FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: CALUSA ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Jamie Wyatt

SAC Chair: Linden Codling

Superintendent: Mr. Wayne Gent

Date of School Board Approval:

Last Modified on: 11/7/2012

Gerard Robinson, Commissioner
Florida Department of Education
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Tallahassee, Florida 32399

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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					Principal of Calusa Elementary in 2011-2012: Grade: A Reading Mastery : 74%, Math Mastery: 70% Writing Mastery:93, Science Mastery:66%. Learning Gains Reading- 75, Learning Gains Math-76%, LG lowest 25% Reading- 78%, LG lowest 25% Math- 81%
					Principal of Calusa Elementary in 2010-2011: Grade: A Reading Mastery : 92%, Math Mastery: 87% Science Mastery:79%. Learning Gains Reading- 75, Learning Gains Math- 68, LG lowest 25% Reading- 72, LG lowest 25% Math- 67 AYP- met in all subgroups, 100% criteria
					Principal of Village Academy in 2009-2010 Grade: C- Reading Mastery-47% , Math Mastery-62%

Principal	Jamie Wyatt	BA- Elementary Education and a Masters of Science in Educational Leadership	2	11	Science Mastery 38%, Writing Mastery 89%, Learning Gains Reading-54% , Learning Gains Math 63%, LG lowest 25%-Reading- 61% LG lowest 25% Math- 62% AYP-79% met. Village Academy did not make AYP in any of the subgroups for both Reading and Math. Principal of Melaleuca Elementary in 2008-2009: Grade: A Reading Mastery : 70%, Math Mastery: 74% Science Mastery:53%. Learning Gains Reading- 71, Learning Gains Math- 77, LG lowest 25% Reading- 61, LG lowest 25% Math- 73 AYP- met in all subgroups, 100% criteria 2007-2008: Grade: B Reading Mastery: 63% Math Mastery: 68% Science Mastery: 35% Learning Gains Reading- 63, Learning Gains Math- 72 LG lowest 25% Reading-63 LG lowest 25% Math- 72 AYP: 95%, SWD subgroup did not meet AYP in Reading and Math. 2005-2006
Assis Principal	Christopher Wotton	Bachelor of Art – Florida Atlantic University, Master of Art Florida Atlantic University. Florida Certification- Educational Leadership all levels, ESOL Endorsed, English 6-12	8	8	Assistant Principal of Calusa Elementary in 2010-2011: Grade: A Reading Mastery : 92%, Math Mastery: 87% Science Mastery:79%. Learning Gains Reading- 75, Learning Gains Math- 68, LG lowest 25% Reading- 72, LG lowest 25% Math- 67 AYP- met in all subgroups, 100% criteria Assistant Principal of Calusa Elementary in 2009-2010 Grade A: Reading Mastery: , Math Mastery; Science Mastery; Learning Gains Reading; , Learning Gains Math; , LG lowest 255- Reading; , LG lowest 25%-Math, Assistant Principal of Calusa Elementary in 2008-2009: Grade: A, Reading Mastery: 91%, Math Mastery: 89%, Science Master: 78%, Writing Mastery: 94%. AYP: 97%. ED did not make AYP in Reading. 2007-2008: Grade: A, Reading Mastery 89%, Math Mastery 91%, Writing Mastery, 83%, Science Mastery 67%. Learning Gains Reading-AYP: 87%. Ed and SWD did not make AYP in Reading or Math. 2006-2007: Grade: A, Reading Mastery 89%, Math Mastery 91%, Writing Mastery 91%, Science Mastery 73%. AYP: 100%.

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.

	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)
No data submitted					

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Continue to accept interns from local universities	Assistant Principal	Ongoing	

2	2. Partner new teachers with veteran staff	Assistant Principal	Ongoing	
3	3. Mentor program for all teachers	Assistant Principal	Ongoing	
4	4. Attend district and college campus job fairs to recruit highly qualified teachers.	Principal	Ongoing	

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 data submitted	

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
64	1.6%(1)	17.2%(11)	46.9%(30)	34.4%(22)	39.1%(25)	93.8%(60)	17.2%(11)	1.6%(1)	79.7%(51)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Norma Bledsoe and Lisa Lorenz	Jodi Noel	Ms. Bledsoe was chosen as she is the ESE team leader and Ms. Noel is teaching in an ESE unit. Ms. Lorenz was chosen for her ability to provide academic instructional assistance to Ms. Noel.	1. The mentors and mentee will meet weekly for the first few months of school to review the mentees plans, provide guidance and answer questions. 2. The mentors and mentee will meet biweekly starting in November. 3. The mentee will visit the mentors' classroom to observe the mentor model effective instruction. 4. The mentor will informally observe the mentee teacher and provide feedback at least once a semester.

ADDITIONAL REQUIREMENTS

Coordination and Integration

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

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

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based MTSS Leadership Team.

The school-based MTSS Leadership Team is comprised of the following members: principal, assistant principal, ESE contact, ESOL contact, school psychologist, classroom teachers, Learning Team Facilitator (LTF), Speech Language Pathologist, and guidance staff.

The principal 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 RTI processes

assessment of RTI skills of school staff is conducted

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.

RTI Facilitator: The RTI facilitator position is not in school budget's this year, however the other members of the RTI leadership team will assist the principal in overseeing the entire RTI process at the school. All members of the team will provide professional development to the staff in reference to effective interventions, using CBM's to progress monitor the effectiveness of the interventions and graphing and analyzing student data. The members of the team will also case manage and provide interventions for students in Tier III.

The ESE Contact: The ESE contact will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. The ESE contact will also collaborate with general education and special education teachers to create goals and interventions for individual students. The ESE contact will also work collaboratively with the general education teachers to implement effective interventions for Tier II and Tier III students. Student data will be collected and analyzed to see if students are responding to the intervention.

The ESOL Contact: The ESOL contact will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. The ESOL contact will also collaborate with general education and ESOL teachers to create goals and interventions for individual students. The ESOL contact will also work collaboratively with the general education teachers tin implement effective interventions for Tier II and Tier III students. Student data will be collected and analyzed to see if students are responding to the intervention.

The Psychologist: The psychologist will actively participate in all SBT/RTI meetings. This will include collection, interpretation , and analysis of data, facilitating development of intervention plans, providing support for intervention fidelity and documentation, providing professional development and technical assistance for problem solving activities including data collection, data analysis, intervention planning, and program evaluation, and facilitating data based decision making activities.

The Guidance Counselor: The guidance counselor will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. She will also be responsible for tracking school based team referrals. The guidance counselor will also provide social and behavioral interventions and track and monitor their progress. The guidance counselor will also provide ongoing professional development in PBIS and meet with individual teachers to help create appropriate interventions for individual students.

Speech Pathologist: The speech pathologist will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. The Speech Pathologist will also collaborate with general education and special education teachers to create goals and interventions for individual students. The Speech Pathologist will also work collaboratively with the general education teachers to implement effective interventions for Tier II and Tier III students. Student data will be collected and analyzed to see if students are responding to the intervention.

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

The school-based MTSS Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team.

The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

* Problem Solving Model

The four steps of the Problem Solving Model are:

Problem Identification entails identifying the problem and the desired behavior for the student.

Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

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

Members of the school-based MTSS 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, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed.
Topics for discussion include, but are not limited to, the following:
FCAT scores and the lowest 25%
school 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
KCore 12
Diagnostic Assessment for Reading (DAR)
Progress Monitoring and Reporting Network (PMRN)
Comprehensive English Language Learning Assessment (CELLA)
Office Discipline Referrals
Retentions
Absences

Midyear data:
Diagnostic Assessment for Reading (DAR)
Palm Beach County Winter Diagnostics
Palm Beach Writes
Progress Monitoring and Reporting Network (PMRN)
K-3 Literacy Assessment System

End of year data:
Florida Comprehensive Assessment Test (FCAT)
FCAT Writes

Frequency of required Data Analysis and Action Planning Days:
Once within a cycle of instruction (refer to appropriate focus calendar)

Describe the plan to train staff on MTSS.

During the pre-planning days teachers will be provided a review training on the MTSS/RTI process. This training will be geared to reviewing the problem solving approach as well as understanding a proactive approach to helping children who appear to be struggling academically, behaviorally or socially. On going training will occur during LTM's on interventions that match student deficit, data based decision making, using curriculum based measures as probes and for progress monitoring and

data collecting, tracking and graphing.

The MTSS leadership team will discuss individual PD needs based upon observation of the school's implementation of RTI.

Describe the plan to support MTSS.

In order to support MTSS administration will ensure that there is a block of time provided in the schedule each week to meet as a team. Administration will also ensure that all of the necessary resurces and materials are availble to implement research based interventions.Administration will continue to monitor all aspects of the MTSS plan to ensure all students are being provided with the necessary servies and all teachers are being provided with the necessary support to implement best practice instruction.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The LLT will be comprised of:
Principal- Jamie Wyatt
Assistant Principal- Chris Wotton
ESOL contact-Lisa Hirschy
Kindergarten - Jennifer Shore
First Grade- Sharon Messinger
Second Grade- Alyce Lewert
Third Grade- Sharon Cruise
Fourth Grade- Dawn Esposito
First Grade- Linden Codling
SAI- Judith Lahr
Fifth Grade- Rayna Spector

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

The LLT will meet monthly to evaluate and review the SIP goals as well as the effectiveness of the literacy professional development occurring during PDDs and Learning Team Meetings. The LLT will communicate with both the professional development team as well as the SBT to ensure the literacy initiatives are being implemented with fidelity.

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

1.Target our lowest 25% ensuring PD on using interventions that match student deficits
2.Oversee the progress of building and leveling classroom libraries to ensure that students have a variety of books to choose from that match their text levels and interests as well as books that have the right complexity levels.
3. Planning a comprehensive Family Literacy Night.
4. Overseeing the implementation of the 90 minute reading blocks and ensuring the fidelity of the implementation of balanced literacy in grades K-5
5. Implementation of Reciprocal teaching K-5
6. Implementation of the New Common Core standards

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

[ ]

*High Schools Only

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

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

[ ]

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

[ ]

Postsecondary Transition

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

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

[ ]

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By June 2013, 69% (284)of the students will score level 3 or higher on the reading FCAT.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
Based on the SY2012 FCAT, 68% (277) of our students achieved mastery in the area of reading.	69% (284) of our students will achieve mastery in reading on the SY2013 FCAT.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.0 Ability to teach to the complexity level that is required by the standards	1.0 Teachers will continue to unpack the standards to have a clear understanding of what students should know and be able to do and at what level.	1.0 Administration	1.0 Analyze student work and formative and summative assessment.	1.0 Instructional scales and Formative and Summative assessments.
2	1.1 Finding the financial resources to purchase books , articles and written materials that are written at the text exemplar levels suggested by the state.	1.1 All students in grades K-5 will be exposed to and instructed with text that is written at the text exemplar level suggested by the state in all subject areas.	1.1 Administration	1.1 Analyze student work and formative and summative assessment.	1.1 Instructional rubrics and Formative and Summative assessments
3	1.3 Time constraints	1.3 Student achievement/data chats will be conducted with all students following the Fall and Winter Diagnostic assessments to identify strengths and weaknesses and set goals	1.3 Teachers and administration	1.3 Monitor students' progress on mini assessments as well as Fall to Winter Diagnostic	1.3.Mini assessment and Fall and Winter Diagnostics, and RRR's
4	Instructional Focus Calendar may have to be revisited/revised frequently.	Teachers will create and utilize Instructional Focus Calendars for Reading based upon the district's scope and sequence that will outline the time frames for all benchmarks to be taught as well as secondary benchmarks as determined by student data	Administration	Ongoing analysis of formative and summative assessments	Formative and summative assessments including mini assessments, Diagnostics, SRI, and RRR's
5	Accommodating the many different learning styles	Implement differentiated instruction with fidelity to meet the needs of all learning styles to maximize individual students learning potential	Administration	Ongoing analysis of formative and summative assessments, RRR, classroom walkthroughs	Formative and summative assessments including mini assessments, Diagnostics, RRR, and common assessments

6	Ensure that teachers are using this strategy consistenly.	Reciprocal teaching will be implemented K-5	Administration	Ongoing analysis of formative and summative assessments, classroom walkthroughs	Formative and summative assessments including mini assessments, Diagnostics, SRI and RRR.
7	Students having difficulty with transitioning.	Students in grades 3-5 will be instructed through a departmentalization model to ensure increased use of bell-to-bell instruction and time on task lessons.	Administration	Classroom walkthroughs and ongoing analysis of formative and summative assessments	Analysis of classroom walkthroughs, Formative and summative assessments including mini assessments, Diagnostics, SRI, and RRR's.
8	Vocabulary taught out of context.	Students will be instructed with the increased use of vocabulary instruction within context.	Administration	Ongoing analysis of formative and summative assessments	Formative and summative assessments including mini assessments, Diagnostics, common assessments and RRR's
9	Student attendance might not be as high as expected due to transportation issues.	An afterschool Tutorial/enrichment program will be implemented.	Administration	Ongoing analysis of formative and summative assessments	Analysis of classroom walkthroughs, Formative and summative assessments including mini assessments, Diagnostics, SRI, and RRR's.
10					

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:	There will be a 20% decrease in the number of students performing at levels 4,5 and 6 on the 2013 Florida Alternative Assessment in Reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 results of the Florida Alternative Assesment, 20%(1) of the students scored a level 4, 5 and 6 in Reading	Based on the 2013 results of the Florida Alternative Assessment, 100% of the students will score a 7,8 or 9 in Reading.

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.0 No anticipated barrier	1.0 Student participating in FAA will be instructed on grade level State standards with Grade level text to expose them to a rigorous curriculum.	1.0 Administration	10. Classroom walkthroughs and Ongoing analysis of formative and summative assessments	1.0 Anaysis of clasroom walkthroughs Formative and summative assessments including mini assessments, Diagnostics and RRR's

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:	There will be a 3% increase in the number of students achieving a level 4 or 5 on the 2013 FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT Reading data 196 students or 48% of the students scored at level 4 or 5 in grades 3-5.	In grades 3-5, 51% of the students will achieve a level 4 or 5 on the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.0 Training teachers to implement this strategy. with fidelity.	2.0 Teachers will integrate content and reading in order to develop world knowledge and academic vocabulary which will lead to greater reading comprehension across the subject areas.	2.0 Administration	2.0 Analyze student work and formative and summative assessment.	2.0 Instructional scales and Formative and Summative assessments
2	2.1. Consistency of the implementation of critical thinking skills embedded in instruction	2.1. Through collaborative planning and unpacking of the standards teachers will incorporate instructional activities that encompass the higher levels of the 'DOK"	2.1. Administration	2.1. Administration and teachers will analyze student products during Learning Team meetings	2.1. Instructional scales and formative and summative assessments
3	2.2. Ensuring that students consistently attend.	2.2. Provide after school enrichment in Reading	2.2. Administration	2.2. Analysis of student products	2.2Instructional scales and formative and summative assessments.
4	2.3 Student motivation to independently read	2.3. Reading Counts will be implemented in grades K-5	2.3. Teachers and administration	23. Analyzing the Reading Counts Management Tool	2.3. Reading Counts Management Tool
5	2.4 The ability to accelerate and deepen the curriculum for high performing students	2.4 Two classes per grade level will be homogeneously grouped with high performing students	2.4 Aministration	2.4 Administration and teachers will analyze student products and formative assessments during Learning Team meetings	2.4 Instructional scales and formative and summative assessments
6	2.5 No anticipated barriers	2.5 Students will engage in inquiry based projects requiring in depth researching	2.5 Administration	2.5 Administration and teachers will analyze student products and formative assessments during Learning Team meetings	2.5 Instructional scales and formative and summative assessments
7	2.6 No anticipated barrier	2.6 Blooms Taxonomy and the Webb's depths of knowledge will be incorporated into daily lessons.	2.6 Administration	2.6 Administration and teachers will analyze student products and formative assessments during Learning Team meetings	2.6 Instructional scales and formative and summative 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.	There will be a 40% increase in percentage of students achieving a 7 or above on the 2013 Florida Alternative Assessment in Reading.

Reading Goal #2b:	

2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 Florida Alternative Assessment 60% of the students achieved a level 7 or above in reading.	Based on the 2013 results of the Florida Alternative Assessment, 100% of the students will score in achieve a level 7 or above in Reading

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.0 No anticipated barrier	2.0 Students participating in FAA will be instructed on grade level State standards with grade level text to expose them to a rigorous curriculum.	2.0 Administration	2.0 Classroom walkthroughs and ongoing analysis of formative and summative assessments	2.0 Anaysis of clasroom walkthroughs Formative and summative assessments including mini assessments, Diagnostics and RRR's

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:	There will be a 6% increase in the number of students in grades 4-5 will make Learning Gains on the 2013 Reading FCAT.

2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT Reading data 172 students or 74% of the students made Learning Gains in grades 4-5.	By May 2013, 80% of the students in grades 4-5 will make Learning Gains on the 2013 Reading FCAT.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.0 No anticipated barrier	3.0 teachers will systematically increase the amount of academic background knowledge which will increase students' reading comprehension and overall academic achievement.	3.0 Administration	3.0 Analyze student work and formative and summative assessment.	Formative and summative assessments including mini assessments, Diagnostics and RRR's
2	3.1. No anticipated barrier	3.1. Utilize an interactive data wall to target individual students; Student data will be disaggregated and analyzed. Students who are performing below their previous tested level or who are not proficient will be provided with immediate intensive Reading intervention outside of the 90 minute block.	3.1. Teachers and administration	3.1. Administration and teachers will review student assessment results including progress monitoring data to determine if students are making adequate progress toward benchmark	3.1 The district Diagnostic assessment and ongoing progress monitoring tools
	3.2 Accommodating the	3.2. Implement	3.2. Administration	3.2. Ongoing analysis of	3.2 Formative and

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3	many different styles of learning	differentiated instruction with fidelity to meet the needs of all learning styles to maximize individual students learning potential		formative and summative assessments	summative assessments including mini assessments, Diagnostics and RRR's
4	3.3 Wall space and the the safety hazard of having too much paper on the walls.	3.3 Anchor charts will be used to provide visual support to students as well as create classroom references and define shared understandings of Reading concepts under study	3.3 Administration	3.3 Ongoing analysis of formative and summative assessments	Formative and summative assessments including mini assessments, Diagnostics and RRR's
5	3.4 Finding funding to purchase a large number of non-fiction text to support	3.4 Teachers will incorporate informational text in the curriculum to increase student motivation and build comprehension skills	3.4 Administration	3.3 Ongoing analysis of formative and summative assessments	3.4 Formative and summative assessments including mini assessments, Diagnostics and RRR's
6	3.5 Funding to support the purxchase of IPADs and Itouches for all classes.	3.5 Students will have access to reading softare on IPADs and Itouches during the 90 minute reading block and after school in the after care program.	3.5 Administration	3.5 Ongoing analysis of formative and summative assessments	3.4 Formative and summative assessments including mini assessments, Diagnostics and RRR's
7	3.6 Funding to support the A-Z subscription	3.6 Teachers will utilize A-Z ficiton and non fiction leveled readers to b e used for small group and independent reading.	3.6 Administration	3.5 Ongoing analysis of formative and summative assessments	3.4 Formative and summative assessments including mini assessments, Diagnostics and RRR's

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	There will be a 3% increase in the percentage of students making Learning Gains on the 2013 Florida Alternative Assessment in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the results of the 2012 Florida Alternative Assessment 32% (8) of the students made Learning Gains in Reading.	Based on the 2013 results of the Florida Alternative Assessment, 35% of the students will make Learning Gains in Reading.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.0 No anticipated barrier.	3.0 Student participating in FAA will be instructed on grade grade level state standards with grade level text to expose them to a rigorous	3.0 Administration	10. Classroom walkthroughs and ongoing analysis of formative and summative assessments	1.0 Anaysis of clasroom walkthroughs Formative and summative assessments including mini assessments, Diagnostics and RRR's

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

	4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	There will be a 5% increase in the number of students in the lowest 25% receiving a learning gain on the 2013 FCAT Reading
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	Based on 2012 FCAT Reading data 65% of the students in the Lowest 25% made learning gains in grades 3-5.	In grades 3-5, 70% of the students in the lowest 25% will achieve a learning gain on the 2013 FCAT

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4.0 Making sure students are attending consistently.	4.0 Provide before and afterschool tutoring for all students that are performing below grade level in any subject.	4.0 Administration	4.0 Evaluate pre and post tests, student work district and state summative assessments	4.0 FCAT, mimi assessments, Diagnositics and RRR's
2	4.1. Finding enough instructional staff to provide the extra services.	4.1. Students performing below grade level in reading will be provided with an extra 30-60 min. of intensive instructional interventions that match student deficits before , during or after school.	4.1. The School Based Team	4.1. Teachers will use a weekly progress monitor tool to track response to intervention	4.1. Specific progress monitoring tool for individual students, mini assessments, Diagnostics and RRR's
3	4.2. No anticipated barrier	4.2. Utilize an interactive Data wall to target students in lowest 25% and track their progress. Students not making progress will be brought back to School based team.	4.2. Teachers and administration	4.2. Administration and teachers will review student assessment results including progress monitoring data to determine if students are making adequate progress toward benchmark	4.2. Progress monitoring Tool, mini assessments, Diagnostics and RRR's.
4	4.3 Time constraints	4.3. Student achievement/data chats will be conducted with all students following the Fall and Winter Diagnostic assessments to identify strengths and weaknesses and set goals.	4.3.Teachers and administration	4.3. Monitor students' progress on mini assessments as well as Fall to Winter Diagnostic	4.3.Mini assessment and Fall and Winter Diagnostics, and RRR's
5	4.4 No anticipated barriers	4.4 Wilson/Fundations, a researched based program will be used during skills groups within the 90 minute block, the iii block and during before and after school intervention time with students performing in the lowest 25% due to foundation gaps.	4.4 Teachers and administration	4.4 Monitor students' progress on mini assessments as well as weekly Fundations assessments	4.4 Fundation assessments, mini assessments and RRR's
6	4.5 No anticipated barriers	4.5. Provide scaffolding for students reading below grade level that does not preempt or replace the test.	4.5 Teachers and administration	4.5. Administration and teachers will review student assessment results including progress monitoring data to determine if students are making adequate progress toward benchmark	4.5 Results of formative and summative assessments.

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 #					
	"In six years our school will reduce the achievement gap by 50%. 5A :					

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
			79	81		

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:	The following subgroups did not meet the 2012 Reading targets: Asian, Black, Hispanic, White. All subgroups will meet the 2013 targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Asian 22%, Black 50%, Hispanic 28%, White 21%	By 2013 6% Asain, 42% Black, 24% Hispanic and 17% White will not make satisfactory progress.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5.1. No anticipated barrier	5.1. Utilize an interactive Data wall to target individual students; Student data will be disaggregated and analyzed. Students who are performing below their previous tested level or who are not proficient will be provided with immediate intensive Reading intervention outside of the 90 minute block.	5.1. Teachers and administration	5.1. Administration and teachers will review student assessment results including progress monitoring data to determine if students are making adequate progress toward benchmark	5.1 The district Diagnostic assessment and ongoing progress monitoring tools
2	5.2 Time constraints	5.2 Student achievement/data chats will be conducted with all students following the Fall and Winter Diagnostic assessments to identify strengths and weaknesses and set goals	5.2 Teachers and administration	5.2 Monitor students' progress on mini assessments as well as Fall to Winter Diagnostic	5.2 Mini assessment and Fall and Winter Diagnostics, and RRR's

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:	The ELL subgroup will meet the 2013 reading target
2012 Current Level of Performance:	2013 Expected Level of Performance:
ELL 45%	34% of the ELL subgroups will not make satisfactory progress.

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
			Problem-Solving Process to Increase Student Achievement		
1	5.1 No anticipated barrier	5.1 ELL students and non-ELL students will be paired together.	5.1 Administration	5.1 Formative and summative assessments will be used to determine if students are making progress.including mini assessments, Diagnostics and common assessments	5.1 Formative and summative assessments including mini assessments, Diagnostics, common assessments and RRR's
2	5.2 No anticipated barrier	5.2 Teachers will make a conscious effort to use standards vocabulary as a teaching tool to ensure that ELL students are hearing words that they need to know to be successful academically.	5.2 Administration	5.2 Formative and summative assessments will be used to determine if students are making progress.including mini assessments, Diagnostics and common assessments	5.2 Formative and summative assessments including mini assessments, Diagnostics, common assessments and RRR's
3	5.3 No anticipated barrier	5.3 Teachers will use pictures, charts and graphs whenever possible to show visual representation of content.	5.3 Administration	5.3 Formative and summative assessments will be used to determine if students are making progress including mini assessments, Diagnostics and common assessments	5.3 Formative and summative assessments including mini assessments, Diagnostics, common assessments and RRR's
4	5.4 Wall space and the the safety hazard of having too much paper on the walls.	3.3 Anchor charts will be used to provide visual support to students as well as create classroom references and define shared understandings of Reading concepts under study	5.4 Administration	5.4 Ongoing analysis of formative and summative assessments	5.4 Formative and summative assessments including mini assessments, Diagnostics, common assessments and RRR's
5	5.5 No anticipated barrier	5.5 Students will participate in daily word study activities through the "Words Their Way" program.	5.4 Teachers and administration	5.5 Ongoing analysis of formative and summative assessments	5.5 Formative and summative assessments including mini assessments, Diagnostics, common assessments and RRR's

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:	The SWD did not meet the 2012 Reading target. The SWD will make the 2013 Reading target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD 61%	By 2013 39% of the SWD subgroup will not make satisfactory progress.
Problem-Solving Process to Increase Student Achievement	

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	5.1 Accommodating the many different styles	5.1 Implement differentiated instruction with fidelity to meet the needs of all learning styles to maximize individual students learning potential	5.1 Administration	5.1. Ongoing analysis of formative and summative assessments	5.1 Formative and summative assessments including mini assessments, Diagnostics, common assessments and RRR's
2	5.2 Funding to purchase enough complex and relevant text for Read alouds.	5.2 Teachers will engage students in interactive literary discussions during read aloud to expose students to on grade level text as well as higher level conversations	5.2 Administration	5.2. Ongoing analysis of formative and summative assessments	5.2. Formative and summative assessments including mini assessments, Diagnostics, common assessments and RRR's
3	5.3 No anticipated barrier	5.3 Teachers will implement reciprocal teaching to enhance reading comprehension skills.	5.3 Administration	5.3. Ongoing analysis of formative and summative assessments	5.3. Formative and summative assessments including mini assessments, Diagnostics, common assessments and RRR's
4	5.4 Wall space and the the safety hazard of having too much paper on the walls.	5.4 Anchor charts will be used to provide visual support to students as well as create classroom references and define shared understandings of Reading concepts under study	5.4 Administration	5.4 Ongoing analysis of formative and summative assessments Formative and summative assessments including mini assessments, Diagnostics and RRR's	5.4 Formative and summative assessments including mini assessments, Diagnostics, common assessments and RRR's
5	5.5 No Anticipated barrier	5.5 Fundations will be used for all students who exhibit deficits in phonemic awareness and phonics during and outside the 90 minute block.	5.5 Administration	5.5 Ongoing analysis of Formative and summative assessments including mini assessments, Diagnostics and RRR's	5.5 Formative and summative assessments including mini assessments, Diagnostics, common assessments and RRR's

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:	The Economically Disadvantaged subgroup did not meet the 2012 Reading target. The ED subroup will meet the 2013 reading target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ED 39%	By 2013, 32% of the ED subgroup will not make satisfactory progress.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	5.1. Funding to purchase enough complex and	5.1. Teachers will engage students in interactive	5.1. Administration	5.1. Ongoing analysis of formative and summative	5.1. Formative and summative

1	relevant text for Read alouds.	literary discussions during reading alouds to expose students to on grade level text as well as higher level conversations		assessments	assessments including mini assessments, Diagnostics, common assessments and RRR's
2	5.2 No anticipated barrier	5.2 Teachers will make a conscious effort to use standards vocabulary as a teaching tool to ensure that ED students are hearing words that they need to know to be successful academically.	5.2. Administration	5.2. Ongoing analysis of formative and summative assessments	5.2 Formative and summative assessments including mini assessments, Diagnostics, common assessments and RRR's

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
Using the Words Their Way program with fidelity	K-4	LTF	All staff	ongoing during faculty meetings, PDD and LTM's	Administration will conduct classroom observations provide feedback during LTM's and individual conferences.	Administration
Effective Use of IPAD's and ITouches within the classroom.	K-5	ITSA	All staff	November 2012	Administration will conduct classroom observations provide feedback during LTM's and individual conferences.	Administration
Implementation of reciprocal teaching-Taking it to the next level refining teaching techniques.	K-5	LTF	All staff	ongoing	Administration will observe reciprocal teaching lessons and provide feedback during LTM's and individualconferences.	Administration
Robert Marzano's book "The Art and Science of teaching"-Taking it to the next level- refining instructional techniques.	K-5	Administration and LTF	All staff	ongoing	Administration will conduct classroom observations provide feedback during LTM's and individual conferences.	Administration
Using interactive read alouds to expose students to analyzing, interpreting and thinking critically about the text.	K-5	Administration and LTF	All staff	ongoing during faculty meetings, PDD and LTM's	Administration will conduct classroom observations provide feedback during LTM's and individual conferences.	Administration
Selecting complex text in order to utilize close reading strategies	K-5	Administration and LTF	All staff	ongoing during faculty meetings, PDD and LTM's	Administration will conduct classroom observations provide feedback during LTM's and individual conferences.	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide after school enrichment in reading	salaries for teachers	PTA, SAC and grant	$1,500.00
Provide before and after school tutorials for students performing below grade level.	salaries for teachers	PTA, SAC and grant	$5,000.00
Anchor charts will be used to provide visual support to students as well as create classroom references and define shared understandings of Reading concepts under study	Chart paper	SAC and school internal account	$1,000.00
All students in grades K-5 will be exposed to and instructed with text that is written at the text exemplar level suggested by the state in all subject areas.	Complex texts	school internal account and SAC	$1,200.00
Students will participate in daily word study activities through the "Words Their Way" program.	Words Their Way materials	School internal accounts and parent donation	$7,000.00
Students will utilize reading software on IPADS and ITouches during the 90 minute reading block and after school	IPADs and ITouches	School Age Child Care	$20,000.00
Teachers will utilize A-Z fiction and non fiction leveled readers to be used for small group and independent reading.	A-Z subscription	School internal funds	$1,000.00
			Subtotal: $36,700.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Students will utilize reading software on IPADS and ITouches during the 90 minute reading block and after school	IPADs and Itouches	School Aged Child Care	$20,000.00
			Subtotal: $20,000.00
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
Provide FCAT incentives to reward students for acheivement	Celebrations	SAC	$800.00
			Subtotal: $800.00
			Grand Total: $57,500.00

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.	62% of the ELL students will be proficient on the

CELLA Goal #1:	listening/speaking portion of the Cella assessment.

2012 Current Percent of Students Proficient in listening/speaking:

58% (44) of the ELL students were proficient on the listening/speaking component of the 1012 Cella assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.0 No anticipated barrier.	1.0 ELL students will be engaged daily in both oral language and vocabulary devlopment activities.	1.0 Teachers and administration 1.	1.0 Teacher analysis of student communication, OLA results and OLDI	1.0 OLA and OLDI
2	1.1 No anticipated barrier	1.1 Students will encourage on topic student to student discussions daily.	1.1 Teachers and administration	1.1 Teacher analysis of student communication, OLA results and OLDI.	1.1 OLA and OLDI
3	1.2 No anticipated barrier .	1.2 ELL students and non-ELL students will be paired together	1.2 Administration	1.2 Formative and summative assessments will be used to determine if students are making progress.including mini assessments, Diagnostics and common assessments	1.2 Formative and summative assessments including mini assessments, Diagnostics, common assessments and RRR's
4	1.3 No anticipated barrier	1.3 Teachers will make a conscious effort to use standards vocabulary as a teaching tool to ensure that ELL students are hearing words that they need to know to be successful academically.	1.3 Administration	1.3 Formative and summative assessments will be used to determine if students are making progress.including mini assessments, Diagnostics and common assessments	1.3 Formative and summative assessments including mini assessments, Diagnostics, common assessments and RRR'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:	33% of the ELL students will be proficient on the Reading portion of Cella.

2012 Current Percent of Students Proficient in reading:

25% (19) of the ELL students were proficient on the reading portion of Cella.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.0 No anticipated barrier	2.0 Teachers will use pictures, charts and graphs whenever possible to show visual representation of content.	2.0 Administration	5.0 Formative and summative assessments will be used to determine if students are making progress.including mini assessments,	2.0 Formative and summative assessments including mini assessments, Diagnostics, common

			Diagnostics and common assessments	assessments and RRR's
2	2.1 Wall space and the the safety hazard of having too much paper on the walls.	2.1 Anchor charts will be used to provide visual support to students as well as create classroom references and define shared understandings of Reading concepts under study	2.1 Administration	2.1 Ongoing analysis of formative and summative assessments	2.1 Formative and summative assessments including mini assessments, Diagnostics, common assessments and RRR's
3	2.2 No anticipated barrier	2.2 Students will participate in daily word study activities through the "Words Their Way" program.	2.2 Teachers and administration	2.2 Ongoing analysis of formative and summative assessments	2.2 Formative and summative assessments including mini assessments, Diagnostics, common assessments and RRR's

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	32% of the ELL students will be proficient on the Writing portion of the Cella assessment.
2012 Current Percent of Students Proficient in writing:	
24%(18) of the ELL students were proficient on the writing portion of Cella.	

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.0 No anticipated barrier	1.0 Students will participate in daily word sorting activities to increase their knowledge of spelling patterns through the "Words Their Way Program.	1.0 Teachers and administration	1.0. Analysis of ongoing Formative and Summative Assessment	1.0 Words their Way spell checks, Palm Beach Writes and daily writing samples.
2	1.1 No anticipated barrier	1.1 ELL students will be provided with models and sentence starters.	1.1 Teachers and administration	1.1 Analysis of ongoing Formative and Summative Assessemt	1.1 Words their Way spell checks, Palm Beach Writes and daily writing samples.

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:	There will be a 5% increase in the number of students receiving a level 3 on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT Math data 32% (110) of the students scored at level 3 in grades 3-5.	In grades 3-5, 37% of the students will achieve a level 3 on the 2013 FCAT Math

	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	1.0 Ability to teach to the complexity level that is required by the standards	1.0 Teachers will continue to unpack the standards to have a clear understanding of what students should know and be able to do and at what level.	1.0 Administration	1.0 Analyze student work and formative and summative assessment.	1.0 Instructional scales and Formative and Summative assessments.
2	1.1 Finding the financial resources to purchase books , articles and written materials that are written at the text exemplar levels suggested by the state.	1.1 All students in grades K-5 will be exposed to and instructed with text that is written at the text exemplar level suggested by the state in all subject areas.	1.1 Administration	1.1 Analyze student work and formative and summative assessment.	1.1 Instructional rubrics and Formative and Summative assessments
3	1.3 Time constraints	1.3 Student achievement/data chats will be conducted with all students following the Fall and Winter Diagnostic assessments to identify strengths and weaknesses and set goals	1.3 Teachers and administration	1.3 Monitor students' progress on mini assessments as well as Fall to Winter Diagnostic	1.3.Mini assessment and Fall and Winter Diagnostics, and RRR's
4	1.1 No anticipated barrier	1.1 Teachers will create and utilize Instructional Focus Calendars for Math based upon the district's scope and sequence that will outline the time frames for all benchmarks to be taught as well as secondary benchmarks as determined by student data	1.1 Administration	1.1 Ongoing analysis of formative and summative assessments	1.1 Formative and summative assessments including mini assessments, and Diagnostics
5	1.2 Accommodating the many different learning styles	1.2 Implement differentiated instruction with fidelity to meet the needs of all learning styles to maximize individual students learning potential	1.2. Administration	1.2 Ongoing analysis of formative and summative assessments	1.2 Formative and summative assessments including mini assessments and Diagnostics
6	1.3 No anticipated barrier	1.3 Small group instruction will be provided during the math block to meet the needs of individual students	1.3 Administration	1.3 Analysis of ongoing formative and summative data	1.3 Formative and summative assessments including mini assessments and

				Diagnostics

7	1.4 No anticipated barrier	1.4 Use Robert Marzano's book "The Art and Science of Teaching" as a framework to guide classroom instruction	1.4 Administration	1.4 Classroom walkthroughs and Ongoing analysis of formative and summative assessments	1.4 Anaysis of clasroom walkthroughs, Formative and summative assessments including mini assessments, Diagnostics and SRI

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:	There will be an increase of students performing at level 7 or above, therefore there there will be a 25% decrease in the number of students performing at levels 4,5 or 6.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75%(3) of the students performed at level 4,5 or 6 on the Florida Alternative Assessment	50% of the students will perform at levels 4,5, or 6 on the Florida alternative assessment.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.0 No anticipated barrier	1.0 Student participating in FAA will be instructed on grade grade level State standards with Grade level text to expose them to a rigorous curriculum.	1.0 Administration	1.0 Classroom walkthroughs and Ongoing analysis of formative and summative assessments	1.0 Analysis of cloakroom walkthroughs Formative and summative assessments including mini assessments, 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 group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	There will be a 5% increase in the number of students receiving a level 4 or 5 on the 2013 FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT Math result 38%(156) of the students scored at level 4 and 5 in grades 3-5.	In grades 3-5, 43% of the students will achieve a level 4 or 5 on the 2013 FCAT Math

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.0 Training teachers to implement this strategy. with fidelity.	2.0 Teachers will integrate content and reading in order to develop world knowledge and academic vocabulary which will lead to greater	2.0 Administration	2.0 Analyze student work and formative and summative assessment.	2.0 Instructional scales and Formative and Summative assessments

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		reading comprehension across the subject areas.			
2	2.1. No anticipated barrier	2.1 Through collaborative planning and unpacking of the standards teachers will incorporate instructional activities that encompass the higher levels of the 'DOK"	2.1 Administration	2.1Administration and teachers will analyze student products during Learning Team Meetings	2.1Instructional Rubrics
3	2.2. No anticipated barriers	2.2. Provide after school enrichment in Math	2.2. Administration	2.2.Analysis of ongoing formative and summative data	2.2. Formative and summative assessments including mini assessments and Diagnostics
4	2.3 No anticipated barriers	2.3. Small group instruction will be provided during the math block to meet the needs of individual students with like needs	2.3. Administration	2.3.Analysis of ongoing formative and summative data	2.3. Formative and summative assessments including mini assessments and Diagnostics
5	2.4 No anticipated barriers	2.4 Two classes per grade level will be homogeneously grouped with high performing students	2.4 Administration	2.4 Administration and teachers will analyze student products and formative assessments during Learning Team meetings and Analysis of ongoing formative and summative data	2.4 Instructional rubrics and formative and summative assessments
6	2.5 Some students may not have computer access out of school.	2.5 Utilize Think Central enrichment activities to supplement the Core in school and out of school	2.5 Administration	2.5.Analysis of ongoing formative and summative data	2.5 Formative and summative assessments including mini assessments and Diagnostics
7	2.6 Some students may not have computer access out of school.	2.5 Fifth grade students will be provided the opportunity to take higher grade level course through Virtual schools	2.6 Administration	2.6 Analysis of ongoing formative and summative data	2.6 Formative and summative assessments including mini assessments and 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 group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	There will be a 25% increase in the number of students performing at level 7 or above on the Florida Alternative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25%(1) of the students performed at level 7 or above on the Florida Alternative Assessment.	50% of the students will perform at level 7 or above on the Florida Alternative Assessment.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.0 No anticipated barrier	1.0 Student participating in FAA will be instructed on grade level state standards with grade level text to expose them to a rigorous curriculum.	1.0 Administration	1.0 Classroom walkthroughs and Ongoing analysis of formative and summative assessments	1.0 Analysis of classroom walkthroughs Formative and summative assessments including mini assessments,

					Diagnostics and RRR's

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:	There will be a 5% increase in the number of students receiving a learning Gain on the 2013 FCAT Reading..
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2010 FCAT Math results 137(152) students or 75% of the students made Learning Gains in grades 3-5.	In grades 3-5, 80% of the students will achieve a learning gain on the 2013 FCAT Math.

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	3.0 No anticipated barrier	3.0 teachers will systematically increase the amount of academic background knowledge which will increase students' reading comprehension and overall academic achievement.	3.0 Administration	3.0 Analyze student work and formative and summative assessment.	Formative and summative assessments including mini assessments, Diagnostics and RRR's
2	3.1 No antipated barriers	3.1 Increase the use of manipulatives and hands on activities	3.1Administration	3.1 Administrative leadership team will review student assessment results to determine student mastery on benchmarks. Administration will conduct focused classroom walk-throughs to check for implementation and check lesson plans during walk-throughs	3.1 Formative and summative assessments including mini assessments and Diagnostics
3	3.2 Accommodating the many different learning styles	3.2 Implement differentiated instruction with fidelity to meet the needs of all learning styles to maximize individual students learning potential	3.2 Administration	3.2 Ongoing analysis of formative and summative assessments	3.2 Formative and summative assessments including mini assessments and Diagnostics
4	3.3 No anticipated barriers	3.3 Anchor charts will be used to provide visual support to students as well as create classroom references and define shared understandings of Math concepts under study.	3.3 Administration	3.3 Ongoing analysis of formative and summative assessments	3.3 Formative and summative assessments including mini assessments, Diagnostics
5	3.4 No anticipated barriers.	3.4 Math content word walls will be utilized as a visual resource for students.	3.4 Administration	3.4 Ongoing analysis of formative and summative assessments	3.4 Formative and summative assessments including mini assessments, 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 group:

	3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	There will be a 75% increase in the number of students making a learning gain on the 2013 Florida Alternative assessment.

2012 Current Level of Performance:	2013 Expected Level of Performance:
25%(1) of the students made a learning gain on the Florida Alternative Assessment	100% of the students on will make a learning gain on the 2013 Florida Alternative Assessment.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.0 No anticipated barrier	1.0 Student participating in FAA will be instructed on grade grade level State standards with Grade level text to expose them to a rigorous curriculum.	1.0 Administration	1.0 Classroom walkthroughs and Ongoing analysis of formative and summative assessments	1.0 Analysis of classroom walkthroughs Formative and summative assessments including mini assessments, 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 group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	There will be a 3% increase in the number of students in the lowest 25% receiving a learning Gain on the 2013 FCAT Math

2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2010 FCAT Math results 81% of the students in the lowest 25% made Learning Gains in grades 3-5.	In grades 3-5, 84% of the students in the lowest 25% will achieve a learning gain on the 2013 FCAT Math.

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	4.0 Making sure students are attending consistently.	4.0 Provide before and afterschool tutoring for all students that are performing below grade level in any subject.	4.0 Administration	4.0 Evaluate pre and post tests, student work district and state summative assessments	4.0 FCAT, mimi assessments, Diagnositics and RRR's
2	4.1. No anticipated barriers	4.1. Small group instruction will be provided during the math block to meet the needs of individual students with like needs	4.1. Administration	4.1.Analysis of ongoing formative and summative data	4.1. Formative and summative assessments including mini assessments and Diagnostics
3	4.2. No anticipated barriers	4.2. Utilize an interactive Data wall to target students in lowest 25% and track their progress. Students not making progress will be brought back to School Based Team. Interventions will then be set up for those	4.2. Teachers and administration	4.2. Administration and teachers will review student assessment results including progress monitoring data to determine if students are making adequate progress toward benchmark	4.2. Progress monitoring Tool, mini assessments, Diagnostics and SRI

				students before, after or during the Math block.	
4	4.3 No anticipated barriers	4.3. Student achievement/data chats will be conducted with all students following the Fall and Winter Diagnostic assessments to identify strengths and weaknesses and set goals	4.3.Teachers and administration	4.3. Monitor student's progress on mini g assessments as well as Fall to Winter Diagnostic	4.3.Mini assessment and Fall and Winter Diagnostic

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

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

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	There will be a 10% decrease in the number of White, Black, Hispanic and Asian students not making satisfactory progress on the 2013 FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24%(65) of the white students,71%(25) of the black students, 36%(31) of the Hispanic students and 11%(3) of the Asian students did not make satisfactory progress on the 2012 FCAT Math.	79% of the White students, 36% of the Black students, 68% of the Hispanic students and 90% of the Asian students will be proficient on the 2013 FCAT Reading.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5.1. No anticipated barrier	5.1. Utilize an interactive Data wall to target individual students; Student data will be disaggregated and analyzed. Students who are performing below their previous tested level or who are not proficient will be provided with math interventions.	5.1. Teachers and administration	5.1. Administration and teachers will review student assessment results including progress monitoring data to determine if students are making adequate progress toward benchmark	5.1 The district Diagnostic assessment and ongoing progress monitoring tools
2	5.2 Time constraints	5.2 Student achievement/data chats will be conducted with all students following the Fall and Winter Diagnostic assessments to identify strengths and weaknesses and set goals	5.2 Teachers and administration	5.2 Monitor students' progress on mini assessments as well as Fall to Winter Diagnostic	5.2 Mini assessments, Common assessments and Fall and Winter Diagnostics.

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

of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	There will be a 10% decrease in the percentage of students not making satisfactory progress on the 2013 Math FCAT.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
64%(11) students did not make satisfactory progress based on the 2012 Math FCAT scores.	42% of the students will make satisfactory progress on the 2013 Math FCAT.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5.1 No anticipated barrier	5.1 ELL students and non-ELL students will be paired together.	5.1 Administration	5.1 Formative and summative assessments will be used to determine if students are making progress, including mini assessments, Diagnostics and common assessments	5.1 Formative and summative assessments including mini assessments, Diagnostics and common assessments
2	5.2 No anticipated barrier	5.2 Teachers will make a conscious effort to use standards vocabulary as a teaching tool to ensure that ELL students are hearing words that they need to know to be successful academically.	5.2 Administration	5.2 Formative and summative assessments will be used to determine if students are making progress.including mini assessments, Diagnostics and common assessments	5.2 Formative and summative assessments including mini assessments, Diagnostics and common assessments.
3	5.3 No anticipated barrier	5.3 Teachers will use pictures, charts and graphs whenever possible to show visual representation of content when possible.	5.3 Administration	5.3 Formative and summative assessments will be used to determine if students are making progress, including mini assessments, Diagnostics and common assessments	5.3 Formative and summative assessments including mini assessments, Diagnostics and common assessments
4	5.4 Wall space and the the safety hazard of having too much paper on the walls.	3.3 Anchor charts will be used to provide visual support to students as well as create classroom references and define shared understandings of Reading concepts under study	5.4 Administration	5.4 Ongoing analysis of formative and summative assessments	5.4 Formative and summative assessments including mini assessments, Diagnostics and common assessments
5	5.5 No anticipated barrier	5.5 Students will participate in daily word study activities through the "Words Their Way" program.	5.4 Teachers and administration	5.5 Ongoing analysis of formative and summative assessments	5.5 Formative and summative assessments including mini assessments, Diagnostics and common assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	There will be 10% decrease in the percentage of SWD students not making satisfactory progress on the 2013 Math FCAT
2012 Current Level of Performance:	**2013 Expected Level of Performance:**

| | 43%(42) of the SWD students did not make satisfactory progress based on the results of the 2013 FCAT Reading results. | 61% of the SWD students will make satisfactory progress om the 2013 Math FCAT. |

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5.1 Accommodating the many different learning styles	5.1 Implement differentiated instruction with fidelity to meet the needs of all learning styles to maximize individual students learning potential	5.1 Administration	5.1. Ongoing analysis of formative and summative assessments and IEP goals	5.1 Formative and summative assessments including mini assessments, Diagnostics and common assessments
2	5.2 Wall space and the safety hazard of having too much paper on the walls.	5.2 Anchor charts will be used to provide visual support to students as well as create classroom references and define shared understandings of Math concepts under study	5.2 Administration	5.2 Ongoing analysis of formative and summative assessments and IEP goals	5.2 Formative and summative assessments including mini assessments and common Diagnostics
3	5.3 No anticipated barrier	5.3 All SWD students will have an opportunity to meet in small group with a Exceptional Education Teachers following whole group instruction to be given more support and individulaized instruction.	5.3 Administration	5.3 Ongoing analysis of formative and summative assessmentsand IEP goals	5.3 Formative and summative assessments including mini assessments and common 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:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	There will be a 10% decrease in the percentage of ED students not making satisfactory progress on 2013 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50%(60) of the ED students did not make satisfactory progress on the 2012 Math FCAT.	55% of the ED students will make satisfactory progress on the 2013 Math FCAT.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5.1 No anticipated barrier	5.1 Teachers will make a conscious effort to use standards vocabulary as a teaching tool to ensure that ED students are hearing words that they need to know to be successful academically.	5.1. Administration	5.1. Ongoing analysis of formative and summative assessments	5.1 Formative and summative assessments including mini assessments, Diagnostics and common assessments
2	5.1 No anticipated barrier	5.2 Math content word walls will be utilized as a resource during whole and small group instruction.	5.1. Administration	5.1. Ongoing analysis of formative and summative assessments	5.1 Formative and summative assessments including mini assessments, Diagnostics and common assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Training on the utilization of Think Central in the classroom to meet individual needs.	3-5	Lead Math teacher	3-5 teachers and ESE teachers	During the October LTM meetings	Review Think Central reports	Administration
Robert Marzanos "The Art and Science of Teaching"- taking it to the next level to refine instructional practices	K-5	LTF and administration	All staff	ongoing	Classroom observations and analysis of formative and summative assessments.	Administration
Implementing the Common Core Standards	K-1	LTF and administration	K-1 teachers and ESE staff	ongoing	Classroom observations and analysis of formative and summative assessments.	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide after school enrichment in Math	salaries	PTA, SAC and grant	$1,500.00
Students performing below grade level in Math will be provided with instructional interventions before and after school.	salaries	PTA,SAC and grant	$5,000.00
			Subtotal: $6,500.00
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
Provide FCAT incentives to students for achievement	FCAT celebration	SAC	$800.00
			Subtotal: $800.00
			Grand Total: $7,300.00

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	There will be a 5% increase in the number of students scoring a level 3 on the Science 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT Science result 42%(63) of the students scored a level 3, 4 or 5	47% of the students will score a level 3 on the 2013 FCAT Science

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.3 No anticipated barriers	1.3 Teachers will create and utilize Instructional Focus Calendars for Science based upon the district's scope and sequence that will outline the time frames for all benchmarks to be taught as well as secondary benchmarks as determined by student data.	1.3 Administration	1.3 Ongoing analysis of formative and summative assessments	1.3 Formative and summative assessments including mini assessments, and Diagnostics
2	1.4 No anticipated barriers	1.4 Students in grades K-5 will participate in at least one hands on lab activity per week with scientific tools and manipulatives.	1.4 Administration	1.4 Administrative leadership team will review student assessment results to determine student mastery on benchmarks. Administration will conduct focused classroom walkthroughs to check for implementation and check lesson plans during walk-throughs	1.4 Diagnostics, science mini assessments, and FCAT
3	1.5 Some students do not have assistance outside of the school day.	1.5. Students in grades K-5 will participate in a school-wide Science Fair to apply the scientific method.	1.5. Teachers	1.5. Analysis of the finished student product	1.5. A rubric
4	1.6 Essential lab Science materials are not readily available in every classroom	1.6 Teachers will utilize hands on labs once a week in the science lab with the Science teacher.	1.6 Administration, Science teachers	1.6 Lesson Plans, Classroom Walkthroughs	1.6 Diagnostic results, FCAT Results
5	1.7 No anticipated barriers	1.7 Teachers will effectively implement picture perfect	1.7 Administration	1.7 Lesson Plans, Classroom Walkthroughs	1.7 Diagnostics, science mini assessments,and

6	1.8 No anticipate barriers	1.8 Students will create and utilize a science notebooks to maintain science standard vocabulary and to write about science content.	1.8 Administration	1.8 Monitor students' progress on mini assessments as well as Fall to Winter Diagnostic and analyze students notebooks.	1.8 Diagnostics, science mini assessments,and student products

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:	Maintain current level of proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
None of the students performed at level 4, 5 or 6. Students performed at level 7.	maintain the current level of proficiency.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.0 No anticipated barrier	1.0 Student participating in FAA will be instructed on grade grade level State standards with Grade level text to expose them to a rigorous curriculum.	1.0 Administration	1.0 Classroom walkthroughs and Ongoing analysis of formative and summative assessments	1.0 Analysis of classroom walkthroughs Formative and summative assessments including mini assessments, 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 group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	There will be a 5% increase in the number of students receiving a level 4 or 5 on the 2013 Science FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT Science results 24%(36) of the students scored a level 4 or 5	29% of the students will score a level 4 or 5 on the 2013 FCAT Science

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Consistency of the implementation of critical thinking skills embedded in instruction	2.1. Through collaborative planning and unpacking of the standards teachers will incorporate instructional activities that encompass the higher levels of the 'DOK".	2.1. Administration	2.1. Administration and teachers will analyze student products during Learning Team meetings.	2.1. Instructional rubrics

2	2.2. Limited number of instructional minutes during the school day for enrichment opportunities	2.2. Provide after school enrichment in Science	2.2. Administration	2.2. Analysis of student products	2.2. Instructional Rubric
3	2.3 Limited number of instructional minutes during the school day for enrichment opportunities	2.3 Students who are interested in Science enrichment in 4th and 5th grade will be provided the opportunity to particpate in the SECME club	2.3 SECME sponsor and administration	2.3. Particpation in club	

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:	The same level of proficiency will be maintained on the 2013 Science Florida Alternative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(1) student performed at level 7 or above on the 2012 Science Florida Alternative Assessement.	100% of the students will be proficient on the 2013 Science Florida Alternative Assessment.
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
Robert Marzanos "The Art and Science of Teaching"- taking it to the next level to refine instructional practices	K-5	LTF and administration	All staff	ongoing	Classroom observations and analysis of formative and summative assessments	Administration
Effective implementation of Science notebooks.	2-5	LTF and administration	All staff	ongoing	Classroom observations and analysis of formative and summative assessments	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will utilize hands on labs once a week in the science lab with the Science teacher.	science lab materials	School internal account	$300.00
			Subtotal: $300.00
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: $300.00

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:	There will be a 3% increase on the percentage of students scoring a level 3 or above on the writing FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT Writing results 93%(118) of the students scored a level 3 or above on the FCAT Writing.	96% of the students will score a level 3 or above on the 2013 FCAT Writing

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Integration of spelling, grammer and conventions in student's writing has not been taught	1.1 Teachers will teach mini lessons on spelling and grammar within the writer's workshop model regularly.	1.1. Administration	1.1 Ongoing analysis of formative and summative assessments	1.1 Palm Beach Writes and FCAT writes
	1.2.Consistency and time for effective implementation	1.2. Teachers in grades K-4 will implement research -based writing strategies 60 minutes daily utilizing the Writer's Workshop	1.2. Administration	1.2. Administration will conduct focused classroom walkthroughs to check for implementation and check lesson plans	1.2. Palm Beach Writes and FCAT writes

				during walk-throughs Student work portfolios and Palm Beach Writes results will be reviewed by the coach and administration.	
2		Model. Mini lessons, independent writing, interactive writing/shared writing, guided writing, investigations and group share evaluation will be the focus of the Writer's Workshop model.			
3	1.3 Students do not have a clear understanding of the scoring rubric/ writing expectations provided by the state.	1.3. Students will receive instruction on using the FCAT Rubric in grade 4 to create, score and enhance and analyze their own writing.	1.3 Administration	3. Student work portfolios and Palm Beach Writes results will be reviewed by administration.	1.3. Student Portfolio, palm Beach Writes, FCATWrites
4	1.4 There has been too much emphasis on format and not enough emphasis on teaching students how to include supporting details in their writing	1.4 Teachers will effectively teach and model through mini lessons how to use supporting details in writing with the Writer's Workshop model.	1.4 Administration	1.4 Student work portfolios and Palm Beach Writes results will be reviewed by administration.	1.4 Student Portfolio, palm Beach Writes, FCATWrites
5	1.5 No anticipated barriers.	1.5 Students will participate in daily word sorting activities to increase their spelling knowledge through the Words their Way program.	1.5 Administration	1.5 Student work portfolios and Palm Beach Writes results will be reviewed by administration.	1.5 Student Portfolio, palm Beach Writes, FCATWrites

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:	We maintain the current level of proficiency on the 2013 writing Florida Alternative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(1) of the students scored a level 4 or higher on the 2012 Writing Florida Alternative Assessment.	100% of the students will receive a score of 4 or higher on the 2013 writing FCAT.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.0 No anticipated barrier	1.0 Student participating in FAA will be instructed on grade level State standards using the Writer's Workshop model	1.0 Administration	1.0 Classroom walkthroughs and Ongoing analysis of formative and summative assessments	1.0 Anaysis of clasroom walkthroughs Formative and summative assessments including Palm Beach Writes and daily writing samples

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
Using the Words Their Way program with fidelity	K-4	LTF	All staff	ongoing during faculty meetings, PDD and LTM's	Administration will conduct classroom observations provide feedback during LTM's and individual conferences.	Administration
Writer's Workshop training	K-4	Writing consultant from the distric	K-4 staff	monthly	Administration will conduct classroom observations provide feedback during LTM's and individual conferences and analysis of student writing	Administration
Training on FCAT scoring Rubric and analysis of state calibration set	4th grade	district writing consultant	4th grade teachers	October	Administration will conduct classroom observations provide feedback during LTM's and individual conferences and analysis of student writing	Administration

Writing Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Teachers will implement research based writing strategies utilizing the Writer's Workshop model. Mini lessons, independent writing, interactive/writing/shared writing, guided writing with one on one conferencing will be the focus	Photocopy paper for student booklets	School internal accounts	$500.00
			Subtotal: $500.00

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: $500.00

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:	There will be a 1% increase in the attendance
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The attendance rate was 95%.	The attendance rate for the 2012 school year will be 96%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
There were 81 students with 10 or more absences	No more than 50 students will be absent 10 or more days.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
147 students were tardy 10 or more days	No more than 70 students will be tardy 10 or more days.

	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	1.1. Some parents do not value the importance of attendance and vacation during the instructional days.	1.1. A school-wide incentive will be initiated. Each classroom with perfect attendance will be announced each day on the morning news by the principal. Each class that has perfect attendance for a certain number of days will receive a pizza party. Students will also receive perfect attendance awards at a trimester awards ceremony.	1.1. Administration and teachers	1.1. Monitoring the attendance rates	1.1. Attendance report
2	1.2.Some students are sent to school sick and infect other students, which creates additional absences.	1.2.Students that are deemed infectious will be sent home. If a parent cannot be reached, the student will be kept out of the classroom.	1.2. Administration and the nurse	1.2. Monitoring the attendance rates	1.2. Attendance report
3	1.3. No anticipated barriers	1.3. Notices and reminders will be sent home regulary with students who are late to school.	1.3.Administration	1.3 Monitoring the tardiness logs	1.3 Tardiness log
4	1.4. Some parents do not value the importance of attendance and vacation during the instructional days.	1.4 The principal will contact via phone the parents of any students who have 8 absences or tardies.	1.4 Administration	1.4 Monitoring the attendance rates	1.4 Attendance and tardy report

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

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

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

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
A school wide incentive will be initiated. Each class with perfect attendance will be announced each day on the morning news by the principal. Each class that has perfect attendance for a certain number of days will receive a pizza party. Students will also receive perfect attendance awards at trimester awards ceremonies.	Pizza and certificates	School internal accounts	$1,000.00
		Subtotal: $1,000.00	
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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: $1,000.00	

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	The suspension rate will decrease by 1% during the 2013 school year.

2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
There was 1 In-school suspension in the 2012 school year.	There will be no more than 1 In-school suspensions in the 2013 school year
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
1 students received an in school suspension in the 2012 school year	No more than 1 student will receive an In school suspension in the 2012 school year
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
There were 9 out of school suspensions in the 2012 school year.	There will be no more than 5 out of school suspensions in the 2013 school year.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
9 students received an out of school suspension in the 2011 school year.	No more than 5 students will receive an out of school suspension in the 2013 school year.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. No anticipated barriers	1.1. We are implementing Positive Behavior Support, a school-wide behavior model.	1.1. Administration and staff	1.1. Monthly PBS meetings to analyze and review behavior reports	1.1. Behavior reports
2	1.2. Finding time during the academic day to implement lessons.	1.2. Teachers teach PBS lesson plans throughout the school year and will provide opportunities for students to role model social situations that require them to apply what they have learned	1.2. Administration	1.2. Monitor behavior referrals and suspensions	1.2. Discipline referrals
3	1.3 No barrier	1.3 A solution Center will be used to allow students to deescalate or problem solve before the behavior escalates to discipline referral status.	1.3 Teachers and Administration	1.3 LTM's and parent conferences	1.3 Sign in sheets and Parent feedback

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

Positive Behavior support strategies	K-5	PBS team	All staff	ongoing	Monthly PBS meetings to analyze and review behavior graphs, monitor behavior referrals and suspensions.	PBS team

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
We are implementing Positive Behavior Support, a school wide behavior model.	Rewards and incentives	School internal Accounts	$500.00
			Subtotal: $500.00
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: $500.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	By the end of June 2012 there will be a 10% increase in the percentage of parents who attend a school activity.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
71% of the parents participated in school activities during the 2010-11 school year.	By the end of June 2012 81% of the parents will have attended a school activity.
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
	1.1. A small population of parents is actively	1.1. Parents will receive a monthly newsletter	1.1. Staff, administration,	1.1. Analyze surveys and sign in logs	1.1. Surveys and Sign in logs

1	involved.	with information and helpful suggestions for helping their children with academics. The school will host monthly Family nights including Curriculum Night, FCAT Night, Family Literacy Night, Science and Math Night, Writer's Workshop Night, and various other grade level specific events related to student academics.	PTA		
2	1.2. Some parents do not check EDline	1.2. Parents will receive communication EDline a school based web page and through a phone link	1.2. Staff and administration	1.2 Review sign in logs to various school events	1.2. Sign in logs
3	1.3. No anticipated barrier	1.3. An incentive program for parent involvement will be implemented. This will include drawings at curriculum nights, volunteer of the month awards, and drawing box that parents can put their name in every time they come to the school for conferences or events. A prize will be drawn once a month.	1.3. Administration and PTA	1.3. Review sign in logs to various school events	1.3 Sign in logs
4	1.4 Some parents work during the school day.	1.4 Parents will be invited to student writing celebrations that will take place at least 3 times a year	1.4 Teachers and administration	1.4 Review sign in logs and parent feedback.	1.4 sign in logs
5	Parents not being able to provide continual and consistent input regarding the school.	Create the opportunity for parents to be involved in the design, implementation and evaluation of the school-wide program, Family Involvement Policy/Plan and School-Parent Compacts through our School Advisory Council meetings. An incentive program for parent involvement will be implemented. This will include drawings at curriculum nights, volunteer of the month awards, and drawing box that parents can put their name in every time they come to the school for conferences or events. A prize will be drawn once a month. Parents will receive phone communication and be able to access the school- based web page for information and an opportunity to provide sugguestion,	Instructional Staff Administrator Family Advocate/Parent Involvement Representative		

recommendation, and innovative ideas that can assist with the success of the students and school.	

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
Volunteer and business partner partnerships with the school	K-5	Administration	All staff	September faculty meeting	Parent surveys	Administration

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Parents will receive a monthly newsletter with information and helpful suggestions for helping their children with academics. The school will host monthly Family nights including Curriculum Night, FCAT Night, Family Literacy Night, Science and Math Night, Writer's Workshop Night various other grade level specific events related to student academics.	Varied supplies including paper	School internal accounts	$500.00
An incentive program for parent involvement will be implemented. This will include drawings at curriculum nights, volunteer of the month awards, and drawing box that parents can put their name in every time they come to the school for conferences or events. A prize will be drawn once a month.	Incentives	School internal accounts and PTA	$500.00
			Subtotal: $1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	

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

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

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

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

STEM Budget:

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

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide after school enrichment in reading	salaries for teachers	PTA, SAC and grant	$1,500.00
Reading	Provide before and after school tutorials for students performing below grade level.	salaries for teachers	PTA, SAC and grant	$5,000.00
Reading	Anchor charts will be used to provide visual support to students as well as create classroom references and define shared understandings of Reading concepts under study	Chart paper	SAC and school internal account	$1,000.00
Reading	All students in grades K-5 will be exposed to and instructed with text that is written at the text exemplar level suggested by the state in all subject areas.	Complex texts	school internal account and SAC	$1,200.00
Reading	Students will participate in daily word study activities through the "Words Their Way" program.	Words Their Way materials	School internal accounts and parent donation	$7,000.00
Reading	Students will utilize reading software on IPADS and ITouches during the 90 minute reading block and after school	IPADs and ITouches	School Age Child Care	$20,000.00
Reading	Teachers will utilize A-Z fiction and non fiction leveled readers to be used for small group and independent reading.	A-Z subscription	School internal funds	$1,000.00
Mathematics	Provide after school enrichment in Math	salaries	PTA, SAC and grant	$1,500.00
Mathematics	Students performing below grade level in Math will be provided with instructional interventions before and after school.	salaries	PTA,SAC and grant	$5,000.00
Science	Teachers will utilize hands on labs once a week in the science lab with the Science teacher.	science lab materials	School internal account	$300.00
Writing	Teachers will implement research based writing strategies utilizing the Writer's Workshop model. Mini lessons, independent writing, interactive/writing/shared writing, guided writing with one on one conferencing will be the focus	Photocopy paper for student booklets	School internal accounts	$500.00
Attendance	A school wide incentive will be initiated. Each class with perfect attendance will be announced each day on the morning news by the principal. Each class that has perfect attendance for a certain number of days will receive a pizza party. Students will also receive perfect attendance awards at trimester awards ceremonies.	Pizza and certificates	School internal accounts	$1,000.00

Suspension	We are implementing Positive Behavior Support, a school wide behavior model.	Rewards and incentives	School internal Accounts	$500.00
Parent Involvement	Parents will receive a monthly newsletter with information and helpful suggestions for helping their children with academics. The school will host monthly Family nights including Curriculum Night, FCAT Night, Family Literacy Night, Science and Math Night, Writer's Workshop Night various other grade level specific events related to student academics.	Varied supplies including paper	School internal accounts	$500.00
Parent Involvement	An incentive program for parent involvement will be implemented. This will include drawings at curriculum nights, volunteer of the month awards, and drawing box that parents can put their name in every time they come to the school for conferences or events. A prize will be drawn once a month.	Incentives	School internal accounts and PTA	$500.00
				Subtotal: $46,500.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Students will utilize reading software on IPADS and ITouches during the 90 minute reading block and after school	IPADs and Itouches	School Aged Child Care	$20,000.00
				Subtotal: $20,000.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide FCAT incentives to reward students for acheivement	Celebrations	SAC	$800.00
Mathematics	Provide FCAT incentives to students for achievement	FCAT celebration	SAC	$800.00
				Subtotal: $1,600.00
				Grand Total: $68,100.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

No Attachment

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Purchase professional development literature and resources related to the implementation of the common core standards for use in LTM, professional development days and faculty meetings	$1,500.00
Assist with the puerchase of FCAT incentives for the students	$1,000.00
Provide funding for After School FCAT tutorials.	$2,000.00

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

SAC will continue to review the SIP and monitor progress towards our SIP goals. We will brainstorm academic initiatives to ensure that all students experience academic success. SAC will review district and state policies as they pertain to the academic learning of our students. SAC will also reach out to business and community volunteers to assist with the vision and mission of Calusa Elementary school.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Palm Beach School District
CALUSA ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	92%	87%	97%	79%	355	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	75%	68%			143	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)	67% (YES)			139	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					637	
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
CALUSA ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	89%	88%	92%	80%	349	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	69%	67%			136	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?	71% (YES)	63% (YES)			134	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					619	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested