

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: ACREAGE PINES ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Dr. Colleen T. Iannitti

SAC Chair: Mrs. Theresa Garrett

Superintendent: Mr. E. Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 10/25/2012

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

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

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Dr. Colleen T. Iannitti	Professional Certificate School Principal Emotionally Handicapped (grades K-12), Social Sciences (grades 5-9), Masters Degree Specialist Degree  Doctorate Degrss in Education	3	11	For the past twelve years, Acreage Pines received a letter grade of "A" from the State. 2009-present Acreage Pines Elementary School, Principal 2008-2009 Palm Beach Gardens High School, Assistant Principal 2007-2008 Lake Worth High Assistant Principal 2002-2007 Conniston Middle School, Assistant Principal
Assis Principal	Betty Sivik	BS of Ed Elementary Ed' M.ed 'Elementary Ed., M.ed Ed. Leadership, She holds a certificate in Elementary Ed., Early Childhood,	12	12	For the past twelve years, Acreage Pines received a letter grade of "A" from the State.

## 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)
					Acreage Pines Elementary School does not have any instructional coaches at this time.

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Provide opportunities for Professional Development activities	SIP committee, School Leadership Team, PDD Team	June 2013	
2	2. Professional Learning Communities, Learning Team Meetings	PDD Team, School Leadership Team	June 2013	
3	3. School District Educator Support Program	Principal, Assistant Principal	June 2013	
4	4. Book Study	Principal, PDD Team	June 2013	

## Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
2 ESE certified teachers are teaching in the ASD classrooms.	They are taking courses to become ASD endorsed.

## 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
35	2.9%(1)	11.4%(4)	37.1%(13)	48.6%(17)	57.1%(20)	100.0%(35)	28.6%(10)	0.0%(0)	91.4%(32)

## 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
Lisa Roman	Erica Kravec	Both teachers teach 2nd grade	Modeling, common planning, LTMs, Confering
Christie Lavigna	Jennifer Abreu	Both teachers teach 4th grade	Modeling, common planning, LTMs, Confering
Susan Kilberis	Christine McCline	Both teachers teach VPK grade	Modeling, common planning, LTMs, Confering

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

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

School-based MTSS/RTI Team

Identify the school-based MTSS leadership team.

Colleen Iannitti– Principal  
Colleen Iannitti, Principal  
Betty Sivik – Assistant Principal  
Keith Grieser – School Counselor  
Jessica Regnier- ESE Specialist  
Sarah Adler - School Psychologist  
Classroom teachers

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?

Meetings are scheduled every Tuesday to review data and monitor student progress. Guidance serves as the chair, prepares a weekly agenda, and pulls students' cumulative folder. Our school RTI specialist keeps the minutes on a database. Each member is able to contribute their expertise to the conversation and development of interventions. 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 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.

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 staff is broken into curriculum groups for Reading, Math, Writing and Science. Each member is assigned to the team based on their expertise or grade level placement. This allows for input from all grade levels. SBT meets numerous times to review last years plans and develop new goals and objective from current data.

MTSS Implementation

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

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.  
Baseline data:  
• Florida Comprehensive Assessment Test (FCAT)  
• Curriculum Based Measurement  
• Florida Assessment for Instruction in Reading (FAIR)  
• Palm Beach County Diagnostics  
• Palm Beach Writes  
• K-3 Literacy Assessment System  
• Diagnostic Assessment for Reading (DAR)  
• Progress Monitoring and Reporting Network (PMRN)  
• Comprehensive English Language Learning Assessment (CELLA)  
• Office Discipline Referrals  
• Retentions

- Absences

Midyear data:

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

End of year data:

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

Describe the plan to train staff on MTSS.

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

Describe the plan to support MTSS.

## Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Dr. Colleen Iannitti-Principal  
Mrs. Betty Sivik -Assistant Principal  
Mrs. Karen Williams- Reading Contact  
Mrs. Bobbi Norwitch-Media Specialist  
Mrs. Susie Kilberis-primary teacher  
MS. Jessica Regnier-ESE coordinator

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

LLT team meets monthly to review reading data, plan Professional Development Activities and reading initiatives.

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

Teacher effectively use differentiated instruction and balanced literacy to meet the needs of individual students. Additional activities include push ins and pullout remediation, afterschool tutoring, Reading Counts contests, Readers Café, Family Literacy Night, Books on I-Pods, and Family Media Center Activities.

## 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.

At Acreage Pines Elementary School, all incoming Kindergarten students are assessed upon entering Kindergarten with the Florida Assessments of Instruction in Reading (FAIR) in order to ascertain individual student and class needs. The Developmental Skills Checklist (DSC) will be used to determine students' print/letter knowledge and level of phonological awareness/processing.

Data will be used to plan daily academic instruction for all students. Common Core Kindergarten standards will be taught through daily explicit instruction, modeling, guided practice and independent practice of all academic.

**\*Grades 6-12 Only**

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

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

**\*High Schools Only**

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

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

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

**Postsecondary Transition**

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

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

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By June 30, 2013, the percentage of students scoring at level 3 in Reading will increase from 33% to 40%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (74)	40%

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time Constraints	Targeted Tutoring	Administration	Data Chats, Data Analysis, LTMs	FCAT 2.0
2	Time Constraints	Readers Theater	Teachers	Student survey	FCAT
3	Student Progression	Utilize the Fountas and Pinnell Continuum of Literacy Handbook to determine explicit reading behaviors at each reading level to guide differentiated instruction	Teachers and Administration	Data Chats, Lesson Plans	RRR, FCAT 2.0
4	Student understanding of what they are learning	Establish and explain learning goals and scales to students, track and celebrate student progress	Teachers and Administration	Lesson Plans, Observations	FCAT 2.0, Core K-12, Assessments
5	Students lack critical thinking and problem solving skills	Increase higher order questions, Implement Cooperative Learning Activities, Group students in small groups to deepen understanding of content	Teachers and Administration	Lesson Plans, Observations	FCAT 2.0, Core K-12, Assessments
6	Low level questioning.	Include higher order questions in daily lessons and in lesson plans.	Administration	Lesson plans, teacher observations	Classroom walkthrough logs.
7	Students do not read outside of the school setting.	Students will increase the number of books and time spent reading independently	Teachers, Media Specialist	Analyze reading count reports and SRI reports and student response logs	RRR Reports, Reading Counts reports, SRI scores
8	Students have varied levels of ability.	Differentiated instruction	Teachers, Administration	Lesson plans, teacher observations	RRR Reports, Reading Counts reports, SRI scores and FCAT
9	Increase in varying levels within the classroom	Independent reading or Read a Loud	Classroom Teacher	Student reading logs	Reading Counts
10	Students do not read outside of the school	Students will listen to Books on I-pod	Teachers and Administration	Reading Counts Reports	SRI and FCAT scores

setting.

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:	By June 2013, 66% of students taking the FAA will score in level 4,5, and 6 in reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (1)	66% (2)

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 Disabilities	Targeted Tutoring	Administration	Data Chats, Data Analysis, LTMs	FAA
2	Students Disabilities	Small group instruction	Administration	Teacher observations	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 reading.  Reading Goal #2a:	By June 2013, 40% of 3rd-5th grade students will score level 4 or above on FCAT 2.0 in reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
35%(77)	40% (85)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time Constraints	Targeted Tutoring	Administration	Data Chats, Data analysis, LTMs	FCAT 2.0
2	Limited critical thinking skills	Teachers will incorporate higher level questions into daily lessons	Administration	Lesson Plans, Teacher observations	FCAT 2.0
3	Students do not read independently	Students will increase the number of books and time spent reading independently	Teachers, Media Specialist	Analyze reading count reports, SRI reports, student response journals	Reading Counts reports, SRI, FCAT 2.0

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:	By June 2013, 66% (2) of students will score level 7 on the FAA.
--	--



2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (1)	66% (2)

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' Disabilities	Small group instruction, Targeted tutoring	Administration	Data Chats, Data analysis	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:	By June 2013, 78% of students tested will make learning gains
---	---

2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (92)	78% (95)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Attendance	Differentiated Instruction	Administration	Data Chats, Data Analysis, LTMs	Fcat 2.0
2	Time Constraints	Targeted Tutoring	Administration	Data Chats, Data Analysis, LTMs	Fcat 2.0
3	Vocabulary	Explicit instruction in Vocabulary	Administration	Classroom observations	FCAT 2.0

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	By June 2013, 100% (3) will make learning gains on the FAA.
---	---

2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (2)	100% (3)

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' Disabilities	Differentiated instruction	Administration	Data Chat	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:	By June 2013, 80% of the students in lowest 25% will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (27)	80% (30)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Attendance	Differentiated Instruction	Administration	Data Chats, Data Analysis, LTMs	FCAT 2.0
2	Basic reading skills	All teachers will explicitly infuse the reading benchmarks in daily instruction.	Administration	Data Chats, LTMs, Observations	FCAT 2.0
3	Students do not have a comprehensive vocabulary.	Explicit instruction in Vocabulary	Administration	Lesson plans, observations	FCAT 2.0
4	Students do not read outside of the school setting.	Students will increase the number of books and time spent reading independently	Teachers, Administration	Data Chats, LTMs, Observations	FCAT 2.0
5	Time constraints	Students will participate in an additional 30 minutes of daily reading instruction through iii or SAI	SAI teacher and administration	Data Chats, LTMs, Observations	FCAT 2.0
6	Inability to generalize reading strategies	After School Reading Tutorial	Teachers and Administration	Data Chats, LTMs, Observations	FCAT 2.0
7	Students not responding to Tier 1 and or Tier 2 strategies and instruction Refer students to SBT	Refer students to SBT	Teachers, SBT Chair	SBT Process	Student performance on assessments, FCAT 2.0

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 #					
	the percentage of students scoring in proficient (Lv 3,4 &5) will increase each year.					
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	68%	72%	75%	77%	80%	

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:		By June 2013, 78% of total students will be proficient.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
32% of total students not satisfactory 54% of black students are not satisfactory 30% of hispanic students are not satisfactory 32% of white students are not satisfactory		20% of total students not satisfactory 50% of black students are not satisfactory 20% of hispanic students are not satisfactory 18% of white students are not satisfactory			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time limitations	Targeted tutoring	Administration	Attendance, Data analysis	FCAT 2.0
2	Time limitations	Data Chats with students	Administration	Conferencing	FCAT 2.0

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:		By June 2013, 50% of ELL students will be proficient.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
25% (2)		50% (4)			

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time Constraints	Targeted Tutoring	Administration	Data Chat, Data Analysis, Committee Meetings	FCAT 2.0

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:		By June 2013, 50% of the students in the SWD subgroup will be proficient in reading			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
61% of SWD are not satisfactory		50% (26)			

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	Home support	Targeted Tutoring	Administration	Data Chats, Data Analysis, LTMs	FCAT 2.0
2	Generalization of skills	Practice using reading strategies in a variety of settings	Administration	Data Chats, Data Analysis, LTMs	FCAT 2.0
3	Remediation	After School Reading Tutorial	Administration	Analyze attendance, SRI and FCAT scores	FCAT 2.0
4	Varied level of Performance	Differentiated Instruction	Administration	Lesson Plans	FCAT 2.0

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	By June 2013, 62% of the students in the Economically Disadvantaged subgroup will be proficient in reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% of economically disadvantaged students are not satisfactory	62(62)

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	Attendance	After School tutorial	Teachers and Administration	Tutorial Attendance, Data Chats	FCAT 2.0
2	Varied level of Performance	Differentiated Instruction	Administration	Lesson Plans, Observations	FCAT 2.0

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
Text Complexity	VPK-5	District Staff	All teachers	Sept. 2012	Observations and lesson plan checks	Administration
Common Core Training	K-1	District Staff	K-1 teachers	Sept.-Oct 2012	Observations and lesson plan checks	Administration
Marzano Training	K-5	District and School Staff	All teachers	on going	Observations and lesson plan checks	Administration

Reading Budget:

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:			By June 2013, 35% of ELL students will be proficient in listening/speaking		
2012 Current Percent of Students Proficient in listening/speaking:					
27% (4)					
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	Language Acquisition	Implement ESOL strategies	Administration	LEP Committee Meeting	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:			By June 2013, 27% (4) of ELL students will be proficient in reading.		
2012 Current Percent of Students Proficient in reading:					
0%					

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language Acquisition	Implement ESOL strategies	Administration	LEP Committee Meeting	CELLA

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

3. Students scoring proficient in writing.

CELLA Goal #3:

By June 2013, 35% (6) of ELL students will be proficient in writing.

2012 Current Percent of Students Proficient in writing:

27% (4)

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	Language	Implement ESOL strategies	Administration	LEP Committee Meeting	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

## 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:	By June 2013, 40% of the students will score at Level 3 on the Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (74)	40% (80)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time Constraints	Targeted Tutoring	Administration	Data Chats, Data Analysis, LTMs	FCAT 2.0
2	Student understanding of what they are learning	Establish and explain learning goals and scales to students, track and celebrate student progress	Teachers and Administration	Lesson Plans, Observations	FCAT 2.0, Core K-12, Assessments
3	Students lack critical thinking and problem solving skills	Increase higher order questions, Implement Cooperative Learning Activities, Group students in small groups to deepen understanding of content	Teachers and Administration	Lesson Plans, Observations	FCAT 2.0, Core K-12, Assessments
4	Students did not meet standards or require enrichment	Utilize Think Central (math and science) to provide students with remediation or enrichment	Teachers, Administration	Lesson Plans, Data Binders	FCAT 2.0, Core K-12, Think Central Reports
5	Abstract Concepts	Increase the use of manipulatives and hands-on activities to reinforce concepts	Administration	Lesson Plans, observations	FCAT 2.0
6	Independent practice	Utilize Math programs for prescriptive practice & content specific activities	Administration	Lesson Plans, observations	Chapter tests, CORE K-12, FCAT 2.0
7	Guided practice	Teachers will utilize technology to model and guide instruction	Administration	Lesson Plans, observations	Chapter tests, CORE K-12, FCAT 2.0

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	by June 2013, 66% of Students will score Level 4,5,and 6 on the FAA
2012 Current Level of Performance:	2013 Expected Level of Performance:

33% (1)			66% (2)		
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 Disabilities	Targeted Tutoring	Administration	Data Chats, Data Analysis, LTMs	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:		By June 2013, 45% of students will score at Levels 4 and 5 on FCAT 2.0 math
2012 Current Level of Performance:		2013 Expected Level of Performance:
41% (91)		45% (95)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time Constraints	Targeted Tutoring	Administration	Data Chats, Data analysis, LTMs	FCAT 2.0
2	Opportunities for enrichment	Teachers will increase the number of enrichment activities, content specific activities	Teachers and Administration	Lesson Plans, observations	Chapter tests, CORE K-12, FCAT 2.0

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:		By June 2013, 66% of students will score at Level 7 on Math FAA
2012 Current Level of Performance:		2013 Expected Level of Performance:
33% (1)		66% (2)

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' Disabilities	Small group instruction, Targeted tutoring	Administration	Data Chats, Data analysis	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:	By June 2013, 70% of students will make learning gains on FCAT math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (89)	70% (93)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Attendance	Differentiated Instruction	Administration	Data Chats, Data Analysis, LTMs	Fcat 2.0
2	Need time for review and reteach	After School math tutoring	Administration	Tutorial attendance,	FCAT 2.0

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	By June 2013, 80% of students will make learning gains on FCAT 2.0 math..
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (89)	66% (2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time Constraints	Targeted tutoring	Administration	Tutoring attendance	FCAT 2.0

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	By June 2012, 70% of the students scoring in the lowest 25% will make learning gains in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (23)	70% (25)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Attendance	Differentiated Instruction	Administration	Data Chats, Data Analysis, LTMs	FCAT 2.0
2	Varied levels of skills	Differentiated instruction, content specific instruction	Teachers	Lesson plans	Chapter tests, comprehension checks, FCAT
3	Students not responding to Tier 1 and or Tier 2 strategies and instruction	Refer students to SBT	Teachers, SBT	SBT Process	Student performance
4	Varied levels of skills	After School Tutoring/Remediation	Teachers	Tutorial Attendance	formative sssessments, comprehension checks, Chapter Tests, CORE K-12 (3-5), FCAT
5	Students not responding to Tier 1 and or Tier 2 strategies and instruction	Refer students to SBT	Teachers, SBT Chair	SBT Process	Individual Student data

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # the percentage of students scoring in proficient (Lv 3,4&5) will increase each year				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	74%	74	77	79	82	

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:	By June 2013, 80 of total students will be proficient on FCAT 2.0 math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% of total students not satisfactory 58% of black students are not satisfactory 22% of hispanic students are not satisfactory 21% of white students are not satisfactory	20% of total students not satisfactory 50% of black students are not satisfactory 20% of hispanic students are not satisfactory 18% of white students are not satisfactory

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time limitations	Targeted tutoring	Administration	Attendance, Data analysis	FCAT 2.0
2	Time limitations	Data Chats with students	Administration	Conferencing	FCAT 2.0

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

5C. English Language Learners (ELL) not making	
--	--

satisfactory progress in mathematics. Mathematics Goal #5C:	By June 2013, 75% Of ELL students will be proficient on FCAT 2.0 math/
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (4)	75% (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	Time Constraints	Targeted Tutoring	Administration	Data Chat, Data Analysis, Committee Meetings	FCAT 2.0
2	Language	Implement ESOL strategies	Administration	Lesson Plans, Observations	FCAT 2.0

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	By June 2012, 68% of the students in the ESE subgroup will be proficient in reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (28)	68% (30)

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	Home support	Targeted Tutoring	Administration	Data Chats, Data Analysis, LTMs	FCAT 2.0
2	Varied level of Performance	Differentiated Instruction, content specific instruction	Teachers	Lesson Plans, Observations	FCAT 2.0

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	By June 2013, 70% of Economically Disadvantaged students will be proficient on FCAT 2.0 math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (65)	70% (70)

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
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Home support	Targeted Tutoring	Administration	Data Analysis, LTMs	FCAT 2.0
2	Varied level of Performance Teachers	Differentiated Instruction	Administration	Lesson PLans, Observations	FCAT 2.0

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core for Math	K-1	District Staff	K-1 teachers	Sept.-Oct 2013	Lesson Plans, Observations	Administration, PDD Team
Go Math Training	K-5	District Staff	K-5 Teachers	On Going	Lesson Plans, Observations	Administration, PDD Team
Marzano Training	All	District and School Staff	All	On going	Observations	Administration,

Mathematics 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 Mathematics Goals

## Elementary and Middle School Science Goals

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

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

areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in science.  Science Goal #1a:	By June 30, 2013, 60% of the students will score at Level 3 on Science FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (39)	60% (50)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time Constraints	Targeted Tutoring	Administration	Data Chats, Data Analysis, LTMs	FCAT 2.0
2	Student understanding of what they are learning	Establish and explain learning goals and scales to students, track and celebrate student progress	Teachers and Administration	Lesson Plans, Observations	FCAT 2.0, Core K-12, Assessments
3	Students lack critical thinking and problem solving skills	Increase higher order questions, Implement Cooperative Learning Activities, Group students in small groups to deepen understanding of content	Teachers and Administration	Lesson Plans, Observations	FCAT 2.0, Core K-12, Assessments
4	Students did not meet standards or require enrichment	Utilize Think Central (math and science) to provide students with remediation or enrichment	Teachers, Administration	Lesson Plans, Data Binders	FCAT 2.0, Core K-12, Think Central Reports
5	Reading Skills	Classroom teachers will incorporate science articles into reading and science lessons	Administration	Lesson Plans, Observations	FCAT Science
6	Science Knowledge	Science based assemblies for Students on early release days.	Teachers and Administration	Observation	FCAT Science
7	New Cut scores	Science Notebooks/ Interactive Word Walls to reinforce vocabulary	Administration	Science Notebooks, Lesson Plans, Observations	CORE K-12 FCAT 2.0
8	Lack of Hands on Activities	Increase number of science labs	Teacher, Administration	Science Notebooks, Lesson Plans, Observations	CORE K-12 FCAT 2.0

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

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

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students Disabilities	Targeted Tutoring	Administration	Data Chats, Data Analysis, LTMs	FAA
2	Time and supplies	Hands on Science Labs	Teachers and Administration	Lesson Plans	FCAT
3	Time	Utilize Core K-12	Teachers and Administration	Core K-12 reports	FCAT 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	By June 2013, 20% of the 5th grade students will score Levels 4 or 5on FCAT science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (11)	20% (15)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time Constraints	Targeted Tutoring	Administration	Data Chats, Data analysis, LTMs	FCAT 2.0
2	Understanding the scientific process	Students will participate in Science Fair	Science Teachers	Science Fair Projects	FCAT Science
3	Inquiry Based Learning	Include Inquiry Based Instruction, integrating science Fusion textbook	Administration	Lesson Plans, Observations	CORE K-12, FCAT 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.  Science Goal #2b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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

			Monitoring	Strategy	
1	Students' Disabilities	Small group instruction, Targeted tutoring	Administration	Data Chats, Data analysis	FAA

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Fusion Training	Science teachers	District Staff	All science teachers	on going	lesson plans and observations	Administration
Integrating Science into all areas of the curriculum	All teachers	District and School staff	All teachers	on going	Lesson plans	Administration

Science Budget:

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

End of Science Goals

## Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.	By June 2013, 90% of the students will score at Level 3
--	---

Writing Goal #1a:	or above on FCAT Writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82%(61)	90% (70)

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 do not understand the writing process.	The revision and editing process will be explicitly taught.	Teachers and Administration	Progress between the Pretest Prompt and Mid-year Prompt.	PB and FCAT Writes
2	Weaknesses in the writing process	Students will use the writing process daily; all writing will be dated, and recorded in a notebook, or work folder for monitoring.	Teachers and Administration	Progress between the Pretest Prompt and Mid-year Prompt.	PB and FCAT writes
3	Students have varied levels of writing ability	Small group or individual conferencing with students on their own writing	Teachers and Administration	Progress between PB writes prompts	PB writes and FCAT Writes
4	Students have varied levels of writing ability	Writing club for struggling writers	Teachers and Administration	Progress between PB writes prompts	PB writes and FCAT Writes
5	Writing terminology	Use of writers in control vocabulary in grades K-5	Teachers and administration	Progress between PB Writes prompts for all grades	PB Writes
6	Writing terminology	Explicit instruction in the identification of key words to determine whether the prompt is expository or narrative.	Teachers	Progress between PB Writes prompts for all grades	PB writes and FCAT Writes
7	Develop higher vocabulary usage within writing	Use examples of student writing as models	Administration	Progress between PB Writes prompts for all grades	PB writes and FCAT Writes

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing Goal #1b:	By June 2013, 50% of students wwill score at level 4 or above on FCAT Writes.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (30)	59%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time constraints	Targeted Tutoring	Administration	Attendance	FCAT Writes



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
Writers Workshop	K-5	District Staff	All teachers	On going	Lesson Plans, Observations	Administration
FCAT Scoring Training	3rd and 4th grade teachers	District staff	Writing Teachers	On going	Lesson plans, writing portfolios	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
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	By June 2013, the attendance rate will increase from 71% to 80%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
71% (142)	80%

2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
142 students have excessive absences (more than 10 days)	100 students with excessive absences
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
93 students with excessive absences	50

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	Unexcused absences	Reward students for perfect attendance	Teachers, Guidance Counselor, Attendance Clerk	Monitor Attendance records monthly	Attendance Record and SASSY
2	Unexcused absences	Phone call to parent after 3rd day absent.	Teachers, Attendance Clerk	Monitor attendance records monthly	Attendance Records and SASSY
3	Parent lack of understanding of need and attendance policy	Special Activities on PDD days to encourage attendance	Fine Arts Teachers, Administration	Monitor monthly	Attendance Records and SASSY
4	Parent lack of understanding of need and attendance policy	Monitoring attendance and follow-up with parents of students with emerging patterns of non-attendance (quarterly checks: 15, 30, 45 days)	Teachers, Attendance Clerk	Monitor	Attendance Records and SASSY

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
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

End of 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:		By June 30, 2013, the percentage of school suspensions will be decrease from 2.3% (15) to 1.5% (9).			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
7		5			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
6		5			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
8		7			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
5		4			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	parental involvement	School wide discipline plan with same rules for all students, consistent	SWPBS TEAM, Teachers, paraprofessionals, administration,	decrease in the number of out of school suspensions	discipline referrals, School matrix of behavior expectations,

1	consequences, parental involvement, rewards for appropriate behavior, guidance counselor intervention	parents	suspension reports
---	---	---------	--------------------

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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
			<b>Grand Total: \$0.00</b>

*End of Suspension Goal(s)*

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement	
Parent Involvement Goal #1:	By 2013, 100% of parent will be involved in one or more

*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.	school activities.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
85%	100%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing enough opportunities for parents	The school will provide opportunities for parents to become involved in their child's education through Curriculum Night, Barnes and Noble Night, PTA meetings, FCAT night, parent conferences,	Administration	Parent Sign in sheets	Parent Sign in sheets
2	Not all parents are cleared to volunteer	Encourage all parents to register in VIPS the first month of school	Volunteer Coordinator	VIPS enrollment	VIPS reports
3	Communication with parents	Parents will be kept abreast of activities at the school through class/ teacher newsletter, PTA newsletter, announcements on marquee, and through the school website Edline	Administration, teachers	Parent participation	Parent sign in sheets
4	Maintaining high standards of parental participation	Work towards Five Star Award	Administration, Teachers/Volunteer Coordinator	Five Star Award Criteria	Five Star Award
5	Communication with parents	Utilize Parent link to inform parents of events	Administration	Parent participation	Parental attendance/sign in sheets

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
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 Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:			By June 2013, Students proficiency in math and science will increase.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited use of hands on science and math labs/activities	Increase the use of hands on math and science activities	Administration	Lesson PLans	FCAT
2	Materials	Science Labs	Administration	Lesson PLans	FCAT math and science
3	Parental support	Science and Math Fair	Administration and teachers	School wide Science Fair	Science Fair Rubric

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
Intrgrating Scicne into other content areas	All teachers	District and School Staff	School wide	on going	Observations	Administration

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

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

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

Are you a reward school:  Yes  No

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

No Attachment

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
After School tutoring	\$1,500.00

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

The SAC at Acreage Pines Elementary will be reviewing all school data to ensure that the school is following the goals and objectives outlines in the SIP.



# AYP DATA

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

## SCHOOL GRADE DATA

No Data Found

Palm Beach School District ACREAGE PINES ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	87%	88%	94%	69%	338	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	65%			130	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?	53% (YES)	68% (YES)			121	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					589	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District ACREAGE PINES ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	88%	91%	93%	65%	337	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	67%	55%			122	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	63% (YES)	61% (YES)			124	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					583	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested