

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

School Name: STARLIGHT COVE ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Susan Saint John

SAC Chair: TBD/Matthew Payner Co-Chairs

Superintendent: Mr. E. Wayne Gent

Date of School Board Approval: December, 2012

Last Modified on: 9/24/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Susan Saint John	MEd Educational Leadership Reading Certification; Early Childhood and Elementary Education Certification; ELL Endorsed.	18	23	2011-2012- B % Meeting High Standards: Reading 49 Math 42 Writing 77 Science 45 % Making Learning Gains: Reading-76 Math-61 Adequate Progress of Low 25%: Reading- 77 Math- 71 2010-2011- A % Meeting High Standards: Reading 62 Math 65 Writing 81 Science 54 % Making Learning Gains:

					Reading-68 Math-69 Adequate Progress of Low 25%: Reading- 72 Math- 68
Assis Principal	Matthew T. Payner	Educational Leadership Certification; MEd. Guidance and Counseling K-12; ELL Endorsed	9	9	2011-2012- B % Meeting High Standards: Reading 49 Math 42 Writing 77 Science 45 % Making Learning Gains: Reading-76 Math-61 Adequate Progress of Low 25%: Reading- 77 Math- 71 2010-2011- A % Meeting High Standards: Reading 62 Math 65 Writing 81 Science 54 % Making Learning Gains: Reading-68 Math-69 Adequate Progress of Low 25%: Reading- 72 Math- 68

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Lauren Laskowski Graham	BA Elementary Education M Ed. Reading	5	2	2011-2012- B % Meeting High Standards: Reading 49 Math 42 Writing 77 Science 45 % Making Learning Gains: Reading-76 Math-61 Adequate Progress of Low 25%: Reading- 77 Math- 71 2010-2011- A % Meeting High Standards: Reading 62 Math 65 Writing 81 Science 54 % Making Learning Gains: Reading-68 Math-69 Adequate Progress of Low 25%: Reading- 72 Math- 68
					2011-2012- B % Meeting High Standards: Reading 49 Math 42 Writing 77 Science 45

Math	Cassandra White	BA Elementary Education	8	2	% Making Learning Gains: Reading-76 Math-61 Adequate Progress of Low 25%: Reading- 77 Math- 71 2010-2011- A % Meeting High Standards: Reading 62 Math 65 Writing 81 Science 54 % Making Learning Gains: Reading-68 Math-69 Adequate Progress of Low 25%: Reading- 72 Math- 68
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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	Beginning Teacher Assistance Program (BTAP)	BTAP trained facilitators on staff.	May 2013	
2	Partnering Teachers by Department	Administration	August 2012	
3	District staff assistance to help build capacity	Principal	August 2012	
4	National Board Certification	Administration/National Board Teachers/Mentors on staff.	May 2013	
5	Educator Support Program for New Educators	Assistant Principal	May 2013	
6	Team Leaders as support for new educators	Team Leaders	May 2013	
7	Each new teacher has been paired with an experienced "buddy" teacher.	Administration	May 2013	
8	Hospitality Committee will hold monthly themes and events for teachers to participate in, effectively promoting collegiatlity and morale.	Hospitality Committee	May 2013	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No one is out of field at this time.	

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
76	17.1%(13)	63.2%(48)	51.3%(39)	18.4%(14)	34.2%(26)	100.0%(76)	19.7%(15)	3.9%(3)	72.4%(55)

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
Keegan, Cadman, Schwab, Halpern, Ramirez, King, Racow.	Reeves, Wrenne, Hansen, Jacobs, Devin, Slappy, Bodemann, Downing, Austin, Carr, Cook, Hall, Trew.	New Teacher paired with grade level team leader/Clinical Education trained teacher	Follow district's Educator Support Program for new teachers.
Modeling of lessons by veteran teachers using best practices.	All	New Teacher paired with grade level team leader/Clinical Education trained teacher	New teachers will be given time to observe veteran teachers' best practices.
Cathy Kane	All new teachers to school	BTAP-Beginning Teacher Assistance Program	Will cover topics such as "What to expect during FCAT days" and "Where to Turn" resources
LTM, PDD to be used to address Marzano's Art and Science of Teaching.	All	Support for new teacher evaluation system.	District provided videos and resources that model lessons.
Monthly meetings to address walk-through data.	All	Support for new teacher evaluation system.	Discussion on design questions and "look-fors".
Graham (Reading Coach) and White (Math Coach).	All	Build capacity by modeling lessons.	Lessons modeled. New information shared from monthly coach's meetings.
Area Office Support Staff	All	Build capacity by modeling lessons and sharing latest news from the state and district levels.	Modeling of lessons. Sharing of district and state changes.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part A Services are provided to ensure students requiring additional remediation are assisted through after-school programs and/or tutorial programs. Tutorial programs will be held TBD dates and times. Teachers will be asked to communicate with tutors in identifying benchmarks that need re-teaching and/or enrichment. Our Title I Parent Involvement Liaison and our Staff Development Committee will facilitate Professional Learning opportunities for parents. Reading and Math Coaches will deliver professional development to staff at faculty or PDD's. We also have a 21st Century CCLC Grant that services select students after school with tutorial services.

Our entire Grade 5 Team will also be taking part in a district and Florida Atlantic University Partnership program that addresses Student Success Skills.

Title I, Part C- Migrant

A district Migrant Liaison provides services and support to students and parents. They coordinate with Title I and other programs to ensure student needs are met. Our Assistant Principal is our primary Migrant Services Contact and our alternate is our ESOL Guidance Counselor.

Title I, Part D

Our district receives funds to support the Educational Alternative Outreach Program. Services are coordinated under the direction of our district's Alternative Education Department.

Title II

N/A

Title III

Services are provided through the district to improve the education of English Language Learners by providing educational materials and support.

Title X- Homeless

School Counselors play a role in the identification of homeless students. School Counselors provide support and referral to the families to SDPBC resources (ex. Student Intervention Services, free/reduced lunch, SES tutoring) and community resources (ex. Dependent Care Project/Legal Aide).

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction (SAI) funds will be used for one teacher to meet the needs of our academically struggling students according to district and state guidelines.

Violence Prevention Programs

School Counselor / Character Education Contact promotes Character Education in grades K-5. School Counselor and 6 Teachers coordinate the Safe Schools Ambassador program (supported by the Department of Safe Schools) which has the stated goal of reducing episodes of student mistreatment. Our Music Teacher and Grade 5 Teacher coordinate and run the Beat for Peace intervention (drumming circle) which includes excessive school discipline referrals as a risk factor for inclusion into the group. We have begun a School Wide Positive Behavior program (SwPBIS) which is guided by six important principles: Develop a continuum of scientifically-based behavior and academic interventions and supports; Use data to make decisions and solve problems; Arrange the environment to prevent the development and occurrence of problem behavior; Teach and encourage pro-social skills and behaviors; Implement evidence-based behavioral practices with fidelity and accountability; and Screen universally and monitor student performance & progress continuously. We recognize that behavior is functionally related to the teaching environment.

School counselor led classroom guidance lessons promote social emotional development specific to friendship skills, peer pressure, and bullying prevention.

School counselors organize small group counseling for students identified as needed by Tier 2 behavioral support

Our Principal monitors the bullying hotline, adhering to district Bullying Policies and Procedures.

District-wide implementation of Single School Culture.

School-wide appreciation of multicultural diversity.

Nutrition Programs

Our students in Grades 3,4 and 5 will utilize the "Commit to Be Fit" planners and program guides for nutrition and health, following the lead from the district's School Food Service Department. In addition, we have a community accessible "free breakfast" program and all of our students receive a free breakfast. Students are also offered a nutritionally balanced lunch with required choice options. Our cafeterial manager will provide the "Organ-Wise" Nutrition program will all Pre-K through 5 students.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

School counselors embrace the idea that Graduation is Everyone's Business and have incorporated the National Office for School Counselor Advocacy (NOSCA) 's Eight Components of College and Career Readiness Counseling in grades 3-5.

Job Training

N/A

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school-based RtI Leadership Team is comprised of the following members: principal, assistant principal, ESE contact, ELL contact, school psychologist, classroom teachers, reading coach, RtI/Inclusion Facilitator, guidance staff, speech pathologist, school nurse, at times, outside agency representatives.

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 administration provides a common vision for the use of data-based decision-making to ensure:

- a sound, effective academic program is in place
- a process to address and monitor subsequent needs is created
- the School Based Team (SBT) is implementing the RtI processes
- fidelity of implementation of intervention support is documented
- adequate professional development to support RtI implementation is provided
- effective communication with parents regarding school-based RtI plans and activities occurs.

The RtI/Inclusion Facilitator position is now a third year position for SY13. This individual will assist in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 3 (Intensive) interventions, and offer professional development and technical assistance. Federal, state, and district approved interventions such as Wilson Reading, SRA, LLI via our SAI Interventionist, etc... will be utilized.

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?

Members of the school-based RtI Leadership Team will meet with the School Advisory Council (SAC) and will help develop the SY13 SIP. Utilizing the previous year's data, information on Tier 1 (Universal Interventions), Tier 2 (Targeted Interventions), and Tier 3 (Intensive Intervention) targets and focus attention on deficient areas will be discussed. Input will also be gathered from entire staff and parents.

Topics for discussion include, but are not limited to, the following:

- FCAT scores and the lowest 25%
- AYP and subgroups
- strengths and weaknesses of intensive programs
- mentoring, tutoring, and other services.

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

MTSS Implementation

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

science, writing, and behavior.

Baseline data:

- Florida Comprehensive Assessment Test (FCAT)
- Curriculum Based Measurement
- Florida Assessment for Instruction in Reading (FAIR)
- Palm Beach County Fall Diagnostics
- Palm Beach Writes
- K-3 Literacy Assessment System
- Diagnostic Assessment for Reading (DAR)
- Progress Monitoring and Reporting Network (PMRN)
- Comprehensive English Language Learning Assessment (CELLA)
- *FLKRS (Kindergarten Readiness Inventory)
- Discipline Referrals(Gold report)
- Retentions
- Absences
- *PBIS (Positive Behavioral Interventions and Support)
- *Reading Running Record data
- *Educational Data Warehouse (EDW) reports

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
- Discipline Referrals
- *PBIS (Positive Behavioral Interventions and Support)
- *Reading Running Record data
- *Educational Data Warehouse (EDW) reports

End of year data:

- Florida Assessment for Instruction in Reading (FAIR)
- Florida Comprehensive Assessment Test (FCAT)
- FCAT Writes
- *Baseline Ripple Effects inventory data
- *School wide Positive Behavior Interventions/Supports baseline data inventory.
- *PBIS (Positive Behavioral Interventions and Support)
- *Reading Running Record data
- *Educational Data Warehouse (EDW) reports

Frequency of required Data Analysis and Action Planning Days:

- *Learning Team Meetings- weekly.
- *Progress Monitoring and Reporting Network (PMRN)
- Comprehensive English Language Learning Assessment (CELLA)
- Office Discipline Referrals
- Retentions
- Absences

Describe the plan to train staff on MTSS.

Professional development will be offered to RtI/Inclusion Facilitator by district staff every Wednesday during SY13.

The school-based RtI/Inclusion Facilitator will provide in-service to the faculty when necessary on the implementation of the RtI process in addition to the following:

- Problem Solving Model
- Consensus building

- Positive Behavioral Intervention and Support (PBIS)
- Data-based decision-making to drive instruction
- Progress monitoring
- Selection and availability of research-based interventions
- Tools utilized to identify specific discrepancies in reading
- *Ripple Effects program.
- *District provided Train-U trainings

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

Describe the plan to support MTSS.

Follow federal, state and district guidelines and timelines for MTSS interventions.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

*The Literacy Leadership Team (Literacy Committee) is led by our Reading Coach, Mrs. Graham. Other members include Ramirez, Fulk, Lyons, Dipinto, Hamil, Wrenne, Locke, Noroski, Fernandez, Graham, and Connors.

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

Meetings are once a month to plan literacy events, discuss literacy issues, and develop student and teacher involvement. Assignments and roles TBD.

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

Major initiatives include: parent involvement with literacy events and student involvement into reading and literacy activities.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 9/19/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

We offer two classes of the Voluntary Pre-Kindergarten Program at Starlight Cove, in addition to an ESE Pre-K classroom. Ms. Purmort, one of our PRE-K teachers, applied for a program through High Touch, High Tech and received a License for Learning Mini-Grant in the amount of \$1400.00. High Touch, High Tech will bring hands on science experiments into the classroom with visits from the company.

They will both be attending a reception next Thursday at City Place to receive their grant checks. This was such wonderful news that I had to share with you! Great things are happening in our VPK classrooms, thanks to wonderful professionals like Ms. Crockenberg and Ms. Purmort!!! For students who received Pre-K services at Starlight Cove, time is set aside for articulation between pre-school and Kindergarten Teachers. For those students enrolling from private daycare centers, etc., Kindergarten staff share informational flyers and school brochures for these children and their families about our school. FLKRS Data for the previous school year revealed our Readiness Rate at an above average 250/300.

All incoming Kindergarten students at Starlight Cove Elementary School are assessed according to district and state guidelines using the Florida Assessments for Instruction in Reading (FAIR) to determine individual and small group instructional needs as well as individual student strengths and weaknesses. All students are assessed in phonemic awareness, letter knowledge, decoding, encoding, fluency, vocabulary, listening or reading comprehension, and basic mathematic skills.

The data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral

instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data.

When parents and children come for the first time, they are given a tour, a brief meeting with administrators, and time to peruse our handbooks, student planners and agendas and yearbooks. All parents are given a copy of the Grade Level Expectations and Pupil Progression Plans. Whenever possible, we try to introduce the teacher and child to the new teacher(s) before the child actually starts school. Each child is assigned a buddy in the classroom to ease with transition and familiarity. Sometimes our Safety Patrols are paired up with Kindergarten students to help them adjust to our campus as well.

We also hold a special Kindergarten Orientation event entitled "A Welcome to the Success Express" in April of each school year. Parents and students are given a tour of our campus and visit Kindergarten classrooms. Parents also receive calendars, summer preparation packets and a welcome backpack with pencils, crayons , picture word cards, math fact cards, and other academic tools for their child.

A staggered-start is used at the beginning of each school year for Kindergarten so students are not overwhelmed.

Our Kindergarten Team holds monthly parent meetings and "make-and-take" nights throughout the year to keep parents informed and involved, making for a smooth transition.

*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.

N/A

*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?

N/A

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?

N/A

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](#)

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Increase the number of proficient Grades 3-5 students scoring level 3 in Reading. We will have at least 60% of the total population achieve mastery.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% of our students were proficient in Reading, scoring a Level 3 or above on the FCAT. This was an decrease from 62% meeting proficiency last year.	At least 60% of students will meet proficiency.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Fidelity of Implementation of new classroom teachers evaluation system based upon Marzano's Art and Science of Teaching Framework.	Administration to perform classroom walkthroughs, lesson plan and focus calendar reviews to ensure fidelity of implementation	Administration	Marzano's Art and Science of Teaching Framework.	Observation
2	Lack of parental Involvement	Increase parental support with homework via incentives. Monthly parent meetings via grade-level parent nights Parent Academies focusing on academic support SAI and LLI Program(for Reading only), iii, ELL, and ESE services to be completed by assigned staff during the school day. Targeted groups will be identified and serviced in adherence to the federal, state and district criteria as it pertains to each program's requirements. Implement Literacy Team Initiatives. District support team assistance to build teacher capacity.	Teachers and administration	Classroom scores. Test scores	Diagnostic tests. FCAT
3	Resources for differentiated instruction.	Begin implementation of portions of Readers Workshop Model.	Reading Coach	Classroom scores. Test scores	Diagnostic tests. FCAT
	Low support/background knowledge of many ELL	SAI, iii, ELL, and ESE services to be completed	Administration; Teachers	Test scores. Classroom assessment.	Diagnostic tests. FCAT, daily

4	and ESE students.	by assigned staff during the school day. Targeted groups will be identified and serviced in adherence to the federal, state and district criteria as it pertains to each program's requirements.			observations, assessments.
5	Time for differentiated instruction within the classroom.	Reading Coach to work with teachers and students. District support team members to assist with capacity building. SAI, iii, ELL, and ESE services to be completed by assigned staff during the school day. Targeted groups will be identified and serviced in adherence to the federal, state and district criteria as it pertains to each program's requirements. Implement Literacy Team Initiatives. Modeling and support from district staff. LTM planning time.	Reading Coach; Administration; Teachers	Test Scores.	Diagnostic tests. FCAT. Daily Teacher Reflection. Lesson Plans.
6	Incentives and resources	Begin Word of the Week, Idiom of the Week, and "Secret Book" and "Secret Stories" Clubs. Reading Coach to visit all classrooms during the week to discuss and reward participation.	Reading Coach	Classroom scores. Test scores	Diagnostic tests, FCAT, RRR Assessments.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Less than 15 students
2012 Current Level of Performance:	2013 Expected Level of Performance:
Less than 15 students	Less than 15 students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Differentiated instruction resources.	ESE Department will develop and implement strategies such as peer-tutoring and incorporation of the inclusion models best practices to address the two students who take the FAA.	Ott; classroom teachers.	Classroom assessments. Diagnostic Tests.	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 reading. Reading Goal #2a:	Increase the number of proficient Grades 3-5 students scoring level 3 in Reading. We will have at least 60% of the total population achieve mastery.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68 students (20%) of our students scored level 4 or 5 in Reading.	A 10% increase of Level 4 and 5 students would require at least 6 students moving from level 3 to a 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	Teacher focus on struggling students.	Expose teachers to differentiated instruction methods.	PDD Coordinator/Administration.	Diagnostic Scores.	FCAT scores.
2	Lack of parental Involvement	Increase parental support with homework via incentives. Monthly parent meetings. SAI, iii, ELL, and ESE services to be completed by assigned staff during the school day. Targeted groups will be identified and serviced in adherence to the federal, state and district criteria as it pertains to each program's requirements. Implement Literacy Team Initiatives. District support team assistance to build teacher capacity.	Teachers and administration.	Classroom scores. Test scores	Diagnostic tests. FCAT.
3	Incentives and resources	Begin Word of the Week, Idiom of the Week, and Book of the Week Clubs. Reading Coach to visit all classrooms during the week to discuss and reward participation.	Reading Coach	Classroom scores. Test scores	Diagnostic tests, FCAT, RRR Assessments.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Less than 15 students
2012 Current Level of Performance:	2013 Expected Level of Performance:

Less than 15 students	Less than 15 students
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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	Differentiated instruction resources.	ESE Department will develop and implement strategies such as peer-tutoring and incorporation of the inclusion models best practices to address the two students who take the FAA.	Ott; classroom teachers.	Classroom assessments. Diagnostic Tests.	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:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Increase the number of students making learning gains by at least ten percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 73% (179 students) made learning gains in Reading.	A statistically significant increase of 10% would require 17 students to make 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	Teachers and students unaware of those students on the cusp of making learning gains to the next level.	Teachers track student diagnostic and previous years FCAT data. Review data with parents and students. Students track own data.	Classroom Teachers. Students.	Diagnostic tests	FCAT
2	Language and parental involvement.	SAI, iii, ELL, and ESE services to be completed by assigned staff during the school day. Targeted groups will be identified and serviced in adherence to the federal, state and district criteria as it pertains to each program's requirements. School Based Team, parent-teacher-student conferences, and bi-monthly PLT meetings will be utilized to monitor and report effectiveness. Guidance Department will be developing small group counseling (Student Success Skills) for specific students to move them from PL2 to	Teachers; Guidance; Administration	Test scores; increased parental involvement.	FCAT; Classroom reports

		<p>PL3 or better in reading.</p> <p>Will also share SSS curriculum with ESE Teachers so that they can incorporate it with their inclusion efforts.</p> <p>Ready for Success and Student Success Skills will be implemented grades 2-5 through classroom guidance units.</p>			
3	Incentives and resources	<p>Begin Word of the Week, Idiom of the Week, and "Secret Book" and "Secret Stories" Clubs. Reading Coach to visit all classrooms during the week to discuss and reward participation.</p>	Reading Coach	Test scores Diagnostic tests, Classroom scores.	FCAT, RRR Assessments.
4	Resources for differentiated instruction.	<p>Utilize Barnes and Noble Nook Readers. Make available for students and parents to sign out as an alternative reading method.</p>	Administration, Media Specialist, Reading Coach.	Test scores Diagnostic tests, Classroom scores	FCAT; Classroom reports

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:

<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</p> <p>Reading Goal #3b:</p>	<p>Less than 15 students</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>Less than 15 students</p>	<p>Less than 15 students</p>

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	Differentiated instruction resources.	ESE Department will develop and implement strategies such as peer-tutoring and incorporation of the inclusion models best practices to address the two students who take the FAA.	Ott; classroom teachers.	Classroom assessments. Diagnostic Tests.	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:

<p>4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.</p> <p>Reading Goal #4:</p>	<p>We will increase the number of students in the lowest 25% making learning gains by at least ten percent.</p>
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2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 77% (60 students) made gains.	A statistically significant 10% increase would require 6 students in our lowest 25% to 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	Not identifying the lowest 25% properly.	Utilize EDW reports to identify lowest 25% of students in each grade level.	Coaches	Diagnostics, classroom tests.	FCAT
2	Low support/background knowledge of many students.	<p>Immediately identify lowest 25% students, Schedule SAI; Triple iii; pull-out; tutorials to address.</p> <p>Develop time for teams to meet- (LTM) on a bi-monthly basis.</p> <p>Administration to perform classroom walkthroughs, lesson plan and focus calendar reviews to ensure fidelity of implementation.</p> <p>Provide support to ELL students by implementing small ESOL counseling groups targeting specific areas of need. Identify low level ELL group students and target with Student Success Skills Guidance Group</p> <p>Guidance Department will be developing small group counseling (Student Success Skills) for specific students to move them from PL2 to PL3 or better in reading.</p> <p>Will also share SSS curriculum with ESE Teachers so that they can incorporate it with their inclusion efforts.</p> <p>Ready for Success and Student Success Skills will be implemented grades 2-5 through classroom guidance units.</p>	Teachers; tutors; administrators, coach.	Classroom scores. PLT Process reviews, CWT notes, Lesson Plan reviews, Focus Calendar discussions and planning.	FCAT, diagnostic tests.
3	Incentives and resources	Begin Word of the Week, Idiom of the Week, and Book of the Week Clubs. Reading Coach to visit all classrooms during the week to discuss and reward participation.	Reading Coach	Classroom scores. Test scores.	Diagnostic tests, FCAT, RRR Assessments.
	Resources for differentiated instruction.	Utilize Barnes and Noble Nook Readers. Make	Administration, Media Specialist,	Test scores Diagnostic tests, Classroom scores	FCAT; Classroom reports

4		available for students and parents to sign out as an alternative reading method.	Reading Coach.		
5	Varied choices for readers.	Laura Bush Grant received to purchase books for our Media Center.	Media Specialist	Test scores Diagnostic tests, Classroom scores	FCAT; Classroom reports

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 # By SY 2016-2017, we will increase the number of students meeting proficiency standards by 50% by being at at least 74% of our students meeting proficiency.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	49%					

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:	Grades 3-5 Black and Hispanic students will show a ten percent increase in those meeting proficiency standards.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3 through 5, of 110 Black students, 80 (72%) did not meet AYP. Of 175 Hispanic Students tested, 97 (55%) did not meet AYP targets.	Statistically, 11 Black and 18 Hispanic Students need to show gains in order to see at least a 10% 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	Resources for parents.	Make NOOK Readers available to parents to check out and use with their children to encourage reading.	Media Specialist	Classroom tests.	FCAT. Diagnostics.
2	Low parental support/background knowledge of many students.	SAI; iii; ESE, ESOL pull-out and push in; tutorials. Implement Literacy Committee Initiatives. District support team assistance to build teacher capacity.	Administration; Teachers	Classroom scores.	FCAT; Diagnostic tests.
3	Incentives and resources	Begin Word of the Week, Idiom of the Week, and Book of the Week Clubs. Reading Coach to visit all classrooms during the week to discuss and reward participation.	Reading Coach	Classroom scores. Test scores.	Diagnostic tests, FCAT, RRR Assessments.

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Grades 3-5 ELL Students will show a ten percent increase in meeting level 3 and above proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 26%, or 19 of 74 students tested, showed proficiency.	Increasing the scores of at least 7 students would help us achieve a 10 increase in ELL Student scores.

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	Low parental support/background knowledge of many ELL students.	SAI; iii; tutorials. Implement Literacy Team Initiatives. District support team assistance to build teacher capacity.	Principal; Teachers	Test scores; classroom work.	FCAT, diagnostics
2	Low support/background knowledge of many ELL students.	Provide support to ELL students by implementing small ESOL counseling groups targeting specific areas of need. Identify low level ELL group students and target with Student Success Skills Guidance Group	Guidance Counselors	Classroom Guidances Student Success Skills curriculum and lesson plans.	FCAT, diagnostics
3	Incentives and resources	Begin Word of the Week, Idiom of the Week, and Book of the Week Clubs. Reading Coach to visit all classrooms during the week to discuss and reward participation.	Reading Coach	Classroom scores. Test scores	Diagnostic tests, FCAT, RRR Assessments.
4	Incentives	ESOL Team will develop and implement support trainings for ESOL parents.	ELL Coordinator	Classroom scores. Test scores.	Diagnostic tests, FCAT, RRR Assessments
5	Resources for parents.	Make NOOK Readers available to parents to check out and use with their children to encourage reading.	Media Specialist	Classroom tests.	FCAT. 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:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Increase the percentage of SWD meeting high standards.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Only 11 of 58 SWD's (19%) met proficiency.	An increase of 6 students will give us a 10% increase in percentage of SWD students meeting proficiency.

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Incentives and resources	Begin Word of the Week, Idiom of the Week, and Book of the Week Clubs. Reading Coach to visit all classrooms during the week to discuss and reward participation.	Reading Coach	Classroom scores. Test scores	Diagnostic tests, FCAT, RRR Assessments.
2	Low parental support/background knowledge of many students.	SAI; iii; ESE Inclusion, pull-out; push-in; tutorials. Guidance Department will share SSS (School Success Skills) materials with ESE Teachers and will include ESE students in Small Group Student Success Skills. Implement Literacy Team Initiatives.	Administration; Teachers District support team assistance to build teacher capacity.	Classroom scores.	FCAT; Diagnostic tests
3	Resources for parents.	Make NOOK Readers available to parents to check out and use with their children to encourage reading.	Media Specialist	Classroom tests.	FCAT. 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:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Grades 3-5 Economically Disadvantaged Students will reflect at least a ten percent increase in students meeting Level 3 proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
179 out of 326 (55%) of grades 3-5 students showed proficiency in this category.	86%. 18 students need to increase to level 3 to obtain a ten percent increase to make AYP via Safe Harbour.

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	Low parental support/background knowledge of many students.	SAI; iii; pull-out; tutorials. Implement Literacy Team Initiatives. District support team assistance to build teacher capacity.	Teachers; Administration; Tutors.	Classroom scores; test scores	FCAT
2	Incentives and resources	Begin Word of the Week, Idiom of the Week, and Book of the Week Clubs. Reading Coach to visit all classrooms during the week to discuss and reward participation.	Reading Coach	Classroom scores. Test scores	Diagnostic tests, FCAT, RRR Assessments.
3	Resources for parents.	Make NOOK Readers available to parents to check out and use	Media Specialist	Classroom tests	FCAT. Diagnostics.

		with their children to encourage reading.		
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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
Reading Running Record Trainings	K-3	Graham	New primary level Reading Teachers	Once for new staff.	Follow up with teachers.	Graham
Readers Workshop Training	K-5	Graham	New Reading Teachers	Monthly	Feedback from teachers.	Graham
LLI Training as a component of SAI.	2-4	Schwab	Reading Coach, SAI Teacher.	As necessary	Teacher follow up.	Schwab. Distric staff.

Reading 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
Reading Coach to build teacher capacity.	Reading Coach	Title I	\$76,000.00
			Subtotal: \$76,000.00
			Grand Total: \$76,000.00

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:		50% of our ELL Students will score proficient on the FY 13 CELLA Test for Listening and Speaking.			
2012 Current Percent of Students Proficient in listening/speaking:					
41% of our LY ESOL Students scored as proficient on the SY 12 CELLA Test Listening and Speaking portion.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New-comers who are non-speakers, with no parent participation.	Increase oral language, vocabulary, and partner talk.	Use of CLF, ESOL teacher and homeroom teachers.	FCAT. Classroom Assessments. Diagnostic Tests.	ORL's and OLDI's

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 LY ESOL Students will score proficient on the SY 13 CELLA Reading Test.			
2012 Current Percent of Students Proficient in reading:					
21% of our LY ESOL Students scored proficient on the SY12 CELLA Reading Test.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New-comers who are non-speakers, with no parent participation.	Increase oral language, vocabulary, and partner talk.	Use of CLF, ESOL teacher and homeroom teachers.	FCAT. Classroom Assessments. Diagnostic Tests.	Reading Running Records, SRI, Diagnostics, classroom assessments.

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring proficient in writing. CELLA Goal #3:		20% of our LY ESOL Students will score as proficient on the SY13 CELLA Test, Writing portion.			
2012 Current Percent of Students Proficient in writing:					
18% of our LY ESOL Students scored as proficient on the SY12 CELLA Test Writing Portion.					
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
	New-comers who are	Increase oral language,	Use of CLF, ESOL	FCAT. Classroom	Palm Beach

1	non-speakers, with no parent participation.	vocabulary, and partner talk.	teacher and homeroom teachers.	Assessments. Diagnostic Tests.	Writes. Classroom writing assessments.
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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:	Grades 3-5 total population students will achieve 86% proficiency on the FCAT or meet safe harbor requirements by reducing the number of not proficient students by at least ten percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
146, or 42% of our students met proficiency standards.	A 10% increase would require about 15 more students to meet proficiency.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Fidelity of Implementation of new classroom teachers evaluation system based upon Marzano's Art and Science of Teaching Framework.	Administration to perform classroom walkthroughs, lesson plan and focus calendar reviews to ensure fidelity of implementation	Administration	Marzano's Art and Science of Teaching Framework.	iObservation
2	Lack of parental Involvement	Increase parental support with homework via incentives. Monthly parent meetings via grade-level parent nights Parent Academies focusing on academic support SAI and LLI Program(for Reading only), iii, ELL, and ESE services to be completed by assigned staff during the school day. Targeted groups will be identified and serviced in adherence to the federal, state and district criteria as it pertains to each program's requirements. Implement Literacy Team Initiatives. District support team assistance to build teacher capacity.	Teachers and administration	Classroom scores. Test scores	Diagnostic tests. FCAT
	Low support/background knowledge of many students.	ELL and ESE services to be completed by assigned staff during the school day. Targeted groups will be identified and serviced in adherence to the federal, state and district criteria	Teachers, Administration	Classwork; Tests.	FCAT; SSS Diagnostics.

3	<p>as it pertains to each program's requirements. School Based Team, parent-teacher-student conferences, and bi-monthly PLT meetings will be utilized to monitor and report effectiveness.</p> <p>District support team assistance to build teacher capacity.</p> <p>Title I Tutorial will service students deficient in MATH only. Dates and times TBD.</p> <p>Math Coach to ensure fidelity of implementation and provide support, direction and guidance.</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	Less than 15 students
2012 Current Level of Performance:	2013 Expected Level of Performance:
Less than 15 students	Less than 15 students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Differentiated instruction resources.	ESE Department will develop and implement strategies such as peer-tutoring and incorporation of the inclusion models best practices to address the two students who take the FAA.	Ott; classroom teachers.	Classroom assessments. Diagnostic Tests.	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 mathematics. Mathematics Goal # 2a:	Grades 3-5 students achieving above proficiency (Levels 4-5) will increase by at least ten percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56 of our Grades 3-5 students (or 16%) scored in the Level 4-5 range.	Increasing at least 10% would require 6 students to make 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	Teacher focus on struggling students.	Expose teachers to differentiated instruction methods.	PDD Coordinator/Administration.	Diagnostic Scores.	FCAT scores.
2	Low parental support/background knowledge of many students.	<p>ELL and ESE services to be completed by assigned staff during the school day. Targeted groups will be identified and serviced in adherence to the federal, state and district criteria as it pertains to each program's requirements. School Based Team, parent-teacher-student conferences, and bi-monthly PLT meetings will be utilized to monitor and report effectiveness.</p> <p>District support team assistance to build teacher capacity.</p> <p>Title I Tutorial will service students deficient in MATH only. Dates and times TBD.</p> <p>Math Coach to ensure fidelity of implementation and provide support, direction and guidance.</p> <p>Parent Academies focusing on academic support</p>	Teachers; tutors	Classroom scores.	FCAT; diagnostic 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 mathematics. Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Differentiated instruction resources.	ESE Department will develop and implement strategies such as peer-tutoring and incorporation of the inclusion models best	Ott; classroom teachers.	Classroom assessments. Diagnostic Tests.	FCAT

	practices to address the two students who take the FAA.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Grades 3-5 students making learning gains will maintain or increase the 59% achieved.
2012 Current Level of Performance:	2013 Expected Level of Performance:
143 students in grades 3-5 (59%) made gains in Math.	It would require 14 students making gains to see a ten percent gain.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers and students unaware of those students on the cusp of making learning gains to the next level.	Teachers track student diagnostic and previous years FCAT data. Review data with parents and students. Students track own data.	Classroom Teachers. Students.	Diagnostic tests	FCAT
2	Low parental support/background knowledge of many students.	ELL and ESE services to be completed by assigned staff during the school day. Targeted groups will be identified and serviced in adherence to the federal, state and district criteria as it pertains to each program's requirements. School Based Team, parent-teacher-student conferences, and bi-monthly PLT meetings will be utilized to monitor and report effectiveness. Guidance Department will be developing small group counseling (Student Success Skills) for specific students to move them from PL2 to PL3 or better in reading. Counselors will share SSS curriculum with ESE Teachers so that they can incorporate it with their inclusion efforts. Ready for Success and Student Success Skills will be implemented grades 2-5 through classroom guidance units. District support team assistance to build	Teachers; tutors, Guidance Department, Math Coach.	Classroom scores.	FCAT; diagnostic tests.

	teacher capacity.		
	Title I Tutorial will service students deficient in MATH only, by utilizing research-based materials such as Fast Math. Dates and times TBD.		
	Math Coach to ensure fidelity of implementation and provide support, direction and guidance.		
	Parent Academies focusing on academic support		

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:	Less than 15 students
2012 Current Level of Performance:	2013 Expected Level of Performance:
Less than 15 students	Less than 15 students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Differentiated instruction resources.	ESE Department will develop and implement strategies such as peer-tutoring and incorporation of the inclusion models best practices to address the two students who take the FAA.	Ott; classroom teachers.	Classroom assessments. Diagnostic Tests.	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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Grades 3-5 students in the lowest 25% will achieve at least a ten percent increase in those meeting proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (51 students) of the lowest 25% of Grades 3-5 students made learning gains in Math.	A ten percent increase would require at least 5 students to make gains in the lowest 25% category.

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
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1	Not identifying the lowest 25% properly.	Utilize EDW reports to identify lowest 25% of students in each grade level.	Coaches	Diagnostics, classroom tests.	FCAT
2	Limited Home Support.	<p>Identify lowest 25% students immediately. Compile master list of students and services they are receiving to avoid duplication and enhance fidelity of implementation.</p> <p>ELL and ESE services to be completed by assigned staff during the school day. Targeted groups will be identified and serviced in adherence to the federal, state and district criteria as it pertains to each program's requirements. School Based Team, parent-teacher-student conferences, and bi-monthly PLT meetings will be utilized to monitor and report effectiveness to all stakeholders.</p> <p>Guidance Department will be developing small group counseling (Student Success Skills) for specific students to move them from PL2 to PL3 or better in reading.</p> <p>Counselors will share SSS curriculum with ESE Teachers so that they can incorporate it with their inclusion efforts.</p> <p>Ready for Success and Student Success Skills will be implemented grades 2-5 through classroom guidance units.</p> <p>District support team assistance to build teacher capacity.</p> <p>Title I Tutorial will service students deficient in MATH only. Dates and times TBD.</p> <p>Math Coach to ensure fidelity of implementation and provide support, direction and guidance.</p> <p>Administration to perform classroom walkthroughs, lesson plan and focus calendar reviews to ensure fidelity of implementation.</p>	Title I iii teachers, Guidance, and administration.	Diagnostic scores	FCAT; diagnostics.
3	Limited involvement by parents at school center.	Hold activities to draw parent involvement such as literacy nights, math	Administration, teachers	Diagnostic scores	FCAT; diagnostic tests.

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 #					
	By SY 2016-2017, we will increase the number of students meeting proficiency by 50% by having at least 63% of our students meeting proficiency standards.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	42%					

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:	Grades 3-5 Black and Hispanic students will increase proficiency to Level 3 or above by at least ten percent in each subgroup to make AYP via Safe Harbour.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (30/110 Black Students)met proficiency. 45% (78/175) Hispanic Students) met proficiency.	35% of Black Students will meet proficiency. 50% of Hispanic Students met proficiency.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low parental support/background knowledge of many students.	Identify lowest 25% students immediately. Compile master list of students and services they are receiving to avoid duplication and enhance fidelity of implementation. ELL and ESE services to be completed by assigned staff during the school day. Targeted groups will be identified and serviced in adherence to the federal, state and district criteria as it pertains to each program's requirements. School Based Team, parent-teacher-student conferences, and bi-monthly PLT meetings will be utilized to monitor and report effectiveness to all stakeholders. District support team assistance to build teacher capacity. Title I Tutorial will service students deficient in MATH only. Dates and	Administration; Teachers	Classroom scores.	FCAT; Diagnostic tests.

	<p>times TBD.</p> <p>Math Coach to ensure fidelity of implementation and provide support, direction and guidance.</p> <p>Administration to perform classroom walkthroughs, lesson plan and focus calendar reviews to ensure fidelity of implementation.</p> <p>Parent Academies focusing on academic support</p>		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Grades 3-5 ELL Students will increase their total proficiency levels by at least ten percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% of our Grade 3-5 ELL's (19/74) met proficiency in Math.	30% of our ELL Students will meet proficiency standards.

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	Low support/background knowledge of many students.	<p>Identify lowest 25% students immediately. Compile master list of students and services they are receiving to avoid duplication and enhance fidelity of implementation.</p> <p>ELL and ESE services to be completed by assigned staff during the school day. Targeted groups will be identified and serviced in adherence to the federal, state and district criteria as it pertains to each program's requirements. School Based Team, parent-teacher-student conferences, and bi-monthly PLT meetings will be utilized to monitor and report effectiveness to all stakeholders.</p> <p>District support team assistance to build teacher capacity.</p> <p>Title I Tutorial will be service students deficient in MATH only. Dates and times TBD.</p>	Administration; Teachers	Classroom scores.	FCAT; Diagnostic tests.

	<p>Math Coach to ensure fidelity of implementation and provide support, direction and guidance.</p> <p>Administration to perform classroom walkthroughs, lesson plan and focus calendar reviews to ensure fidelity of implementation.</p> <p>Parent Academies focusing on academic support</p>		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	24/66 SWD students met proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (11/58)of our SWD students met proficiency in Math.	23%. A 10% 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
	Low support/background knowledge of many students.	<p>SAI; iii; ESE Inclusion, pull-out; push-in; tutorials.</p> <p>Guidance Department will share SSS (School Success Skills) materials with ESE Teachers and will include ESE students in Small Group Student Success Skills.</p> <p>ELL and ESE services to be completed by assigned staff during the school day. Targeted groups will be identified and serviced in adherence to the federal, state and district criteria as it pertains to each program's requirements. School Based Team, parent-teacher-student conferences, and bi-monthly PLT meetings will be utilized to monitor and report effectiveness.</p> <p>Guidance will be developing small group counseling (Student Success Skills) for specific students to move them from PL2 to</p>	Administration; Teachers Districtsupport team assistance to build teacher capacity.	Classroom scores.	FCAT; Diagnostic tests

1		<p>PL3 or better in reading.</p> <p>Guidance will share SSS curriculum with ESE Teachers so that they can incorporate it with their inclusion efforts.</p> <p>Ready for Success and Student Success Skills will be implemented grades 2-5 through classroom guidance units.</p> <p>District support team assistance to build teacher capacity.</p> <p>Title I Tutorial will be service students deficient in MATH only, by utilizing research-based materials such as Fast Math. Dates and times TBD.</p> <p>Math Coach to ensure fidelity of implementation and provide support, direction and guidance</p> <p>Parent Academies focusing on academic support</p>			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

<p>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5E:</p>	<p>Grades 3-5 Economically Disadvantaged Students will show an increase of at least ten percent in meeting Level 3 or above proficiency levels.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>120/309 or 39% of our Economically Disadvantaged students met proficiency standards in Math.</p>	<p>44%. 12 or more ED students need to meet proficiency in order to achieve a respectable 10% increase.</p>

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
	<p>Low parental support/background knowledge of many students.</p>	<p>Identify lowest 25% students immediately. Compile master list of students and services they are receiving to avoid duplication and enhance fidelity of implementation.</p> <p>ELL and ESE services to be completed by assigned staff during the school day. Targeted groups will be identified and serviced in adherence to the federal,</p>	<p>Administration; Teachers</p>	<p>Classroom scores.</p>	<p>FCAT; Diagnostic tests.</p>

1	<p>state and district criteria as it pertains to each program's requirements. School Based Team, parent-teacher-student conferences, and bi-monthly PLT meetings will be utilized to monitor and report effectiveness to all stakeholders.</p> <p>District support team assistance to build teacher capacity.</p> <p>Title I Tutorial will be service students deficient in MATH only. Dates and times TBD.</p> <p>Administration to perform classroom walkthroughs, lesson plan and focus calendar reviews to ensure fidelity of implementation.</p> <p>Parent Academies focusing on academic support</p>
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End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Training	K-5	White	Math Teachers	1-2 times during the school year to prepare for move to Common Core Standards.	Teacher feedback.	White

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

Math coach to build teacher capacity.	Math Coach.	Title I	\$76,000.00
			Subtotal: \$76,000.00
			Grand Total: \$76,000.00

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:	Grade 5 students will increase their overall proficiency level by at least ten percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% of our Fifth Grade Students met proficiency levels.	An increase of 10% to 48% proficiency.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Fidelity of Implementation of new classroom teachers evaluation system based upon Marzano's Art and Science of Teaching Framework.	Administration to perform classroom walkthroughs, lesson plan and focus calendar reviews to ensure fidelity of implementation	Administration	Marzano's Art and Science of Teaching Framework.	Observation
2	Lack of parental Involvement	<p>Increase parental support with homework via incentives.</p> <p>Monthly parent meetings via grade-level parent nights</p> <p>Parent Academies focusing on academic support</p> <p>SAI and LLI Program (for Reading only), iii, ELL, and ESE services to be completed by assigned staff during the school day. Targeted groups will be identified and serviced in adherence to the federal, state and district criteria as it pertains to each program's requirements.</p> <p>Implement Literacy Team Initiatives.</p> <p>District support team</p>	Teachers and administration	Classroom scores. Test scores	Diagnostic tests. FCAT

		assistance to build teacher capacity.			
3	Hands-on materials and experimental resources.	District support staff to work with teachers to build capacity.	Administration; science teachers	Diagnostic scores	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:	
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	Differentiated instruction resources.	ESE Department will develop and implement strategies such as peer-tutoring and incorporation of the inclusion models best practices to address the two students who take the FAA.	Ott; classroom teachers.	Classroom assessments. Diagnostic Tests.	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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Only 9 Fifth Graders, or 8% scored Level 4 or 5 in Science.	A 10% increase in students scoring Level 4 or 5 requires about 1-2 students to 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	Teacher focus on struggling students.	Expose teachers to differentiated instruction methods.	PDD Coordinator/Administration.	Diagnostic Scores.	FCAT scores.
	Little Time for hands-on activities and resources to keep lab updated.	Continue Science Lab use and purchase of updated equipment. Acquire Lab-Safe tables to increase safety and types of experiments able to be conducted.	Administration; teachers.	Diagnostics	FCAT; Science Fair projects.

2	District support staff to work with teachers to build capacity.			
	Participate in the district Science Fair.			

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Differentiated instruction resources.	ESE Department will develop and implement strategies such as peer-tutoring and incorporation of the inclusion models best practices to address the two students who take the FAA.	Ott; classroom teachers.	Classroom assessments. Diagnostic Tests.	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
Science content support lessons distributed via district staff.	All	Halleran	All	When delivered via district staff.	Teacher feedback.	Halleran

Science Budget:

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

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:		Grade 4 Students will achieve at least a ten percent increase in students in the total population meeting proficiency of Level 3 or above as measured by the FCAT Writes.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
78% (113) of our Grade 4 students scored Level 3 and above.		A ten percent increase in overall students meeting proficiency to 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	Support and direction for teaching writing.	Lucy Calkins Writing Project-modeling, support, capacity building from district trainer.	Teachers; district staff.	Assessments	FCAT Writing

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Lucy Calkins Overview for new teachers.	K-5	Graham	K-5 new Writing teachers.	1-2 times per year.	Teacher feedback. Follow up by Reading Coach.	Graham.

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:	In SY 2013, we will reduce the number of students obtaining 10 or more absences throughout the year by 10%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
There were 229 students with 10 or more absences (excused and unexcused).	A reduction of 23 students will be a 10% decrease in students with excessive absences.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
1	Less than 200
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
3	na

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Home follow-up. Communication, language and even literacy issues.	<p>Continue district truancy policy procedures which includes mandatory letters sent to home.</p> <p>Reward perfect attendance.</p> <p>Provide support to ESOL parents by collaborating with teachers, administrators and CLF's.</p> <p>Conduct parenting class/trainings* in native language to educate ESOL parents on effective parenting skills to promote academic, career and/or personal/social development of their students.</p> <p>School counselor will use SY2012 data to identify students with pattern of nonattendance and then provide small group counseling and academic advisement to identified students.</p>	Guidance Counselor; Teachers; attendance clerk; Awards Committee.	Attendance records.	Attendance data

		School Counselor, Music Teacher & Teacher will use Beat for Peace as an attendance intervention.		
		Bilingual Counselor will identify ELL students with pattern of nonattendance		

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
Continue School-Wide Positive Behavioral Support Team meetings and implementation of goals.	All	Purmort	All	Monthly meetings.	Teacher feedback. District feedback.	Purmort

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:	Reduce the number of students receiving OSS days from 4% of our population (29 students) to at least 3% of our population (24 students).
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
na	na
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
na	na
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
na	na
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
29 students were suspended out of school last year- a total of 4% of our population.	Decrease the amount of students suspended out of school to 2% or lower.

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 of expected behaviors and lack of involvement, along with difficulty contacting parents in a timely manner. Consistency of discipline policies and procedures.	School Ambassador Program to address peer to peer issues. Beat for Peace Program targeting at-risk youth. School Wide implementation of Ripple Effects computer interface program. District School-Wide Positive Behavior Supports. "Green Day" activities to reward students following expectations. CHAMPS Expectations posted school-wide. Look into an In-School Suspension Room and Monitoring.	Guidance Counselors, teachers, Administration.	Decrease in out of school suspension rates.	Gold Report suspension data. Monthly Discipline Reports.
	Daily Stressors.	Individual and whole group topics on study skills, handling test anxiety, learning styles, etc...	Guidance Counselors	Feedback	Ripple Effects feedbacks, small group and individual counseling

2		Using SY2011 data school counselor will provide small group counseling to students identified as have 5 or more discipline events.			attendance.
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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: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	See Parent Involvement Policy
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2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
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See Parent Involvement Policy	See Parent Involvement Policy
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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	Communication barriers.	<p>Provide Parent workshops in English AND Spanish. These Parent Workshops will be held after every Monthly SAC Meeting and will include topics such as "Understanding the Sunshine State Standards and Student Promotion Requirements"; "Smart Teacher Conferences"; "What to do about FCAT?"; and Cyberbullying and Internet Safety".</p> <p>Provide translation of SAC agendas.</p> <p>Begin montly school newsletter.</p> <p>Conduct parenting class/trainings* in native language to educate ESOL parents on effective parenting skills to promote academic, career and/or personal/social development of their students.</p> <p>COST: The school would need to purchase a specific parenting program available in Spanish; for example, the STEP program. The ESOL school counselor would need to be trained in the program to be utilized.</p>	Guidance Counselors	<p>Parent Workshop Agendas.</p> <p>Newsletters will be kept on file.</p>	VIPs Logs, sign in sheets, SEQ results.
	No time for parents to commit to coming to school due to job(s) etc..	<p>Hold PTA, SAC and Parent Workshops on the same nights.</p> <p>Increase reminders to all parents via phone call out system.</p> <p>Increase incentives to attend meetings and</p>	SAC Chairs, PTA, Principal, Guidance Counselors	VIPs Logs, sign in sheets, SEQ results. Parent Workshop Agendas.	VIPs Logs, sign in sheets, SEQ results.

2		<p>conferences by offering food (where allowable) door prizes, etc, for parents who attend a specified number of events tbd.</p> <p>Have each grade level sponsor one event during the school year to target specific audiences, such as Science Fair Project Display Night.</p> <p>Continue "Fun with your Kindergartener" monthly meetings.</p> <p>Utilize the services of our business partners (Dominoes, Little Ceasars Pizza, Costco) to provide goods/services as an incentive for parents to attend meetings.</p> <p>Begin Parent Training Sessions to help parents with academic questions they are faced with when trying to help their children.</p>			
3	<p>Parental involvement in developing School Improvement Plan, Family Involvement Plan and School-Home Compact.</p>	<p>Host Annual Meeting to provide stakeholders with necessary information, such as AYP, School Grade and NCLB status.</p> <p>Provide "Feedback Form" at SAC Meetings when we discuss the School Improvement Plan, Family Involvement Plan and School-Home Compact. Hold discussion on needs, wants, goals.</p> <p>In addition to the above, the SAC will meet monthly to evaluate FCAT, FAIR, SRI and Diagnostic tests to direct additions or deletions to the SIP to meet student need.</p>	<p>SAC Chair; Administration</p>	<p>Input to be used to formulate School Improvement Plan, Family Involvement Plan and School-Home Compact</p>	<p>Feedback forms, parent surveys</p>
4	<p>Recruitment and retention of volunteers and business partners.</p>	<p>Increase reminders to all parents via phone call out system.</p> <p>Provide Parent workshops in English AND Spanish.</p> <p>Utilize the VIP's website for resources and monitoring.</p>	<p>Administration Volunteer Coordinator</p>	<p>VIPs Logs, sign in sheets, SEQ results. Parent Workshop Agendas</p>	<p>VIPs Logs, sign in sheets, SEQ results</p>
5	<p>Employ a Parent-Involvement Coordinator to assist with parent and community outreach.</p>	<p>Parent Involvement Coordinator.</p>	<p>Administration</p>	<p>VIPs Logs, sign in sheets, SEQ results. Parent Workshop Agendas</p>	<p>VIPs Logs, sign in sheets, SEQ results</p>
	<p>Father or other</p>	<p>Continue with the ARMY</p>	<p>Assistant Principal</p>	<p>VIPs Logs, sign in</p>	<p>VIPs Logs, sign in</p>

6	significant male role-model Involvement in children's lives.	(Active, Responsible, Men for Youth) Initiative.	Guidance Counselors and/or other male staff members.	sheets, SEQ results. Parent Workshop Agendas	sheets, SEQ results
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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
Transition to new report card for K and 1.	K-1	Schwab	K-1 Teachers.	Before end of first trimester.	Teacher follow up.	Schwab

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
Parent-friendly resources for meetings.	1).Color printers for EDW print-outs, parent flyers, etc.. 2). Headsets for language interpretation by language interpreters during meetings.	Title I	\$10,000.00
			Subtotal: \$10,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Supplies for parent nights and workshops.	Paper; ink for color print-outs, pens, pencils, etc..	Title I	\$2,764.00
			Subtotal: \$2,764.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Employ a Parent Liaison		Title I	\$23,000.00
			Subtotal: \$23,000.00
			Grand Total: \$35,764.00

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:	

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

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement	Parent-friendly resources for meetings.	1).Color printers for EDW print-outs, parent flyers, etc.. 2). Headsets for language interpretation by language interpreters during meetings.	Title I	\$10,000.00
				Subtotal: \$10,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement	Supplies for parent nights and workshops.	Paper; ink for color print-outs, pens, pencils, etc..	Title I	\$2,764.00
				Subtotal: \$2,764.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Coach to build teacher capacity.	Reading Coach	Title I	\$76,000.00
Mathematics	Math coach to build teacher capacity.	Math Coach.	Title I	\$76,000.00
Parent Involvement	Employ a Parent Liaison		Title I	\$23,000.00
				Subtotal: \$175,000.00
				Grand Total: \$187,764.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 9/20/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
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Reading and Math Coaches. RtI and differentiated instruction materials. Supplies for meetings. Research based programs.	\$190,000.00
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Describe the activities of the School Advisory Council for the upcoming year

The SAC will meet on the first Wednesday of every month. Efforts will be made to get new parents to participate and become involved in the SAC and decision making processes. Activities will include discussion and approval of the SIP and all other items related to the smooth running of Starlight Cove Elementary School.

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 STARLIGHT COVE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	62%	65%	81%	54%	262	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	68%	69%			137	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	72% (YES)	68% (YES)			140	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					539	
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 STARLIGHT COVE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	60%	61%	68%	40%	229	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%	45%			106	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?	56% (YES)	45% (NO)			101	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					436	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested