities into their instruction.	Team Leader	Classroom Walkthroughs, Mini-Assessments	SRI, Diagnostics, FCAT
5	Parents do not know how to help their children with reading at home.	Offer parent trainings in literacy to assist parents with helping their children. School-wide literacy nights will invite parents to learn more about the reading process.	LiteracyCommittee, Title I Team, Administration	Student Reading logs, parent sign-in sheets during trainings and literacy night.	Parent Survey, Diagnostics, and FCAT

6	Struggling readers need different reading opportunities to be successful.	Provide iStation reading program to low performing students 2-3 times per week.	Classroom teacher, Administration	Monitoring software to determine strengths and weaknesses.	RRR, SRI, Diagnostics, FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	100% of the students will make learning gains on the FAA during the 2012-2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50%(1)of the students made learning gains on the FAA.	100% of the students will make learning gains on the FAA during the 2012-2013 school year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	General education teachers do not consistently provide differentiated instruction.	School-wide professional development for differentiated instruction by Florida Inclusion Network staff.	Professional development team, administration	Lesson plans, walk-throughs by administration and coaches	Mini-assessments, FAA

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:	75% of students in the lowest quartile of Reading will make learning gains in the 2012-2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% of students in the lowest 25% made learning gains in reading.	75% of students in the lowest 25% will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students learn at different paces and have different background experiences	Provide intensive reading intervention for low performing students in all sub-groups using interventions such as: Wilson Reading; Fundations; and Triumphs.	ESE Coordinator, RtI Team,SAI teacher	Classroom Walkthroughs, RRR, Mini-Assessments, Fluency rate,FAIR, Teacher observations and anecdotal records	SRI, Diagnostics, FCAT, Easy Cbm
2	Students have not fully acquired the English language.	ESOL strategies will be used to provide reading instruction for ELL students during the reading block.	ELL Coordinator, ELL Teachers	Classroom Walkthroughs, RRR, Mini-Assessments, Fluency rate, FAIR, Teacher observations and anecdotal records	SRI, Diagnostics, FCAT
	Students need additional time and instruction to develop an understanding	Students in grades 3-5 (lowest 35%) will receive extra support in reading	Reading Coach, ELL Coordinator, ESE Coordinator, RtI	Classroom Walkthroughs, RRR, Mini-Assessments, Fluency rate, FAIR,	SRI, Diagnostics, FCAT, Easy Cbm

3	of skills/concepts.	through participation in after school tutoring, iStation, and push in instruction.	Team, Administration	Teacher observations and anecdotal records	
4	Students avoid reading activities and find it difficult to engage in learning.	Provide a variety of different opportunities to read just right books and engage in literacy activities as described in the FCRR lessons.	Reading Coaches,RtI team, Administration	Classroom Walkthroughs, RRR, Mini-Assessments, Fluency rate, FAIR, Teacher observations, anecdotal records, and student reading logs.	SRI, Diagnostics, FCAT, Easy Cbm
5	Students need additional time and specialized instruction to improve reading skills.	Provide SES tutoring for level 1 and level 2 students after school.	Reading Coach, Administration	Feedback/monitoring logs from SES provider	SRI, Diagnostics, FCAT

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A : Each year 10% or more of students will meet proficiency in reading and reduce the achievement gap each year to meet the goal of reducing the achievement gap by 50% in 2016-2017.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	28%	22%	35%	45%	55%	

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:	50% of Black students will meet the Reading proficiency criteria in the 2012-2013 school year. 55% of the Hispanic students will meet the Reading proficiency criteria during the 2012-2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28%(168) of Black students met proficiency requirements in reading on the FCAT. 46%(69) of Hispanic students met proficiency criteria in reading on the FCAT.	50% of Black students will meet the Reading proficiency criteria in the 2012-2013 school year. 55% of the Hispanic students will meet the Reading proficieny criteria during the 2012-2013 school year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students learn at different paces and have differing background experiences and skills.	Teachers will implement a balanced literacy block including small group, differentiated instruction to explicitly teach reading strategies for problem-solving.	Reading Coach, Team Leaders	RRR, Mini-Assessments, Teacher observations and anecdotal records	SRI, Diagnostics, FCAT
2	Students have difficulty retaining skills without frequent repetition.	Word walls and anchor charts will be maintained in all classrooms to provide review of all skills/concepts taught.	Reading Coach, Administrators	Classroom Walkthroughs, formal observations, Mini-Assessments	SRI, Diagnostics, FCAT
3	Students need additional time/instruction to develop an understanding of skills/concepts taught in class.	Tier 2 and Tier 3 Intervention strategies will be used for sub-groups as needed.	RtI Team, ESE Coordinator	Data collection for RtI, Mini-Assessments, Teacher observations and anecdotal records	SRI, Diagnostics, FCAT, AimsWeb
	Students lack test taking strategies.	Teachers in grades 3-5 will provide direct	Team Leaders, Administration	Classroom Walkthroughs, formal observations, Mini-	SRI, Diagnostics, FCAT

4		instruction in test taking strategies on a weekly basis through modeling, practice, and review.		Assessments	
5	Lack of time during the school day prevents students from receiving extra remediation in reading.	Opportunities will be available for after school tutoring to provide remediation in reading.	Reading Coach, Administration	Attendance, RRR, Mini-Assessments, Teacher observations and anecdotal records	SRI, Diagnostics, FCAT
6	Students are not engaged in reading or avoid reading tasks.	Use technology (iStation and Destination Reading) to engage students and enhance reading skills.	Reading Leadership Team, Reading Coach, Administration	iStation monitoring tools, RRR,and mini-assessments	SRI, Diagnostics, FCAT
7	Lack of materials for tier 2 interventions in the primary grades.	Teachers will use Fountas and Pinnell Literacy Intervention kits for tier 2 intervention.	Reading Coach, Learning Team Facilitator, Administration	RRR and mini-assessments	SRI, Diagnostics

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:	30% of students in the ELL subgroup will meet proficiency during the 2012-2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18%(68) of students in the ELL subgroup met proficiency criteria during the 2011-2012 school year.	30% of students in the ELL subgroup will meet proficiency goals during the 2012-2013 school year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack oral language and understanding of concepts in reading.	Implement the use of oral language development during small group instruction. Implement Reader's workshop to increase exposure to new concepts and develop oral language skills.	ELL Coordinator, Reading Coach, Administration	Classroom Walkthroughs, RRR, Mini-Assessments, Teacher observations and anecdotal records	SRI, Diagnostics, FCAT
2	Students lack reading stamina and exposure to a large variety of texts.	Increase the number of books in the classrooms, resource room, and media center for students to read independently. Implement Reader's Workshop to provide more opportunities for independent reading.	ELL Coordinator, Reading Coach, Administration	Classroom Walkthroughs, RRR, Mini-Assessments, Teacher observations and anecdotal records	SRI, Diagnostics, FCAT
3	Students lack test taking strategies.	ELL Teachers in grades 3-5 will provide direct instruction in test taking strategies on a weekly basis through modeling, practice, and review.	ELL Coordinator, Reading Coach, Administration	Classroom Walkthroughs, RRR, Mini-Assessments, Teacher observations and anecdotal records	SRI, Diagnostics, FCAT
4	Students are not engaged in reading or avoid the task because it is difficult.	Use iStation technology to engage students in the reading process.	Classroom teachers, Reading Coach, Administration	iStation monitoring software to track individual student progress	SRI, Diagnostics, FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making	

satisfactory progress in reading. Reading Goal #5D:	50% of students with disabilities will meet the proficiency criteria for the 2012-2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15%(47)of students with disabilities met proficiency criteria for reading during the 2011-2012 school year.	50% of students with disabilities will meet the proficiency criteria for the 2012-2013 school year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inconsistent classroom environment/management that is not conducive to teaching/learning.	Provide additional training on the RtI model. Continue Positive Behavior Intervention System and CHAMPS training.	PBIS Team, PDD Team, Guidance Counselors, Leadership Team	Lower referral rates, discipline referral reviews by PBIS, and implementation of school-wide CHAMPS/PBIS	SRI, Diagnostics, FCAT, Discipline referral data
2	Students lack reading stamina and exposure to a large variety of texts.	Increase the number of books in the classrooms, resource room, and media center for students to read independently. Implement Reader's Workshop to provide more opportunities for independent reading.	ESE Teachers,Classroom Teachers, ESE Coordinator, Reading Coach, Administration	RRR, Mini-Assessments, Teacher observations, anecdotal records, and classroom observations.	SRI, Diagnostics, FCAT
3	Students lack test taking strategies.	ESE Teachers in grades 3-5 will provide direct instruction in test taking strategies on a weekly basis through modeling, practice, and review.	ESE Teachers,Classroom Teachers, ESE Coordinator, Reading Coach, Administration	RRR, Mini-Assessments	SRI, Diagnostics, FCAT
4	Students are not engaged in reading or avoid the task because it is difficult.	Use iStation technology to engage students in the reading process.	Classroom teachers, Reading Coach, Administration	iStation monitoring software to track individual student progress	SRI, Diagnostics, FCAT

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	50% of the students in the economically disadvantaged subgroup will meet proficiency criteria during the 2012-2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32%(246) students in the economically disadvantaged subgroup met proficiency criteria in reading during the 2011-2012 school year.	50% of the students in the economically disadvantaged subgroup will meet proficiency criteria during the 2012-2013 school year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of consistent attendance and productivity in school.	Review and follow district procedures for identifying frequently absent or tardy students. Have administration and BIA make contact with	Administration, BIA, Attendance Clerk, Data Processor	Attendance records, discipline referral rates, log of home visits	SRI, Diagnostics, FCAT

		families by visiting homes. Engage students by differentiating instruction to meet individual needs.			
2	Inconsistent classroom environment/management that is not conducive to teaching/learning.	Provide additional training on the RtI model. Continue Positive Behavior Intervention System and CHAMPS training.	PBIS Team, PDD Team, Guidance Counselors, Leadership Team	Lower referral rates, discipline referral reviews by PBIS, and implementation of school-wide CHAMPS/PBIS	SRI, Diagnostics, FCAT, Discipline referral data
3	Students are not engaged in reading or avoid the task because it is difficult.	Use iStation technology to engage students in the reading process.	Classroom teachers, Reading Coach, Administration	iStation monitoring software to track individual student progress	SRI, Diagnostics, FCAT

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
Project Achieve	All	Guidance Counselors	K-5	PDD, LTM, Faculty Meetings	LTM, Faculty Meetings, PDD, Classroom Walkthroughs,Lesson Plans	Guidance Counselors, Administration
Reading Strategies in the Content Area	All	Reading Coach, Area 5 Reading Support Staff	3-5	LTM, PDD	Lesson Plans, LTM, Data Chats	Reading Leadership Team, Administration
Data Disaggregation and analysis	All	Learning Team Facilitator, Administration	K-5	LTM, PDD	Data Chats, LTM, Lesson Plans	Learning Team Facilitator, Administration
Running Record Analysis	All	Reading Coach, District Trainers	K-5	LTM, PDD	LTM, Classroom Walkthroughs, RRR	Reading Coach, Administration
Common Core Standards	All	Learning Team Facilitator, Area 5 Support Team, School Coaches, Administration	K-5	PDD, LTM, Faculty Meetings	LTM, Faculty Meetings, PDD, Classroom Walkthroughs, Lesson Plans	Learning Team Facilitator, Administration, School Coaches
CHAMPS/Positive Behavior Interventions	All	PBIS Team	K-5	Faculty Meetings, Mentor meetings, LTM, PDD, After School trainings	Classroom Walkthroughs, LTM, PDD	School Coaches, Administration, Team Leaders
Reader's Workshop	All	Reading Coach, District Facilitator, Columbia University Trainer	K-5	Pre-School, LTM, Monthly Meetings with district	LTM, Faculty Meetings, PDD, Classroom Walkthroughs,Lesson Plans	Reading Leadership Team, Reading Coach, Administration, District Facilitators
Differentiating Instruction	All	Florida Inclusion Network Trainers, ESE Teachers	K-5	PDD, LTM, Faculty Meetings	LTM, Faculty Meetings, PDD, Classroom Walkthroughs,Lesson Plans	ESE Teachers, ESE Coordinator, Administration, FIN Trainers

Reading Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Implement Fountas and Pinnell Leveled Literacy Intervention for Tier 2 intervention in grades K-2	Literacy Intervention Kits	Title I	$15,137.00
			Subtotal: $15,137.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Implement research based technology to improve reading skills and monitor individual student progress.	iStation Reading and Monitoring Software	Title I	$6,500.00
			Subtotal: $6,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Training in Reader's and Writer's Workshop from Columbia Teachers College.	Professional development for grades K-5 in the craft of teaching reading and writing.	Title I, Pew Grant	$10,000.00
Teacher Staff Development at Columbia Teachers College.	Training, registrations, hotel, and travel	Title I, Pew Grant	$8,000.00
			Subtotal: $18,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Coach	Reading Coach will model, coach, and support teachers in grades K-5 with teaching students reading strategies	CRRP	$0.00
After school tutorial for struggling readers in grades 3-5.	Salaries for teachers to tutor students in grades 3-5.	Title I	$2,500.00
Supplies for teaching reading and supporting tutorials.	Chart paper, ink cartridges, paper, hands-on supplies, consumables, books, pencils, FCAT Ready Books	Title I, Pew Grant	$9,000.00
Classroom supplies to support Reader's Workshop	Books, chart paper, consumables, pencils, and ink cartridges.	Title I, Pew Grant	$2,000.00
			Subtotal: $13,500.00
			Grand Total: $53,137.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	40% of students will score proficient in listening/speaking on the 2013 Cella.
2012 Current Percent of Students Proficient in listening/speaking:	
32%(74)of students scored proficiency in listening/speaking on the 2012 CELLA.	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students lack oral language and listening comprehension skills.	Implement the use of oral language development during	ELL Teachers, ELL Coordinator, Classroom	Informal and formal observations	CELLA

1		small group instruction. Provide opportunities to listen and engage in conversations.	Teachers		
2	Students need a variety of opportunities to listen and speak.	Use iStation to assist students with learning concepts, practice listening, and reading aloud to increase understanding of the English language.	Classroom Teachers, ELL Teachers, Administration	iStation monitoring tools, informal/formal observations	CELLA
3	Materials are not engaging for primary students.	Use Mondo's "Let's Talk About It!" oral language development for primary students.	ELL Teachers, Primary Teachers	informal and formal observations	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:	25% of the students will be proficient in reading during the 2012-2013 school year based on the CELLA results.
2012 Current Percent of Students Proficient in reading:	
16%(37)of the students were proficient in reading.	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack oral language and understanding of concepts in reading.	Implement the use of oral language development during small group instruction. Implement Reader's workshop to increase exposure to new concepts and develop oral language skills.	ELL Coordinator, Reading Coach, Administration	Classroom Walkthroughs, RRR, Mini-Assessments, Teacher observations and anecdotal records	SRI, DIagnostics, FCAT, CELLA
2	Students lack reading stamina and exposure to a large variety of texts.	Increase the number of books in the classrooms, resource room, and media center for students to read independently.	ELL Coordinator, Reading Coach, Administration	Classroom Walkthroughs, RRR, Mini-Assessments, Teacher observations and anecdotal records	SRI, DIagnostics, FCAT, CELLA
3	Students lack test taking strategies.	ELL Teachers in grades 3-5 will provide direct instruction in test taking strategies on a weekly basis through modeling, practice, and review.	ELL Coordinator, Reading Coach, Administration	Classroom Walkthroughs, RRR, Mini-Assessments, Teacher observations and anecdotal records	SRI, DIagnostics, FCAT, CELLA

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	25% of the students will demonstrate proficiency in writing during the 2012-2013 school year.
2012 Current Percent of Students Proficient in writing:	
9%(21)of the student demonstrated proficiency in writing based on the CELLA.	

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 time for instruction in writing to improve.	Provide writing opportunities in all content areas to increase the volume of writing.	ELL Teachers, Classroom Teachers, Administration	Lesson Plans, Walkthroughs, writing response journals or notebooks, portfolios	Palm Beach Writes, Hope Write, FCAT, CELLA
2	Students need immediate feedback on writing to improve.	Provide training through Writer's Workshop on conferring with students during writing.	Writing Resource Teacher, Reading Coach, Administration	Sign-in sheets for training, lesson plans, classroom walkthroughs, writing samples, portfolios	Palm Beach Writes, Hope Write, FCAT, CELLA

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	50% of the students will achieve proficiency in the area of mathematics during the 2012-2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24%(59) of the students achieved proficiency in mathematics during the 2011-2012 school year.	50% of the students will achieve proficiency in mathematics during the 2012-2013 school year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students gain proficiency at different rates when acquiring an understanding of mathematics concepts.	Teachers will use student performance data to identify areas of weakness and plan small group instruction to develop concepts and increase students' understanding.	Math Coach, Learning Team Members, Team Leaders, Administration	Mini-Assessments, Classroom Walkthroughs, Lesson plans	Diagnostics, FCAT, Core K-12
2	Lack of time to fully develop concepts and provide students opportunities for guided practice.	Provide after school tutoring in math to target low performing students that need additional support.	Math Coach, Administration, Team Leaders, Classroom Teachers	Mini-Assessments, Classroom Walkthroughs, Lesson plans	Diagnostics, FCAT, Core K-12
3	Students are not aware/concerned with the importance of testing and achievement.	Teachers will meet with students in grades 3-5 to review progress, diagnostic (FCAT simulation scores), and achievement goals. Students monitor progress through data folders.	Math Coach, Administration, Team Leaders, Classroom Teachers	Mini-Assessments, Classroom Walkthroughs, Lesson plans	Diagnostics, FCAT, Core K-12
4	Students have different learning styles.	Differentiated instruction will be implemented to meet the needs of individual students, including the use of: small group instruction, math journals, math manipulatives, FCAT explorer, River Deep, and Math Rap	Math Coach, Team Leaders, Administration, Music Teacher, Classroom Teachers	Mini-Assessments, Classroom Walkthroughs, Lesson plans	Diagnostics, FCAT, Core K-12
5	Lack of time for review/instruction of math concepts.	Special area teachers will incorporate FCAT Math strategies and activities into their instruction. Cross curricular teacher collaboration.	Math Coach, Team Leader, Administration,Classroom Teachers	Mini-Assessments, Classroom Walkthroughs, Lesson plans	Diagnostics, FCAT, Core K-12
6	Lack of communication with parents about homework practice.	Increase communication between home/school through homework communication agendas, during Parent University, Curriculum Night, and	Team Leaders, Classroom Teachers	Data Chats, LTM	Signed Agendas

		Math Games Night.			

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:	100% of students will achieve proficiency or above based on the FAA during the 2012-2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50%(1)of the students achieved proficiency based on the FAA.	100% of students will achieve proficiency or above based on the FAA during the 2012-2013 school year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students learn in a variety of ways and the new math series may not meet all the needs of all ESE students.	Implement the use of Number Worlds as an intervention for struggling students.	ESE Teachers, ESE Coordinator	Lesson Plans, Classroom Walkthroughs, Data chats, Mini-Assessments	FAA
2	Need more time and opportunities to practice math concepts.	Small group differentiated instruction will be provided to students to meet their needs.	ESE Teachers, ESE Coordinator	Lesson Plans, Classroom Walkthroughs, Data chats, Mini-Assessments	FAA

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:	20% of the students will achieve above proficiency in mathematics during the 2012-2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7%(18) of the students achieved above proficiency in mathematics during the 2011-2012 school year.	20% of the students will achieve above proficiency in mathematics during the 2012-2013 school year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenging students that are meeting grade level standards.	Integrate technology and math using digital tools and strategies, such as: student response devices, Mobi pads, LCD projectors and document cameras that can project print and digital resources, FCAT Explorer, and Brain Pop. Offer mathematics academic games after school to challenge students.	Math Coach, Team Leaders, Administration,Classroom Teachers	Classroom Walkthroughs,Data chats, LTM, Mini-Assessments	Diagnostics, FCAT, Core K-12
	Lack of rigor in questioning to promote	Provide teachers with professional	Math Coach, Area 5 Resource Teachers,	Classroom Walkthroughs, Data	Diagnostics, FCAT, Core K-12

2	higher order thinking.	development in item specs and higher order thinking questions.	Administration	chats, LTM, Mini-Assessments	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	100% of the students will score level 7 or above on the FAA during the 2012-2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50%(1)of students scored above proficiency based on the FAA.	100% of the students will score level 7 or above on the FAA during the 2012-2013 school year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	General education teachers are not consistently providing differentiated instruction to students.	School-wide professional development for differentiated instruction will be provided by the Florida Inclusion Network staff.	Professional Development Team, Administration	Lesson plans, walk-throughs by administration and coaches	Mini-Assessments, FAA

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:	65% of students will make learning gains in mathematics during the 2012-2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58%(65) of students made learning gains in mathematics during 2011-2012 school year.	65% of students will make learning gains in mathematics during the 2012-2013 school year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The new standards have made the curriculum much more rigorous than the prior standards. There are fewer to master at each grade level, but the concepts are much more in-depth and challenging to teach.	Teachers will attend staff development to learn how to effectively implement the more rigorous standards and pace the lessons effectively.	Math Coach, Area 5 Resource Teachers, Administration	Teachers attending training will work in PLC to plan and develop effective strategies for teaching math concepts.	Observations (formal and informal), FCAT, Formal Math Assessments, Core K-12
2	Students are used to a spiraling curriculum. They will need to think differently in math class than in previous years as there will not be so	Teachers will need to target weaknesses and continue to spiral content on an as needed basis. Reteach skills in small groups.	Math Coach, Team Leaders, Administration, Classroom Teachers	Teachers attending the training work in PLC to plan and develop effective strategies. Regular mini-assessments are	Formal Math Assessments, FCAT, Core K-12

	much repetition.			necessary to determine the effectiveness of new strategies.	
3	Item specs have changed based on the common core standards.	Teachers in grades K-5 will be provided professional development on the common core standards.	Match Coach, Area 5 Resource Teachers, Learning Team Facilitator	Mini-Assessments, Diagnostics, Lesson Plans	Formal Math Assessments, FCAT, Core K-12
4	Lack of basic skills in mathematics	Teachers in grades K-3 will use everyday counts math and technology programs such as FASTT Math, and FCAT Explorer to reinforce basic math skills.	Math Coach, Area 5 Resource Teachers, Team Leaders, Administration, Math Teachers	Lesson plans, Classroom Walkthroughs, Mini-Assessments	Formal Math Assessments, Core K-12, Data reports from online programs

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:	100% of the students will make learning gains in mathematics on FAA during the 2012-2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50%(1)of the students made learning gains in mathematics based on the FAA.	100% of the students will make learning gains in mathematics on FAA during the 2012-2013 school year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of rigor and higher order questioning.	Model lessons for teachers and coach using higher order questions to challenge students.	Math Coach, Area 5 Resource Teachers, Administration	Lesson Plans, Classroom Walkthroughs, Formal and informal classroom observations	FAA
2	Students have different learning styles.	Differentiated instruction will be implemented to meet the needs of individual students, including the use of: small group instruction, math journals, math manipulatives, FCAT explorer, River Deep, and Math Rap	Math Coach, ESE Teachers, ESE Coordinator, Music Teacher, Classroom Teachers	Mini-Assessments, Classroom Walkthroughs, Lesson plans	Diagnostics, FCAT, Core K-12

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	70% of the students in the lowest 25% will make learning gains in mathematics during the 2012-2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% of the students in the lowest 25% made learning gains in mathematics during 2011-2012.	70% of the students in the lowest 25% will make learning gains in mathematics during the 2012-2013 school year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many students that score in the lowest 25% have not mastered their basic skills, yet they are expected to use those skills to master newer, more rigorous concepts. Since math builds on itself, this can be very challenging.	Teachers will need to target weaknesses and continue to spiral content on an as needed basis. Use of small groups.	Math Coach, Classroom Teachers, Administration	Identify weaknesses, remediate, and assess.	Formal assessments, Diagnostics, FCAT, Core K-12
2	Students need additional time to practice and learn math concepts.	After school tutorials will be available for the lowest 25% in grades 3-5. Use of small groups.	Math Coach, Tutorial teachers, Administration, Area 5 Resource Teachers, Classroom Teachers	Identify weaknesses, remediate, and assess. Diagnostic Math assessments.	Formal assessments and FCAT, Core K-12

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

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

Elementary School Mathematics Goal #

5A : 65% of students will be proficient in math by 2016, reducing the achievement gap by at least 50%.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	24%	35%	45%	55%	65%	

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:	40% of Black students and 58% of Hispanic students will meet proficiency criteria for the 2012-2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25%(42) of Black students and 48%(33) of Hispanic students met proficiency for 2011-2012.	40% of Black students and 58% of Hispanic students will meet proficiency criteria for the 2012-2013 school year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many Black and Hispanic students come from families that don't speak English in the home. Some of those students are confident speakers of the English language but struggle with reading and vocabulary so they may be harder to identify.	Teachers will be trained in differentiated instruction. Vocabulary word walls and explicit instruction in vocabulary will be part of the daily instruction.	Math Coach, ESOL teachers, Team Leader, Administration, Classroom Teachers	Lesson plans, classroom walkthroughs, formal observations, data chats, diagnostics,and mini-assessments.	FCAT, Formal Math Assessments, Core K-12
	There is not enough family involvement in the	The School and math department will conduct	Math Coach, Team Leaders, Math	Attendance at the events, the number of	Sign-in sheets, Feedback forms

2	school community.	several extra family oriented activities such as Math night, Math and Science Fair, or FCAT night. Incentives for attendance will be provided.	Committee, Administration, Classroom Teachers	volunteers signed up to organize the event	
3	Parents do not know how to help their children with new math concepts.	Parent training will be provided several times during the year by staff and Coaches to support learning at home.	Math Coach, Title I Team, Classroom Teachers	Parent attendance at the trainings	Sign-in sheets,Feedback forms

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	35% of the students in the ELL subgroup will meet proficiency standards in the 2012-2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22%(14) of students in the ELL subgroup met proficiency goals during the 2011-2012 school year.	35% of the students in the ELL subgroup will meet proficiency standards in the 2012-2013 school year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students understanding of concepts in math may be limited due to language.	Concepts will be developed using differentiated instruction and small groups to ensure learning.	ELL Teachers, Classroom Teachers, ELL Coordinator, Administration	Mini-Assessments, Classroom Walkthroughs, Diagnostics	Formal math assessments, FCAT
2	More time is needed to develop concepts and allow for practice.	After school tutorials will be available for students in grades 3-5 that are in the bottom 25% or are recommended by teachers for additional support.	Math Coach, Area 5 Resource Teachers, Administration, Classroom Teachers	Mini-Assessments, Classroom Walkthroughs, Diagnostics	Formal math assessments, FCAT
3	Lack of rigorous centers to reinforce concepts.	Professional development for teachers to develop rigorous centers.	Math Coach,PDD Team, Teacher Leaders, Classroom Teachers	Classroom Walkthroughs, Lesson Plans, Data Chats	Formal math assessments, FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	25% of students with disabilities will meet proficiency criteria for the 2012-2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19%(8) of students with disabilities met proficiency criteria in math during 2011-2012 school year.	25% of students with disabilities will meet proficiency criteria for the 2012-2013 school year.

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	ESE Teachers need training in new common core standards to understand how to properly scaffold learning for ESE students.	Professional development will be provided in the common core standards.	Learning Team Facilitator, Math Coach, PDD Team	Lesson Plans, Classroom Walkthroughs, Data chats	Formal and informal classroom observations
2	Lack of rigor and higher order questioning.	Model lessons for teachers and coach using higher order questions to challenge students.	Math Coach, Area 5 Resource Teachers, Administration	Lesson Plans, Classroom Walkthroughs	Formal and informal classroom observations
3	Need more time and opportunities to practice math concepts.	Small group differentiated instruction will be provided to students to meet their needs.	Math Coach, Area 5 Resource Teachers, Administration	Lesson Plans, Classroom Walkthroughs, Data chats, Mini-Assessments, Diagnostics	Formal and informal classroom observations, FCAT
4	Students learn in a variety of ways and the new math series may not meet all the needs of all ESE students.	Implement the use of Number Worlds as an intervention for struggling students.	ESE Teachers, ESE Coordinator	Lesson Plans, Classroom Walkthroughs, Data chats, Mini-Assessments, Diagnostics	Formal and informal classroom observations, FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	50% of students in the subgroup economically disadvantaged will meet proficiency criteria for the 2012-2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31%(76) of students in the subgroup economically disadvantaged met proficiency criteria for the 2011-2012 school year.	50% of students in the subgroup economically disadvantaged will meet proficiency criteria for the 2012-2013 school year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Implementation of common core standards for mathematics.	Professional development and planning for use of common core math standards during LTM and PDD.	Math Coach, Area 5 Resource Teachers, Team Leaders, Administration,Classroom Teachers	Lesson Plans, Classroom Walkthroughs, Data Chats	Formal and informal observations, Core K-12
2	Lack of time to review and practice math concepts	Integrate math concepts into fine arts classes: music, art, P.E, science lab. and guidance, increase teacher collaboration.	Math Coach, Fine Arts Team, Administration,Classroom Teachers	Lesson Plans, Classroom Walkthroughs	Formal and informal observations, Core K-12
3	Parent involvement and support with practicing math at home.	Math nights to teach parents how to help their children with learning math and/or practicing at home. Parent training by staff to help parents with teaching math concepts.	Math Coach, Math Committee,Administration, Classroom Teachers	Attendance/Participation, Feedback forms	Sign-in sheets, Parent feedback forms

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
Item Specifications, NGSSS, CCS	K-5	Learning Team Facilitator,Math Coach, Area 5 Resource Teachers	School-wide	Ongoing during LTM and PDD	LTM, Classroom Walkthroughs, data chats, Lesson Plans	Math Coach, Administration
Technology Integration in Math using Mobi, Classroom Response Systems, and Websites	K-5	Math Coach, Area 5 Resource Teachers	School-wide	Ongoing during LTM and PDD	LTM, Classroom Walkthroughs, Lesson Plans	Math Coach, Administration
Rigorous Centers and Higher Order Questioning	K-5	Learning Team Facilitator, Math Coach, Area 5 Resource Teachers	School-wide	Ongoing during LTM and PDD	LTM, Classroom Walkthroughs, Lesson Plans	Math Coach, Administration
Planning and pacing for effective teaching	K-5	Learning Team Facilitator, Math Coach, Area 5 Resource Teachers	School-wide	Ongoing during LTM and PDD	LTM, Classroom Walkthroughs, Lesson Plans	Math Coach, Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Reinforce basic math skills in grades K-3 using Everyday Counts	Calendar math with daily activities to reinforce math concepts	Title I	$1,710.00
			Subtotal: $1,710.00
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
After school tutorials to practice and reinforce math concepts in grades 3-5.	Salary for teachers to teach after school hours	Title I	$2,500.00
Purchase materials to support classroom instruction and after school tutorials in mathematics.	Copy paper, chart paper, ink cartridges, hands-on materials, books, pencils, consumables, FCAT Ready Books	Title I	$4,000.00
Math Coach	Math Coach will model, coach,and support teachers in grades K-5 with teaching students mathematics strategies	Title I	$67,588.00
Math Coach will provide training to teachers in best practices for teaching mathematics.	Provide substitute for teachers to attend professional development during the school day.	Title I	$521.00
			Subtotal: $74,609.00
			Grand Total: $76,319.00

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:	50% of students will meet proficiency in Science during the 2012-2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14%(11) of students met proficiency in Science during the 2011-2012 school year.	50% of students will meet proficiency in Science during the 2012-2013 school year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack background knowledge to be successful in Science.	A Science Lab Teacher will conduct hands-on Science Lab for students in grades 3-5 to participate in experiments on a weekly basis and attend field trips related to science learning.	Science Coach, Science Lab Teacher, Administration,Classroom Teachers	Mini-Assessments, Lesson Plans, Classroom Walkthroughs, Data Chats	Formal Assessments in Science, FCAT
2	Students lack background knowledge and experience with using the Scientific Method.	Students in grades K-5 will participate in the Science Fair through research projects utilizing the scientific method.	Science Coach, Team Leaders, Science Fair Coordinator, Classroom Teachers	Mini-Assessments, Lesson Plans, Classroom Walkthroughs, Data Chats	Formal Assessments in Science, FCAT
3	Students need more opportunities to learn and apply science concepts.	After School tutorial will be provided for 5th graders that are struggling in Science. Once a week students in grades 3-5 receive an extended science block time in lab.	Science Coach, Classroom Teachers, Tutorial Teachers, Administration,Science Lab Teacher	Mini-Assessments, Lesson Plans, Classroom Walkthroughs, Data Chats, Diagnostics	Formal Assessments in Science, FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	100% of students will achieve proficiency or above on the FAA during the 2012-2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(1)of students achieved proficency on the FAA during 2011-2012 school year.	100% of students will achieve proficiency or above on the FAA during the 2012-2013 school year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack background knowledge to be successful in Science.	Hands-on experiments and cooperative groups will support students in the Science lab.	Science Lab Teacher, Science Coach, Administration	Science notebooks, mini-assessments	Diagnostics, FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	25% of the students will achieve above proficiency in science during the 2012-2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11%(8) student achieved above proficiency in science during 2011-2012 school year.	25% of the students will achieve above proficiency in science during the 2012-2013 school year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of time to apply scientific learning and develop an understanding of concepts taught.	After school Science clubs targeting high achieving 5th grade students to challenge their thinking and explore Science through hands-on experiments. Garden Club, Wellness Club, and the Green (Recycling) Team all relate to science learning.	Science Coach, Science Lab Teacher, Classroom Teachers, Wellness coordinator	Classroom Walkthrough, planning for club, mini-assessments, diagnostics	FCAT, formal science tests
2	Students lack knowledge and understanding of key scientific concepts.	Focus Calendars will be utilized by teachers to create lessons that focus on key scientific concepts. Teachers will intermittently conduct data chats with students to determine student level of mastery of concepts. Students not responding to core instruction will be encouraged to participate in after school tutorials.	Science Coach, Team Leader, Administration,Classroom Teachers	Mini-assessments, data chats, diagnostics	FCAT, formal science tests

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.	N/A

Science Goal #2b:	
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
NGSSS, CCS, Item Specifications	K-5	Learning Team Facilitator,Science Coach	School-wide	LTM,PDD, Faculty Meetings	Classroom Walkthroughs, Lesson Plans	Science Coach, Learning Team Facilitator, Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase background in Science through hands-on experiments	Consumables, supplies necessary to implement hands-on science experiments, ink cartridges, paper, chart paper	Title I	$794.00
			Subtotal: $794.00
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
Provide "Green Training" to teacher facilitators to incorporate in science classes and clubs.	Registration for PBC Green conference	Title I	$40.00
			Subtotal: $40.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Weekly Science Lab to give			

students hands-on experiments and develop a background in Science concepts.	Science Lab Teacher	Title I	$63,644.00
Substitutes to allow for training in Science based on the NGSSS and CCS.	Teachers will be given release time to participate in Science training.	Title I	$521.00
After school tutorial for 5th graders that are struggling in Science.	Salaries for teachers	Title I	$1,250.00
Tutorial Supplies to support teaching of science hands-on experiments.	Consumables, paper, ink cartridges, slides, and chart paper.	Title I	$500.00
			Subtotal: $65,915.00
			Grand Total: $66,749.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	90% of students will meet proficiency in writing during the 2012-2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
86%(65) of student achieved proficiency in writing during the 2011-2012 school year.	90% of students will meet proficiency in writing during the 2012-2013 school year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack adequate instructional time in writing.	Designate an hour block of time for writing daily in grades K-5.	Reading Coach, Writing Resource Teacher, Administration	Classroom Walkthroughs, lesson plans, writing samples	Palm Beach Writes, Writing Portfolio, FCAT
2	Teachers lack skills for teaching writing.	Implement Writer's Workshop and provide monthly professional development from Teacher's College. Writing Teacher will model lessons and provide support in classrooms for teaching writing.	Reading Coach, Writing Resource Teacher, District Writing Support Teacher, Administration	Sign-in sheets for training, lesson plans, classroom walkthroughs, writing samples	Palm Beach Writes, Writing Portfolio, FCAT
3	Students need immediate feedback on writing to improve.	Provide training through Writer's Workshop on conferring with students during writing.	Writing Resource Teacher, Reading Coach, District Writing Support Teacher, Administration	Sign-in sheets for training, lesson plans, classroom walkthroughs, writing samples	Palm Beach Writes, Writing Portfolio, FCAT
4	Students need additional time for instruction in writing to improve.	Provide after school tutorials for students in grade 4 that need additional writing support.	Classroom Teachers, Tutorial Teachers, Writing Resource Teacher, Administration	Classroom Walkthroughs, lesson plans, writing samples	Palm Beach Writes, Writing Portfolio, FCAT
	Common Core Standards for Writing	Provide training in CCS for all writing teachers	Writing Resource Teacher, Reading	Lesson plans, curriculum maps	Palm Beach Writes, Writing

5	are new to teachers.	and create cross-grade level maps to set goals for each grade level in writing.	Coach, District Writing Support Teacher, Administration		Portfolio, FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	100% of students will score proficiency of 4 or higher on the FAA during the 2012-2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(1)of the students scored at a 4 or higher on the FAA during the 2011-2012 school year.	100% of students will score proficiency of 4 or higher on the FAA during the 2012-2013 school year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack adequate instructional time in writing to meet their individual needs.	Provide small group instructional support to differentiate for students with different needs	ESE Teacher, Classroom Teacher, Writing Resource Teacher, Administration	Classroom Walkthroughs, lesson plans, writing samples	Palm Beach Writes, Writing Portfolio, FCAT

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Training in Writer's Workshop	K-5	Writer's Workshop Facilitator	School-wide	Monthly Meetings arranged by Writer's Workshop District Facilitator	LTM, PDD, Classroom Walkthroughs	Writing Resource Teacher, Administration
Scoring Writing using rubrics based on CCS	K-T	Writer's Workshop Facilitator	School-wide	Monthly Meetings arranged by Writer's Workshop District Facilitator	Classroom Walkthroughs, PDD, LTM	Writing Resource Teacher, Administration

Writing Budget:

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

			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Writing Resource Teacher	Writing Resource Teacher will model, guide, and support teachers in grades K-5 with teaching students reading strategies	Title I	$63,644.00
Implementing Writer's Workshop	copy paper, chart paper, markers, ink cartridges, books, consumables	Title I	$1,500.00
			Subtotal: $65,144.00
			Grand Total: $65,144.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Increase student attendance and decrease tardies to have more instructional time with students.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The 2012 attendance rate was 85%.	The attendance rate is expected to increase to 90% in FY13.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
During FY12, there were 125 students with excessive absences.	During FY13, it is expected that 100 students will have excessive absences.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
During FY12, there were 148 students with excessive tardies.	During FY13, it is expected that 125 students will have excessive 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	Contacting parents to discuss tardies and absences.	Send CLF and BIA on home visits to make contact.	Data Processor, CLF, BIA	Increased attendance rate and fewer tardy students.	Terms Reports to track excessive absences and tardies.
2	Low expectations for coming to school and arriving on time in some families.	Letters to home for students who have 5 tardies or more reminding parents of the impact of non-	Data Processor, BIA	Increased attendance rate and fewer tardy students.	Terms Reports to track excessive absences and tardies.

		attendance.			

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	The goal for the 2012-13 school year is to create a calm, safe, and positive enviroment. With the implementation of Positive Behavior Support, Champs, Project Achieve, Stop/Think Strategies, and Morning Meeting; instructional staff will clarify and teach behavior expectations, social skills, and increase student willingness to behave appropriately, thereby reducing office referrals and lowering suspension rates.

2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
43	20
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
12	6

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 rapport between teachers and students.	Morning meeting, consistent reinforcement.	Administration,Guidance Counselors, Teachers	Student/Administration conference, parent/teacher conference, walkthroughs.	Parent contact logs, reduction in code 2's.
2	Students not invested or engaged in learning.	Mentoring, goal sheets, PMP, hands-on learning.	Administration,Teachers,Coaches	Mini-.assessments, walkthroughs, lesson plans.	Diagnostics, FCAT.
3	Lack of Communication between school and home.	Agenda, parent/teacher conference, phone calls.	Administration, Teachers, BIA.	Conferences	Event sign-in sheets.
4	Lack of parental support in accademic and behavior.	Curriculum Nights, SBT, Conferences,Parent University.	Administration, Teachers, BIA, Language Facilitators	Conferences	Attendance at curriculum events

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Increase the level of parent involvement to 55% or more during the 2012-2013 school year.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
51% (344)parents were involved in school activities during the 2011-2012 school year. *Meet the teacher, parent university, curriculum nights.	55%(370)of parents will be involved during 2012-2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students/Parents are less likely to attend academic events.	Combine social and academic events to increase parental involvement.	Team Leaders, Title I Team, PTO	Percentage of parents attending academic events	Observation, Sign-in sheets
2	Parents speak languages other than English.	Language Facilitators will use translation systems to communicate in Creole and Spanish.	Language Facilitators	Percentage of parents attending school events	Observation, Sign-in sheets

3	Lack of communication from school in native language.	Send home information letters in English, Spanish, and Creole. Have facilitators contact parents and encourage them to attend school events.	Language Facilitators	Percentage of parents attending school events	Observation, Sign-in sheets
4	Parents have busy schedules.	Offer food/meals for parents/families attending evening instructional events.	Team Leaders, Title I Team	Percentage of parents attending school events	Observation, Sign-in sheets
5	Parents lack teaching tools at home.	Provide parents with resources to support home learning: books, hands-on-materials, parenting tips, and other resources for parents to check-out	Title I Team	Percentage of parents checking out resources.	Sign-out sheets, Feedback forms
6	Childcare contraints and many demands on parents' time, limit their ability to participate in school activities.	Host Parent Training Workshops through our Parent University including: Literacy training, FCAT Nights, Writing with your child, Math and Science Fair, Homework help, Technology, Stop and Think, etc.	LiteracyLeadership Committee, Math and Science Fair Committee,Title I Team	Collect participation data and survey families.	Parent Attendance Sign-In Sheets
7	Parents have work, childcare, or other commitments that do not allow for attendance and limit communication.	Hold Title I Annual Meeting in the Fall to inform parents about the Title I Program, curriculum, assessments, and proficiency levels students are expected to meet and the opportunities for parent participation in decision making about their child's education.	Title I Contact	Collect participation data and written feedback/input from parents	Parent Attendance Sign-In Sheets and written feedback/input
8	Limited opportunities for parents to provide input in school decisions.	Host parent involvement meetings in the Fall and Spring to plan, implement, and evaluate the Title I Family Policy/Plan and Parent-Teacher Compact. Increase parent involvement in School Advisory Council.	Title I Team, ESOL Coordinator and Community LanguageFacilitators .	Parent Attendance Sign-In Sheets	Parent Attendance Sign-In Sheets and written feedback/input
9	Limited opportunities for parents to provide input in school decisions.	Conduct a Family Involvement Survey in the Spring, share the results with stakeholders, and implement best practices to address identified areas needing improvement.	Title I Team, ESOL Coordinator and Community LanguageFacilitators	Family Survey results, and minutes of parent involvement meetings	Family Involvement Policy/Plan
10	Cultural barriers concerning general school issues	The Volunteer Coordinator will make personal contact to all parents and businesses that express an interest in volunteering at the school.	Volunteer Coordinator, Principal, Assistant Principal, and Teachers	Volunteer sign-in logs	Title 1 Yearly Parent Evaluations of the School-Wide Program
11	Cultural barriers concerning general school issues	Actively recruit business partners.	Volunteer Coordinator and Assistant Principal	List of business partners	Feedback Forms

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						

Parent Involvement Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Increase parent involvement by offering training to assist parents at home with helping their children with academics.	paper, agendas, communication folders, food, paper products, utensils	Title I	$4,000.00
			Subtotal: $4,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Keep parents informed of school activities and how students are performing in school.	stamps for parent mailings	Title I	$500.00
			Subtotal: $500.00
			Grand Total: $4,500.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Plan for at least 3 STEM projects during the school year for students in grades 3-5.

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	Students lack experiences with STEM activities.	Incorporate hands-on STEM activities during science lab for grades 3-5.	Science Lab Teacher, Science Coach	Science notebooks, informal observations, mini-assessments	FCAT, Diagnostics
2	There is not enough time during the school day for STEM activities.	STEM activities will be provided during the aftercare program.	Aftercare Counselors, Director of SACC	Informal observations, mini-assessments	FCAT, Diagnostics

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

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

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
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	Implement Fountas and Pinnell Leveled Literacy Intervention for Tier 2 intervention in grades K-2	Literacy Intervention Kits	Title I	$15,137.00
Mathematics	Reinforce basic math skills in grades K-3 using Everyday Counts	Calendar math with daily activities to reinforce math concepts	Title I	$1,710.00
Science	Increase background in Science through hands-on experiments	Consumables, supplies necessary to implement hands-on science experiments, ink cartridges, paper, chart paper	Title I	$794.00
				Subtotal: $17,641.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Implement research based technology to improve reading skills and monitor individual student progress.	iStation Reading and Monitoring Software	Title I	$6,500.00
				Subtotal: $6,500.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Training in Reader's and Writer's Workshop from Columbia Teachers College.	Professional development for grades K-5 in the craft of teaching reading and writing.	Title I, Pew Grant	$10,000.00
Reading	Teacher Staff Development at Columbia Teachers College.	Training, registrations, hotel, and travel	Title I, Pew Grant	$8,000.00
Science	Provide "Green Training" to teacher facilitators to incorporate in science classes and clubs.	Registration for PBC Green conference	Title I	$40.00
Parent Involvement	Increase parent involvement by offering training to assist parents at home with helping their children with academics.	paper, agendas, communication folders, food, paper products, utensils	Title I	$4,000.00
				Subtotal: $22,040.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Coach	Reading Coach will model, coach, and support teachers in grades K-5 with teaching students reading strategies	CRRP	$0.00
Reading	After school tutorial for struggling readers in grades 3-5.	Salaries for teachers to tutor students in grades 3-5.	Title I	$2,500.00
Reading	Supplies for teaching reading and supporting tutorials.	Chart paper, ink cartridges, paper, hands-on supplies, consumables, books, pencils, FCAT Ready Books	Title I, Pew Grant	$9,000.00
Reading	Classroom supplies to support Reader's Workshop	Books, chart paper, consumables, pencils, and ink cartridges.	Title I, Pew Grant	$2,000.00

Mathematics	After school tutorials to practice and reinforce math concepts in grades 3-5.	Salary for teachers to teach after school hours	Title I	$2,500.00
Mathematics	Purchase materials to support classroom instruction and after school tutorials in mathematics.	Copy paper, chart paper, ink cartridges, hands-on materials, books, pencils, consumables, FCAT Ready Books	Title I	$4,000.00
Mathematics	Math Coach	Math Coach will model, coach,and support teachers in grades K-5 with teaching students mathematics strategies	Title I	$67,588.00
Mathematics	Math Coach will provide training to teachers in best practices for teaching mathematics.	Provide substitute for teachers to attend professional development during the school day.	Title I	$521.00
Science	Weekly Science Lab to give students hands-on experiments and develop a background in Science concepts.	Science Lab Teacher	Title I	$63,644.00
Science	Substitutes to allow for training in Science based on the NGSSS and CCS.	Teachers will be given release time to participate in Science training.	Title I	$521.00
Science	After school tutorial for 5th graders that are struggling in Science.	Salaries for teachers	Title I	$1,250.00
Science	Tutorial Supplies to support teaching of science hands-on experiments.	Consumables, paper, ink cartridges, slides, and chart paper.	Title I	$500.00
Writing	Writing Resource Teacher	Writing Resource Teacher will model, guide, and support teachers in grades K-5 with teaching students reading strategies	Title I	$63,644.00
Writing	Implementing Writer's Workshop	copy paper, chart paper, markers, ink cartridges, books, consumables	Title I	$1,500.00
Parent Involvement	Keep parents informed of school activities and how students are performing in school.	stamps for parent mailings	Title I	$500.00
				Subtotal: $219,668.00
				Grand Total: $265,849.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

○ Priority	● Focus	○ Prevent	○ NA

Are you a reward school: ○ Yes ● No

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

No Attachment (Uploaded on 9/2/2012)

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.

☒ No. Disagree with the above statement.

If NO, describe the measures being taken to Comply with SAC Requirement

Recruiting new School Advisory Counsil members and should be in compliance following our next SAC meeting on September 19, 2012.

Projected use of SAC Funds	Amount
To be Determined	$3,589.00
Student Incentives, rewards, and certificates.	$1,000.00
Red Ribbon Week and other counseling support materials.	$500.00

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

Analyze and discuss data trends and implications for the school; review School Improvement Plan; update strategies for improving student achievement; inform parents and business partners about what support is needed for the school; and continue to plan for the school's improvement.

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 HOPE-CENTENNIAL ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	48%	51%	87%	32%	218	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	60%	58%			118	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	73% (YES)	68% (YES)			141	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					477	
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 HOPE-CENTENNIAL ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	55%	53%	63%	29%	200	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	61%	53%			114	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?	67% (YES)	56% (YES)			123	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					437	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested