# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
## 2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: BELLE GLADE ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Angela Avery Moore

SAC Chair: Donald Johnson

Superintendent: Wayne Gent

Date of School Board Approval: December, 2012

Last Modified on: 4/12/2013

# 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 | Angela Avery Moore | Specialist degree in Educational Leadership, Master's degree in Computer Science Education, Certified in Business Education and Educational Leadership | | 5 | Glades Central Community High School 2011-2012 - School Grade "_" Reading mastery 25%, Learning gains 55%, Lowest 25% learning gains 63%. Math mastery 32%, learning gains in math 39%, lowest 25% making learning gains 51%. High standards in writing 81% 2010-2011 Reading mastery 24%, Learning gains 41%, Lowest 25% learning gains 44%. Math mastery 61%, learning gains in math 65%, lowest 25% making learning gains 67%. High standards in writing 79%, high standards in Science 23%. Glades Central Community High School 2009-2010 School Grade "C". Reading mastery 21%, Learning gains 36%, Lowest 25% learning gains 39%. Math mastery 63%, learning gains in math 67%, lowest 25% making learning gains 67%. High standards in writing 89%, high standards in Science 21%. Glades Central |

| | | | | | 2008-2009<br>Grade "D" Reading Mastery 22%, Learning Gains, 40%, Lowest 25% Learning Gains 49%, No subgroup made AYP in Reading. Math Mastery, 64%, Learning Gains in Math, 72%, Lowest 25% making Learning Gains 70%, Black Students and Students with Disabilities did not make AYP in Math. High Standards in Writing 82%, High Standards in Science 16%. |
|---|---|---|---|---|---|
| Assis Principal | Altoria Henley | Undergraduate degree in Elementary Education, Master's Degree in Mathematics, Education Specialist in Educational Leadership | 1 | 4 | Belle Glade Elementary<br>2011-2012: Grade "C"<br>Pahokee Middle Senior High<br>2010-2011: Grade "C"<br>2009-2010: Grade "B"<br>Palm Beach County School District<br>District Grade "A" |

## INSTRUCTIONAL COACHES

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

| Subject Area | Name | Degree(s)/ Certification(s) | # of Years at Current School | # of Years as an Instructional Coach | Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year) |
|---|---|---|---|---|---|
| Reading 3-5 | Lawrence Hanlon | Bachelor of Arts degree Elementary Ed. Master of Science Degree in Educational Leadership, ESOL Endorsement | 3 | 11 | Belle Glade Elementary<br>2011-2012: Grade C<br>2010-2011: Grade D<br>2009-2010: Grade F<br>Canal Point Elementary<br>2008-2009: Grade B<br>2007-2008: Grade B<br>2006-2007: Grade C<br>2005-2006: Grade C<br>2004-2005: Grade C |
| Science | Donald Johnson | Bachelor of Arts degree Elementary Ed., Master of Science Degree in Elementary Ed., Master of Science Degree in Reading, Professional Educator's: General Ed., Reading Certification K-12, ESOL Endorsement | 11 | 9 | Belle Glade Elementary<br>2011-2012: Grade C, Science Mastery 20%<br><br>2010-2011: Grade D, Science Mastery: 16%<br>2009-2010: Grade F, Science Mastery:21%<br><br>2008-2009: Grade C, Science Mastery: 20%<br>2007-2008: Grade C, Science Mastery: 17%.<br>2006-2007: Grade C,<br>Science Mastery: 26%.<br>2005-2006: Grade B<br>Science Mastery: 7%.<br>2004-2005: Grade C<br>2003-2004: Grade C |
| K-2 Reading | Lucinda Holden | Bachelor of Arts degree Elementary Ed., Master of Science Degree in Curriculum and Instruction, ESOL Endorsement | 3 | 1 | Belle Glade Elementary<br>2011-2012: Grade C<br>2010-2011: Grade D<br>Canal Point Elementary<br>2009-2010: Grade B |
| Math | Bryan Wilkins | Bachelor of Science degree History Education, Masters of Science Degree in Educational Leadership | 2 | 2 | Belle Glade Elementary<br>2011-2012: Grade: C, Mathematics Mastery: 22%<br>Westward Elementary<br>2010-2011: Grade C<br>2008-2009: Grade B<br>2006-2010: Grade C |

## 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 | Regular meetings of new teachers with Assistant Principal, Reading/Math/Science Coaches. | Assistant Principal Reading/Math/Science Coaches | On going | |
| 2 | Partnering new teachers with veteran staff, peer and buddy. | Assistant Principal | On going | |
| 3 | Partnership with universities that provide substitutes and interns. | Assistant Principal | On going | |
| 4 | New teachers participation in The District's Educator Support Program (ESP). | Assistant Principal | On going | |
| 5 | New Teacher Center Model. | Michele Enos Assistant Principal | On going | |
| 6 | Hire highly qualified teachers and paraprofessionals. | Principal | On going | |
| 7 | | | | |

## 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 |
|---|---|
| None | Partnering with teacher mentor. On-going professional development. |

## 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 |
|---|---|---|---|---|---|---|---|---|---|
| 55 | 0.0%(0) | 47.3%(26) | 29.1%(16) | 23.6%(13) | 45.5%(25) | 100.0%(55) | 18.2%(10) | 0.0%(0) | 52.7%(29) |

## 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 |
|---|---|---|---|
| Michelle Enos Tavares Myrick | Sharlene Thornton | Ms. Enos the District Facilitator will support Ms. Thornton through the New Teacher Center Model in the new position of second grade teacher. Ms. Myrick will | Trainings • New Teacher Center Model • Weekly Grade Group Meetings • Learning Village • Reading Running Records • Data Analysis • Differentiated Instruction • Go Math Training • Readers Workshop • Writers workshop • Model lessons using best practices |

| | | | |
|---|---|---|---|
| | | provide daily mentoring and support. | • LTM's to discuss Marzano's Art and Science of Teaching<br>• Monthly meetings to review walk-thru data |
| Michelle Enos<br>Kanosha Webb | Ebner Shannon | Ms. Enos the District Facilitator will support Ms. Shannon through the New Teacher Center Model in the new position of second grade teacher. Ms. Webb will provide daily mentoring and support. | Trainings<br>• New Teacher Center Model<br>• Weekly Grade Group Meetings<br>• Learning Village<br>• Reading Running Records<br>• Data Analysis<br>• Differentiated Instruction<br>• Go Math Training<br>• Readers Workshop<br>• Writers workshop<br>• Model lessons using best practices<br>• LTM's to discuss Marzano's Art and Science of Teaching<br>• Monthly meetings to review walk-thru data |
| Michelle Enos<br>Natisha Wilkins | Tori Fragakis | Ms. Enos the District Facilitator will support Ms. Fragakis through the New Teacher Center Model in the new position of Kindergarten teacher. Ms Wilkins will provide daily mentoring and support. | Trainings<br>• New Teacher Center Model<br>• Weekly Grade Group Meetings<br>• Learning Village<br>• Reading Running Records<br>• Data Analysis<br>• Differentiated Instruction<br>• Go Math Training<br>• Readers Workshop<br>• Writers workshop<br>• Model lessons using best practices<br>• LTM's to discuss Marzano's Art and Science of Teaching<br>• Monthly meetings to review walk-thru data |
| Michelle Enos<br>June Shadman | Laraine Levy | Ms. Enos the District Facilitator will support Ms. Levy through the New Teacher Center Model in the new position of Kindergarten teacher. Ms. Shadman will provide daily mentoring and support. | Trainings<br>• New Teacher Center Model<br>• Weekly Grade Group Meetings<br>• Learning Village<br>• Reading Running Records<br>• Data Analysis<br>• Differentiated Instruction<br>• Go Math Training<br>• Readers Workshop<br>• Writers workshop<br>• Model lessons using best practices<br>• LTM's to discuss Marzano's Art and Science of Teaching<br>• Monthly meetings to review walk-thru data |
| Michelle Enos<br>Lucinda Holden | Lisa Daniel | Ms. Enos the District Facilitator will support Ms. Daniel through the New Teacher Center Model in the new position of second grade teacher. Ms. Holden will provide daily mentoring and support. | Trainings<br>• New Teacher Center Model<br>• Weekly Grade Group Meetings<br>• Learning Village<br>• Reading Running Records<br>• Data Analysis<br>• Differentiated Instruction<br>• Go Math Training<br>• Readers Workshop<br>• Writers workshop<br>• Model lessons using best practices<br>• LTM's to discuss Marzano's Art and Science of Teaching<br>• Monthly meetings to review walk- |

| | | | thru data |
|---|---|---|---|
| Michelle Enos Kanosha Webb | Christie Rivera | Ms. Enos the District Facilitator will support Ms. Rivera through the New Teacher Center Model in the new position of third grade teacher. Ms. Martin will provide daily mentoring and support. | Trainings • New Teacher Center Model • Weekly Grade Group Meetings • Learning Village • Reading Running Records • Data Analysis • Differentiated Instruction • Go Math Training • Readers Workshop • Writers workshop • Model lessons using best practices • LTM's to discuss Marzano's Art and Science of Teaching • Monthly meetings to review walk-thru data |
| Michelle Enos Mike Hanlon | Desreen Clarke | Ms. Enos the District Facilitator will support Ms. Clarke through the New Teacher Center Model in the new position of first grade teacher. Mr. Hanlon will provide daily mentoring and support. | Trainings • New Teacher Center Model • Weekly Grade Group Meetings • Learning Village • Reading Running Records • Data Analysis • Differentiated Instruction • Go Math Training • Readers Workshop • Writers workshop • Model lessons using best practices • LTM's to discuss Marzano's Art and Science of Teaching • Monthly meetings to review walk-thru data |

# ADDITIONAL REQUIREMENTS

## Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted with after-school programs or summer school through school based programs and SES providers. Title I funds provide Readers Workshop consultants in coordination with the Mary and Robert Pew Foundation Grant through Teachers College at Columbia University. Also, federal and state dollars provide instructional staff that supports teachers and students. Title I funds provide 2 Reading Coaches, Math/ Science Coach, and a Community Resource Person. The Reading, Math/Science Coaches provide professional development for staff based on the needs assessment. The Community Resource Person coordinates with Title I and other programs to ensure student needs are met and provide services and support for students and parents through parent workshops in conjunction with the coaches. Title I also provides funding for professional development travel and conferences.

Title I, Part C- Migrant

Support services are provided by District personnel, Reading Coaches, Math/Science Coach, and Community Resource Person.

Title I, Part D

N/A

Title II

District receives supplemental funds for improving basic education programs through the purchase of technology and equipment. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance the literacy and math skills of struggling students. Also, the district coordinates with Title II and Title III

in ensuring staff development.

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

Title X- Homeless

District provides resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds will be used to provide intensive in-school reading remediation to students identified as being below grade level in reading. The program will primarily include 1)second grade students with reading deficiencies, 2)retained third grade students, 3)third grade students with reading deficiencies. The resources used will be the research based programs of Readers Workshop, Fast Track, Triumphs, and FCRR activities.

Violence Prevention Programs

District-wide implementation of Single School Culture as well as appreciation of multicultural diversity.

Nutrition Programs

Belle Glade Elementary participates in the United States Department of Agriculture's Fresh Fruit and Vegetable Program. This program makes fresh fruit and vegetables available to students throughout the school day.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Title IV
Safe and Drug Free Schools: District receives funds for programs (Red Ribbon Week) that support prevention of violence in and around the school. These programs prevent the use of alcohol, tobacco, drugs and foster a safe, drug free learning environment supporting student achievement.
Our community partners Bridges of Belle Glade, University of Florida Extension, Belle Glade Rotary Club, and A. Duda and Sons assist Belle Glade Elementary with financial and logistical support for our students.
Required instruction listed in Fla. Stat. 1003.42(2), as applicable to appropriate grade levels.

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The School - based MTSS Leadership Team is comprised of the following members: principal, assistant principal, ESE contact, ELL contact, school psychologist, classroom teachers, reading/math/science coaches, RtI Facilitator, Learning Team Facilitator (LTF), guidance counselors, Boys Town facilitator (grades Prek-2), and school nurse. 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 the RtI framework.
• 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.

The RtI/Inclusion Facilitator will assist in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 3 interventions, and offer professional development and technical assistance.

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 meets 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 an 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 school –based RTI Leadership team 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 (PBSD form 2284) which identifies a student's specific areas of deficiencies. The team will ensure the necessary resources are made available and the intervention is implemented with fidelity. Problem-Solving Model:
The four steps of the Problem-Solving Model are:

1.Problem Identification -entails identifying the problem and the desired behavior for the students.
2.Problem Analysis- involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
3. Intervention Design and Implementation -involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
4.Evaluating -is also termed Response-to-Intervention. In this step, the effectiveness of a student's or a group of students' responses to the implemented intervention is evaluated and measured. The problem-solving process is self-correcting, and, if necessary, recycled in order to achieve the best outcomes for all students.

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

The school-based MTSS Leadership Team identifies the problem, analyze the data, designs interventions and evaluates results for development of the School Improvement Plan. The Team utilizes the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focuses attention on deficient areas in this development.
Topics for discussion include, but are not limited to, the following:
- FCAT scores and the lowest 25%
- strengths and weaknesses of intensive programs
- mentoring, tutoring, and other services.
The RtI/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-4 Literacy Assessment System
- Diagnostic Assessment for Reading (DAR)
- Progress Monitoring and Reporting Network (PMRN)
- Comprehensive English Language Learning Assessment (CELLA)
- Office Discipline Referrals
- Retentions
- Absences

Midyear data:

- Florida Assessment for Instruction in Reading (FAIR)
- Diagnostic Assessment for Reading (DAR)
- Palm Beach County Winter Diagnostics
- Palm Beach Writes
- Progress Monitoring and Reporting Network (PMRN)
- K-4 Literacy Assessment System

End of year data:

- Florida Assessment for Instruction in Reading (FAIR)
- Florida Comprehensive Assessment Test (FCAT)
- FCAT Writes
- Palm Beach County Spring Diagnostics

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.

The school-based RtI/Inclusion Facilitator will provide in-service to the faculty on designated professional development days (PDD). These in-service opportunities will include, but are not limited to, the following:

- SBT and CST referral process
- Problem Solving Model
- consensus building
- Positive Behavioral Intervention and Support (PBIS)
- data-based decision-making to drive instruction
- progress monitoring
- selection and availability of research-based interventions
- tools utilized to identify specific discrepancies in reading
- Base line, mid-year, and end of year data for behavior
- Champs, PBIS (reports)

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

Describe the plan to support MTSS.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

The Literacy Leadership Team (LLT) creates capacity of reading knowledge within the school building and focuses on areas of literacy concern across the school. The principal, coaches, mentor reading teachers, content area teachers, and other principal appointees serve on the team. The LLT meets at least two times per month.

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

The principal meets with the LLT at least two times per month. Agenda topics include the discussion of the team's goals and progress, as well as identification of new strategies and activities to implement. As additional needs and concerns arise, the LLT investigates the concern, studies and plans a course of action, implements the action, analyzes its effectiveness, and reflects on the process. This is a continuous process throughout the entire school year.

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

The LLT plays an integral role in fostering a rich literacy environment at the school for all students and staff. The team builds professional conversation, promotes collegiality, collaboration, and a literacy culture. Initiatives are based on literacy-related data and needs assessments related to the school, including literacy achievement, motivation, and building a community of readers, both at school and home in the process. This is a continuous process throughout the entire school year.

## Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/9/2012)

## *Elementary Title I Schools Only: Pre-School Transition

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

Belle Glade Elementary has a quality Voluntary Pre-K (VPK) Program. Instructors (certified teachers) in this program prepare students with strategies that make the transition to kindergarten easier. The curriculum includes DLM Early Childhood Express. This research-based Pre-Kindergarten Curriculum develops children's minds and bodies through research-based learning experiences with lessons that connect disciplines to enhance the relevance of instruction and help children recognize patterns in learning. Also, Imagine It! is used to enhance instruction. School routines and behaviors are instilled in VPK students in conjunction with academics and the Conscious Discipline model. To assist parents and students in this transition, we have a kindergarten roundup for all pre-kindergarten students slated to attend our school. This activity brings all of the feeder pre-kindergarten programs to our building for an orientation program for the children. The children have the opportunity to meet the staff and see the school before they enroll. A "Transition to Kindergarten" meeting is held each spring to create a needs assessment for individual students and to assist parents in preparing the students for kindergarten. Workshops for parents are also provided to assist with registration, physicals, and vaccination information. For initial student placement, the FLKRS Early Screening Inventory is administered to all students entering kindergarten. The results reveal if the new student is ready for kindergarten. Using these results the kindergarten teacher can target the new students' academic needs. On-going assessments include The Fair Assessment and informal observations. Kindergarten teachers share the results of this information with the VPK teachers to develop new strategies for any deficiencies. Screening data will be collected and aggregated. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains and the need for changes to the instructional/intervention programs.

## *Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

## *High Schools Only

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

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

N/A

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

N/A

## Postsecondary Transition

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

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

N/A

# PART II: EXPECTED IMPROVEMENTS

## Reading Goals

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

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
|---|---|
| 1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.<br><br>Reading Goal #1a: | In grades 3-5, 55% (117) of students will achieve reading proficiency (FCAT Level 3 and above)on the 2012-2013 administration of the FCAT Reading Test. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In grades 3-5 25% (54) of students achieved proficiency (FCAT Level 3 and above) in reading on the 2011-2012 FCAT Reading Test. | In grades 3-5, 55% (117) of students will achieve reading proficiency (FCAT Level 3 and above)on the 2012-2013 administration of the FCAT Reading Test. |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Teachers face the challenge of differentiating reading instruction in the classroom. | Eighty percent of classroom instruction will be taught at moderate to high complexity levels; starting with smaller texts and building complexity throughout the school year. | Principal, Assistant Principal, Reading Coaches | Classroom walk-through log and focused walk-through to monitor frequency and quality of differentiated instruction. Monitor lesson plans. | Monitor student progress through teacher Data Chats, Scholastic Reading Inventory (SRI), K-4 Literacy Assessment, FAIR, SSS Diagnostic, and FCAT. Monitor lesson plans |
| 2 | Teachers face the challenge of implementing Readers Workshop daily, consistently and effectively. | Teachers will participate in ongoing professional development for Readers Workshop. | Principal, Assistant Principal, Reading Coaches | Classroom walk-through log and focused walk-through to monitor frequency and quality of Readers Workshop implementation. Monitor lesson plans. | Monitor student progress through teacher Data Chats, Scholastic Reading Inventory (SRI), K-4 Literacy Assessment, FAIR, SSS Diagnostic, and FCAT. Monitor lesson plans. |
| 3 | Teachers face the challenge of collaboratively planning effectively to meet the needs of all students. | Teachers will use an agenda to guide preplanning and meet weekly to plan collaboratively with coaches' support. | Principal, Assistant Principal, Reading Coaches | Classroom walk-through and focused walk - through to determine consistency of planning. Monitor lesson plans. | Data analysis of Diagnostic Tests and EDW reports; FCAT SSS Reading Assessment based on targeted proficiency; Monitor lesson plans. |
| 4 | Teachers face the challenge of planning and implementing the use of high order questions and activities aligned with instruction. | Teachers will participate in professional development in the effective use and infusion of high order questions in daily lessons. | Principal, Assistant Principal, Reading Coaches | Classroom walk-through and focused walk - through to determine consistency and use of high order questions. Monitor lesson plans. | Monitor student progress through teacher Data Chats, Scholastic Reading Inventory (SRI), K-4 Literacy Assessment, FAIR, SSS Diagnostic, and FCAT. Monitor lesson plans. |

| | 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.<br><br>Reading Goal #1b: | In grades 3-5 100% (1) of students will score at Levels 4, 5, and 6 in reading on the 2012-2013 Florida Alternate Assessment. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In grades 3-5 25% (1) of students scored at Levels 4, 5, and 6 in reading on the 2011-2012 Florida Alternate Assessment. | In grades 3-5 100% (1) of students will score at Levels 4, 5, and 6 in reading on the 2012-2013 Florida Alternate 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 | Teachers face the challenge of collaboratively planning effectively to meet the needs of all students. | Teachers will use an agenda to guide preplanning and meet weekly to plan collaboratively with coaches' support. | Principal, Assistant Principal, Reading Coaches | Classroom walk-through and focused walk - through to determine consistency of planning. Monitor lesson plans. | Data analysis of Diagnostic Tests and EDW reports; FCAT SSS Reading Assessment based on targeted proficiency; Lesson plans. |
| 2 | Teachers face the challenge of collaboratively planning effectively to meet the needs of all students. | Tier 1: Determine core instructional needs by reviewing Diagnostic / FAIR assessment data for targeted students. Plan differentiated instruction using evidence-based instruction/ interventions within 90-minute reading block. | Principal, Assistant Principal, Leadership Team, Reading Coaches | Student progress is assessed using Diagnostic /FAIR Ongoing Progress Monitoring (OPM) every 20 days. Percent of students making adequate progress toward benchmark is calculated. | Student progress is assessed using Diagnostic /FAIR Ongoing Progress Monitoring (OPM); K-4 Assessment. |
| 3 | Teachers face the challenge of collaboratively planning effectively to meet the needs of all students. | Tier 2: Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of FAIR data and will include explicit instruction, modeled instruction, guided practice and independent practice. | Principal, Assistant Principal, Leadership Team, Reading Coaches | Student progress is assessed using Diagnostic /FAIR Ongoing Progress Monitoring (OPM) every 20 days. Percent of students making adequate progress toward benchmark is calculated. | Student progress is assessed using Diagnostic /FAIR Ongoing Progress Monitoring (OPM); K-4 Assessment. |
| 4 | Teachers face the challenge of collaboratively planning effectively to meet the needs of all students. | Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Pre-reading strategies will be facilitated. Interventions will be matched to | Principal, Assistant Principal, Leadership Team, Reading Coaches | Student progress is assessed using Diagnostic /FAIR Ongoing Progress Monitoring (OPM) every 20 days. Percent of students making adequate progress toward benchmark is calculated. | Student progress is assessed using Diagnostic /FAIR Ongoing Progress Monitoring (OPM); K-4 Assessment. |

| | | individual student needs, be evidence-based, and provided in addition to core instruction. | | | |
|---|---|---|---|---|---|

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.<br><br>Reading Goal #2a: | In grades 3-5, 55% (117) of students will achieve reading proficiency (FCAT Level 3 and above) on the 2012-2013 administration of the FCAT Reading Test and at least 20% (48) of students achieving proficiency will score levels 4 and 5. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In grades 3-5, 14% (30) of students achieved above proficiency (FCAT Levels 4 and 5) in reading on the 2011-2012 administration of the FCAT Reading Test. | In grades 3-5, 55% (117) of students will achieve reading proficiency (FCAT Level 3 and above) on the 2012-2013 administration of the FCAT Reading Test and at least 20% (48) of students achieving proficiency will score levels 4 and 5. |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Teachers face the challenge of utilizing data for differentiated instruction and structuring lessons for enrichment. | Analyze disaggregated data in teacher grade/discipline teams for all subgroups. | Principal, Assistant Principal, Reading Coaches, LTF | Lesson plans will be reviewed for fidelity during classroom walkthroughs and will be submitted to Assistant Principal. | Data analysis of Diagnostic Tests and EDW reports; FCAT SSS Reading based on targeted proficiency for each subgroup. |
| 2 | Teachers face the challenge of planning and implementing the use of high order questions and activities aligned with instruction. | Utilize Webs Depth of Knowledge stems in all lesson plans, require moderate to high order questions in all lesson plans, verify plan bi-weekly for fidelity, monitor moderate to high order question implementation during classroom walk thru. | Assistant Principal, Reading Coaches | Classroom walk-through and focused walk - through to determine consistency of high orders questioning in daily lessons. Monitor lesson plans. | Monitor student progress through teacher Data Chats, Scholastic Reading Inventory (SRI), K-4 Literacy Assessment, FAIR, SSS Diagnostic, and FCAT. Monitor lesson plans. |
| 3 | Teachers face the challenge of collaboratively planning effectively to meet the needs of all students. | Teachers will use an agenda to guide preplanning and meet weekly to plan collaboratively with coaches' support. | Principal, Assistant Principal, Reading Coaches, LTF | Classroom walk-through and focused walk - through to determine consistency of planning. Monitor lesson plans. | Data analysis of Diagnostic Tests and EDW reports; FCAT SSS Reading Assessment based on targeted proficiency; Lesson plans. |

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.<br><br>Reading Goal #2b: | In grades 3-5 100% (1)of students will score at or above Achievement Level 7 in reading on the 2012-2013 Florida Alternate Assessment. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In grades 3-5 75% (3) of students scored at or above Achievement Level 7 in reading on the 2011-2012 Florida Alternate Assessment. | In grades 3-5 100% (1)of students will score at or above Achievement Level 7 in reading on the 2012-2013 Florida Alternate Assessment. |

| | 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 | |

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 1 | Teachers face the challenge of utilizing data for differentiated instruction and best practices (utilization of data throughout the system and at the student level). | Analyze disaggregated data in teacher grade/discipline teams for the ELL and ESE subgroups delineating students who are below proficiency level and/or students who have not made sufficient gains. Each identified student in the subgroup will be tracked after each diagnostic test. | Principal, Assistant Principal, Reading Coaches | Classroom walk-through log and focused walk-through to monitor frequency and quality of differentiated instruction. Monitor lesson plans. | Monitor student progress through teacher Data Chats weekly, Scholastic Reading Inventory (SRI), K-4 Literacy Assessment, FAIR, SSS Diagnostic, and FCAT. Monitor lesson plans. |
| 2 | Teachers face the challenge of collaboratively planning effectively to meet the needs of all students. | Tier 1: Determine core instructional needs by reviewing Diagnostic / FAIR assessment data for targeted students. Plan differentiated instruction using evidence-based instruction/ interventions within 90-minute reading block. | Principal, Assistant Principal, Leadership Team, Reading Coaches | Student progress is assessed using Diagnostic /FAIR Ongoing Progress Monitoring (OPM) every 20 days. Percent of students making adequate progress toward benchmark is calculated. | Student progress is assessed using Diagnostic /FAIR Ongoing Progress Monitoring (OPM); K-4 Assessment, Florida Alternate Assessment. |
| 3 | Teachers face the challenge of collaboratively planning effectively to meet the needs of all students. | Tier 2: Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of FAIR data and will include explicit instruction, modeled instruction, guided practice and independent practice. | Principal, Assistant Principal, Leadership Team, Reading Coaches | Student progress is assessed using Diagnostic /FAIR Ongoing Progress Monitoring (OPM) every 20 days. Percent of students making adequate progress toward benchmark is calculated. | Student progress is assessed using Diagnostic /FAIR Ongoing Progress Monitoring (OPM); K-4 Assessment, Florida Alternate Assessment. |
| 4 | Teachers face the challenge of collaboratively planning effectively to meet the needs of all students. | Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Pre-reading strategies will be facilitated. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core instruction. | Principal, Assistant Principal, Leadership Team, Reading Coaches | Student progress is assessed using Diagnostic /FAIR Ongoing Progress Monitoring (OPM) every 20 days. Percent of students making adequate progress toward benchmark is calculated. | Student progress is assessed using Diagnostic /FAIR Ongoing Progress Monitoring (OPM); K-4 Assessment, Florida Alternate Assessment. |

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.<br><br>Reading Goal #3a: | In grades 3-5,70% (49) of students will make learning gains on the 2012-2013 administration of the FCAT reading test. |
|---|---|---|
| | 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | In grades 3-5 65% (46) of students made learning gains in reading on the 2010-2011 administration of the FCAT Reading Test. | In grades 3-5,70% (49) of students will make learning gains on the 2012-2013 administration of the FCAT reading test. |

<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 | Teachers face the challenge of utilizing data for differentiated instruction and best practices (utilization of data throughout the system and at the student level). | Analyze disaggregated data in teacher grade/discipline teams for the ELL and ESE subgroups delineating students who are below proficiency level and/or students who have not made sufficient gains. Each identified student in the subgroup will be tracked after each diagnostic test | Assistant Principal, Reading Coaches, ESE Coordinator, ESOL Coordinator | Classroom walk-through log and focused walk-through to monitor frequency and quality of differentiated instruction.<br><br>Monitor lesson plans. | Monitor student progress through teacher Data Chats weekly, Scholastic Reading Inventory (SRI), K-4 Literacy Assessment, FAIR, SSS Diagnostic, and FCAT.<br>Monitor lesson plans |
| 2 | Teachers face the challenge of implementing Readers Workshop daily, consistently and effectively. | Teachers will participate in ongoing professional development for Readers Workshop. | Principal, Assistant Principal, Reading Coaches, Leadership Team, ESE Coordinator,ESOL Coordinator | Classroom walk-through log and focused walk-through to monitor frequency and quality of Readers Workshop implementation.<br>Monitor lesson plans. | Monitor student progress through teacher Data Chats, Scholastic Reading Inventory (SRI), K-4 Literacy Assessment, FAIR, SSS Diagnostic, and FCAT.<br>Monitor lesson plans |
| 3 | Teachers face the challenge of planning and implementing the use of high order questions and activities aligned with instruction. | Utilize Webs Depth of Knowledge stems in all lesson plans, require moderate to high order questions in all lesson plans, verify plan bi-weekly for fidelity, monitor moderate to high order question implementation during classroom walk thru. | Principal, Assistant Principal, Reading Coaches, Leadership Team, ESE Coordinator,ESOL Coordinator | Classroom walk-through and focused walk - through to determine consistency of high orders questioning in daily lessons.<br>Monitor lesson plans. | Monitor student progress through teacher Data Chats, Scholastic Reading Inventory (SRI), K-4 Literacy Assessment, FAIR, SSS Diagnostic, and FCAT.<br>Monitor lesson plans. |

| 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:<br>Percentage of students making Learning Gains in reading.<br><br>Reading Goal #3b: | In grades 3-5, 100% (1) of students will make learning gains in reading on the 2012-2013 Florida Alternate Assessment. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In grades 3-5, 25% (1) of students made learning gains in reading on the 2011-2012 Florida Alternate Assessment. | In grades 3-5, 100% (1) of students will make learning gains in reading on the 2012-2013 Florida Alternate 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 | Teachers face the challenge of utilizing data for differentiated instruction and best practices (utilization of data throughout the system and at the student level). | Analyze disaggregated data in teacher grade/discipline teams for the ELL and ESE subgroups delineating students who are below proficiency level and/or students who have not made sufficient gains. Each identified student in the subgroup will be tracked after each diagnostic test. | Assistant Principal, Reading Coaches, ESE Coordinator, ESOL Coordinator | Classroom walk-through log and focused walk-through to monitor frequency and quality of differentiated instruction. Monitor lesson plans. | Monitor student progress through teacher Data Chats weekly, Scholastic Reading Inventory (SRI), K-4 Literacy Assessment, FAIR, SSS Diagnostic, and FCAT. Monitor lesson plans |
| 2 | Teachers face the challenge of collaboratively planning effectively to meet the needs of all students. | Tier 1: Determine core instructional needs by reviewing Diagnostic / FAIR assessment data for targeted students. Plan differentiated instruction using evidence-based instruction/ interventions within 90-minute reading block. | Principal, Assistant Principal, Leadership Team, Reading Coaches | Student progress is assessed using Diagnostic /FAIR Ongoing Progress Monitoring (OPM) every 20 days. Percent of students making adequate progress toward benchmark is calculated. | Student progress is assessed using Diagnostic /FAIR Ongoing Progress Monitoring (OPM); K-4 Asessment. |
| 3 | Teachers face the challenge of collaboratively planning effectively to meet the needs of all students. | Tier 2: Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of FAIR data and will include explicit instruction, modeled instruction, guided practice and independent practice. | Principal, Assistant Principal, Leadership Team, Reading Coaches | Student progress is assessed using Diagnostic /FAIR Ongoing Progress Monitoring (OPM) every 20 days. Percent of students making adequate progress toward benchmark is calculated. | Student progress is assessed using Diagnostic /FAIR Ongoing Progress Monitoring (OPM); K-4 Asessment. |
| 4 | Teachers face the challenge of collaboratively planning effectively to meet the needs of all students. | Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Pre-reading strategies will be facilitated. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core instruction. | Principal, Assistant Principal, Leadership Team, Reading Coaches | Student progress is assessed using Diagnostic /FAIR Ongoing Progress Monitoring (OPM) every 20 days. Percent of students making adequate progress toward benchmark is calculated. | Student progress is assessed using Diagnostic /FAIR Ongoing Progress Monitoring (OPM); K-4 Asessment. |

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. | In grades 3-5,70% (41) of the Lowest 25% will make learning gains on the 2012-2013 administration of the FCAT Reading |

| Reading Goal #4: | Test. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In grades 3-5 67% (39) of students in Lowest 25% made learning gains on the 2011-2012 administration of the FCAT Reading Test. | In grades 3-5,70% (41) of the Lowest 25% will make learning gains on the 2012-2013 administration of the FCAT Reading Test. |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Teachers face the challenge of implementing Readers Workshop daily, consistently and effectively. | Teachers will participate in ongoing professional development for Readers Workshop. | Principal, Assistant Principal, Reading Coaches | Classroom walk-through log and focused walk-through to monitor frequency and quality of Readers Workshop implementation. Monitor lesson plans. | Monitor student progress through teacher Data Chats, Scholastic Reading Inventory (SRI), K-4 Literacy Assessment, FAIR, SSS Diagnostic, and FCAT. Monitor lesson plans. |
| 2 | Teachers face the challenge of continually monitoring student progress. | Tier 1: Determine core instructional needs by reviewing Diagnostic / FAIR assessment data for targeted students. Plan differentiated instruction using evidence-based instruction/ interventions within 90-minute reading block. | Principal, Assistant Principal, Leadership Team, Reading Coaches | Student progress is assessed using Diagnostic /FAIR Ongoing Progress Monitoring (OPM) every 20 days. Percent of students making adequate progress toward benchmark is calculated. | Student progress is assessed using Diagnostic /FAIR Ongoing Progress Monitoring (OPM); K-4 Asessment. |
| 3 | Teachers face the challenge of continually monitoring student progress. | Tier 2: Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of FAIR data and will include explicit instruction, modeled instruction, guided practice and independent practice. | Principal, Assistant Principal, Leadership Team, Reading Coaches | Student progress is assessed using assessment data for all students receiving Tier 2 supplemental instruction. Percent of students making adequate progress toward benchmark is calculated. | Student progress is assessed using Diagnostic /FAIR Ongoing Progress Monitoring (OPM); K-4 Asessment. |
| 4 | Teachers face the challenge of continually monitoring student progress. | Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Pre-reading strategies will be facilitated. Interventions will be matched to individual student needs, be evidence-based, and provided in | Principal, Assistant Principal, Leadership Team, Reading Coaches | Student progress is assessed using FAIR OPM every 20 days and/or Assessment data for all students receiving Tier 3 targeted intervention. Adequate progress is determined by comparing student's trend line to aim line. | Student progress is assessed using Diagnostic /FAIR Ongoing Progress Monitoring (OPM); K-4 Asessment. |

| | | |
|---|---|---|
| | addition to core instruction. | |

| 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 # <br><br> In grades 3-5, 55% (117) of students will achieve reading proficiency (FCAT Level 3 and above) on the 2012-2013 administration of the FCAT Reading Test. <br><br> 5A : |
|---|---|

| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|---|---|---|---|---|---|---|
| | 25 | 39 | 45 | 51 | 57 | |

| 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. <br><br> Reading Goal #5B: | In grades 3-5 Hispanic students not making satisfactory progress will decrease to 66% (59); African American students not making satisfactory progress will decrease to 63% on the 2012-2013 FCAT reading assessment. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In grades 3-5 Hispanic students not making satisfactory progress in reading was 76% (68) and African American students not making satisfactory progress in reading was 73%(102)on the 2011-2012 FCAT reading assessment. | In grades 3-5 Hispanic students not making satisfactory progress will decrease to 66% (59); African American students not making satisfactory progress will decrease to 63% on the 2012-2013 FCAT reading 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 | Teachers face the challenge of remediating emergent readers in grades 3-5. | Teachers will provide opportunities for students to read independently. Teachers will work with students in pairs and small groups, targeting all 6 areas of reading including guided reading, repeated readings, echo reading, partner reading. | Assistant Principal, Leadership Team | Administration will be aware of the instructional focus and monitor implementation through classroom walk-throughs. <br><br> Moniter lesson plans. | Monitor student progress through the FAIR Assessments; teacher developed assessments; Scholastic Reading Inventory (SRI) three times per school year; SSS Diagnostic test two times per school year; K-4 Literacy Assessment. |
| 2 | Teachers face the challenge of implementing Readers Workshop daily, consistently and effectively. | Teachers will participate in ongoing professional development for Readers Workshop. | Principal, Assistant Principal, Reading Coaches | Classroom walk-through log and focused walk-through to monitor frequency and quality of Readers Workshop implementation. <br> Monitor lesson plans. | Monitor student progress through teacher Data Chats, Scholastic Reading Inventory (SRI), K-4 Literacy Assessment, FAIR, SSS Diagnostic, and FCAT. Monitor lesson plans. |
| 3 | Teachers face the challenge of collaboratively planning effectively to meet the needs of all students. | Teachers will use an agenda to guide preplanning and meet weekly to plan collaboratively with coaches' support. | Principal, Assistant Principal, Reading Coaches | Classroom walk-through and focused walk - through to determine consistency of planning. Monitor lesson plans. | Data analysis of Diagnostic Tests and EDW reports; FCAT SSS Reading Assessment based on targeted proficiency; |

| | | | | | Monitor Lesson plans. |
|---|---|---|---|---|---|
| 4 | Teachers face the challenge of planning and implementing the use of high order questions and activities aligned with instruction. | Utilize Webs Depth of Knowledge stems in all lesson plans, require moderate to high order questions in all lesson plans, verify plan bi-weekly for fidelity, monitor moderate to high order question implementation during classroom walk thru. | Principal, Assistant Principal, Reading Coaches | Classroom walk-through and focused walk - through to determine consistency of high orders questioning in daily lessons. Monitor lesson plans. | Monitor student progress through teacher Data Chats, Scholastic Reading Inventory (SRI), K-4 Literacy Assessment, FAIR, SSS Diagnostic, and FCAT. Monitor lesson plans. |

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

| 5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C: | In grades 3-5 English Language Learners (ELL) not making satisfactory progress in reading on the 2012-2013 FCAT reading assessment will decrease to 84%(60). |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In grades 3-5 English Language Learners (ELL) not making satisfactory progress in reading on the 2011-2012 FCAT reading assessment was 90% (67). | In grades 3-5 English Language Learners (ELL) not making satisfactory progress in reading on the 2012-2013 FCAT reading assessment will decrease to 84%(60). |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Teachers face the challenge of designing comprehensive reading lessons and small group instruction to meet the academic needs of all students. | Teachers will focus instruction on seven cognitive strategies used by proficient readers to increase comprehension in the Readers Workshop model. Strategies will be taught in an uninterrupted reading block over an extended period of time with a variety of texts. Instruction will include all elements of a balance literacy model. | Assistant Principal, Reading Coach, ESOL Coordinator | Administration will be aware of the daily benchmark focus and monitor implementation through classroom walkthroughs. | Student progress is assessed using Diagnostic /FAIR Ongoing Progress Monitoring (OPM) every 20 days; K-4 Literacy Assessment. |
| 2 | Teachers face the challenge of collaboratively planning effectively to meet the needs of all students. | Teachers will use an agenda to guide preplanning and meet weekly to plan collaboratively with coaches' support. | Principal, Assistant Principal, ESOL Coordinator, Coaches | Classroom walk-through and focused walk - through to determine consistency of planning. Monitor lesson plans. | CELLA, FAIR, Diagnostics, K-4 Literacy Assesment, SRI |
| 3 | Teachers face the challenge of implementing Readers Workshop daily, consistently and effectively. | Teachers will participate in ongoing professional development for Readers Workshop. | Principal, Assistant Principal, ESOL Coordinator, Coaches | Classroom walk-through log and focused walk-through to monitor frequency and quality of Readers Workshop implementation. Monitor lesson plans. | CELLA, FAIR, Diagnostics, K-4 Literacy Assesment, SRI |
| 4 | Teachers face the challenge of planning and implementing the use of high order questions and activities aligned with instruction | Utilize Webs Depth of Knowledge stems in all lesson plans, require moderate to high order questions in all lesson plans, verify plan bi-weekly for fidelity, monitor moderate to high order question implementation during | Principal, Assistant Principal, ESOL Coordinator, Coaches | Classroom walk-through and focused walk - through to determine consistency of high orders questioning in daily lessons. Monitor lesson plans | CELLA, FAIR, Diagnostics, K-4 Literacy Assesment, SRI |

| | | | | | |
|---|---|---|---|---|---|
| | | | | classroom walk thru. | |

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

| 5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D: | In grades 3-5 Students with Disabilities (SWD) not making satisfactory progress in reading on the 2012-2013 FCAT reading assessment will decrease to 64%(30). |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In grades 3-5 Students with Disabilities (SWD) not making satisfactory progress in reading on the 2011-2012 FCAT reading assessment was 79% (36). | In grades 3-5 Students with Disabilities (SWD) not making satisfactory progress in reading on the 2012-2013 FCAT reading assessment will decrease to 64%(30). |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Teachers face the challenge of designing comprehensive reading lessons and small group instruction to meet the academic needs of all students. | Teachers will focus instruction on seven cognitive strategies used by proficient readers to increase comprehension in the Readers Workshop model. Strategies will be taught in an uninterrupted reading block over an extended period of time with a variety of texts. Instruction will include all elements of a balance literacy model. | Assistant Principal, Reading Coaches, ESE Coordinator | Administration will be aware of the daily benchmark focus and monitor implementation through classroom walkthroughs. | Student progress is assessed using Diagnostic /FAIR Ongoing Progress Monitoring (OPM) every 20 days; K-4 Literacy Assessment |
| 2 | Teachers face the challenge of implementing Readers Workshop daily, consistently and effectively. | Teachers will participate in ongoing professional development for Readers Workshop. | Principal, Assistant Principal, Reading Coaches | Classroom walk-through log and focused walk-through to monitor frequency and quality of Readers Workshop implementation. Monitor lesson plans. | Monitor student progress through teacher Data Chats, Scholastic Reading Inventory (SRI), K-4 Literacy Assessment, FAIR, SSS Diagnostic, and FCAT. Monitor lesson plans |
| 3 | Teachers face the challenge of collaboratively planning effectively to meet the needs of all students. | Teachers will use an agenda to guide preplanning and meet weekly to plan collaboratively with coaches' support. | Principal, Assistant Principal, Reading Coaches | Classroom walk-through and focused walk - through to determine consistency of planning. Monitor lesson plans. | Student progress is assessed using Diagnostic /FAIR Ongoing Progress Monitoring (OPM) every 20 days; K-4 Literacy Assessment |
| 4 | Teachers face the challenge of planning and implementing the use of high order questions and activities aligned with instruction. | Teachers will participate in professional development in the effective use and infusion of high order questions in daily lessons. | Principal, Assistant Principal, Reading Coaches | Classroom walk-through and focused walk - through to determine consistency of high orders questioning in daily lessons. Monitor lesson plans. | Monitor student progress through teacher Data Chats, Scholastic Reading Inventory (SRI), K-4 Literacy Assessment, FAIR, SSS Diagnostic, and FCAT. Monitor lesson plans. |

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

| | 5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E: | In grades 3-5 Economically Disadvantaged students not making satisfactory progress in reading on the 2012-2013 FCAT reading assessment will decrease to 65% (112). |
|---|---|---|
| | 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | In grades 3-5 Economically Disadvantaged students not making satisfactory progress in reading on the 2011-2012 FCAT reading assessment was 75% (174). | In grades 3-5 Economically Disadvantaged students not making satisfactory progress in reading on the 2012-2013 FCAT reading assessment will decrease to 65% (112). |

<table>
<tr><th colspan="6">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><th></th><th>Anticipated Barrier</th><th>Strategy</th><th>Person or Position Responsible for Monitoring</th><th>Process Used to Determine Effectiveness of Strategy</th><th>Evaluation Tool</th></tr>
<tr><td>1</td><td>Teachers face the challenge of utilizing data for differentiated instruction and best practices (utilization of data throughout the system and at the student level).</td><td>Analyze disaggregated data in teacher grade/discipline teams for the ED subgroup delineating students who are below proficiency level and/or students who have not made sufficient gains. Each identified student in the subgroup will be tracked after each diagnostic test.</td><td>Principal, Reading Coaches</td><td>Classroom walk-through log and focused walk-through to monitor frequency and quality of differentiated instruction.<br><br>Monitor lesson plans.</td><td>Data analysis of Diagnostic Tests and EDW reports; FCAT SSS Reading based on targeted proficiency for each subgroup.</td></tr>
<tr><td>2</td><td>Teachers face the challenge of implementing Readers Workshop daily, consistently and effectively.</td><td>Teachers will participate in ongoing professional development for Readers Workshop.</td><td>Principal, Assistant Principal, Reading Coaches</td><td>Classroom walk-through log and focused walk-through to monitor frequency and quality of Readers Workshop implementation.<br>Monitor lesson plans.</td><td>CELLA, FAIR, Diagnostics, K-4 Literacy Assessment, SRI</td></tr>
<tr><td>3</td><td>Teachers face the challenge of collaboratively planning effectively to meet the needs of all students.</td><td>Teachers will use an agenda to guide preplanning and meet weekly to plan collaboratively with coaches' support.</td><td>Principal, Assistant Principal, Reading Coaches</td><td>Classroom walk-through and focused walk - through to determine consistency of planning. Monitor lesson plans</td><td>Student progress is assessed using Diagnostic /FAIR Ongoing Progress Monitoring (OPM) every 20 days; K-4 Literacy Assessment</td></tr>
<tr><td>4</td><td>Teachers face the challenge of planning and implementing the use of high order questions and activities aligned with instruction.</td><td>Teachers will participate in professional development in the effective use and infusion of high order questions in daily lessons.</td><td>Principal, Assistant Principal, Reading Coaches</td><td>Classroom walk-through and focused walk - through to determine consistency of high orders questioning in daily lessons. Monitor lesson plans.</td><td>Monitor student progress through teacher Data Chats, Scholastic Reading Inventory (SRI), K-4 Literacy Assessment, FAIR, SSS Diagnostic, and FCAT. Monitor lesson plans</td></tr>
</table>

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

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

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

| | | | | | | |
|---|---|---|---|---|---|---|
| Reading Workshop training: During this professional development teachers will learn research-based activities for developing competent readers and how to facilitate appropriate instructional strategies in the classroom utilizing the elements of a balanced literacy program. | K-5 Reading | Reading Coach | All Reading Teachers | September 2012 | Lesson Plans, Classroom Walkthroughs, FCAT, Core Assessments, Diagnostics, FAIR Assessments, Curriculum Framework Assessments, Classroom Walk-throughts. | Principal, Assistant Principal, Reading Coach |
| High order thinking and Utilizing Webs Depth of Knowledge in the classroom. | K-5 Reading | District Facilitator | K-5 Reading Teachers | November 2012 | Lesson Plans, Classroom Walkthroughs, FCAT, Core Assessments, Diagnostics, FAIR Assessments, Curriculum Framework Assessments, Classroom Walk-throughts. | Principal, Assistant Principal, Reading Coach |

Reading Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Provide a classroom resource teacher | Salary for classroom resource teacher | Title I | $31,822.00 |
| Provide in-school / after school tutors | Tutors | Title I | $2,687.50 |
| | | | Subtotal: $34,509.50 |
| 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 |
| Readers Workshop | Consultants | Title I | $16,800.00 |
| Provide a K -2 Reading Coach to model best practices. | Salary for K-2 Reading Coach | Title I | $31,822.00 |
| Provide professional development in reading | Substitutes | Title I | $1,260.00 |
| Reading professional development | Stipends to attend workshops | Title I | $900.00 |
| Reading Conference | Travel out of state including registrations | Title I | $10,700.00 |
| Provide Learning team Facilitator (LTF) for professional development | Salary for LTF | Title I | $31,822.00 |
| | | | Subtotal: $93,304.00 |
| Other | | | |

| Strategy | Description of Resources | Funding Source | Available Amount |
|---|---|---|---|
| Provide classroom supplies to support curriculum and instruction | Supplies | Title I | $1,027.00 |
| | | Subtotal: $1,027.00 | |
| | | Grand Total: $128,840.50 | |

# 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.<br><br>CELLA Goal #1: | In grades K-5, 51% (88) of students will score proficient in Listening/Speaking on the 2012-2013 Comprehensive English Language Assessment. |
| 2012 Current Percent of Students Proficient in listening/speaking: | |
| In grades K-5, 41%(71)of students scored proficient in Listening/Speaking on the 2010-2011 Comprehensive English Language 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 | Teachers face the challenge of utilizing differentiated instruction in the classroom. | Professional development with differentiated instruction strategies | Principal, Assistant Principal, Reading Coaches | Classroom walk-through log and focused walk-through to monitor frequency and quality of Readers Workshop implementation. Monitor lesson plans. | CELLA, FAIR, Diagnostics, K-4 Literacy Assessment, SRI |
| 2 | Teachers face the challenge of utilizing ESOL strategies in daily instruction. | Professional development encompassing ESOL strategies. | Principal, Assistant Principal, Reading Coaches | Classroom walk-through log and focused walk-through to monitor frequency and quality of Readers Workshop implementation. Monitor lesson plans. | CELLA, FAIR, Diagnostics, K-4 Literacy Assessment, SRI |

| Students read in English at grade level text in a manner similar to non-ELL students. | |
|---|---|
| 2. Students scoring proficient in reading.<br><br>CELLA Goal #2: | In grades K-5, 27% (48) of students will score proficient on the 2012-2013 Comprehensive English Language Learning Assessment. |
| 2012 Current Percent of Students Proficient in reading: | |
| In grades K-5, 17 %(30)of students scored proficient in reading on the 2011-2012 Comprehensive English Language Learning 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 |

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 1 | Teachers face the challenge of utilizing ESOL strategies in daily instruction | Professional development encompassing ESOL strategies | Principal, Assistant Principal, Reading Coaches | Classroom walk-through log and focused walk-through to monitor frequency and quality of Readers Workshop implementation. Monitor lesson plans. | CELLA, FAIR, Diagnostics, K-4 Literacy Assessment, SRI |
| 2 | Teachers face the challenge of collaboratively planning effectively to meet the needs of all students. | Teachers will use an agenda to guide preplanning and meet weekly to plan collaboratively with coaches' support. | Principal, Assistant Principal, Reading Coaches | Classroom walk-through and focused walk - through to determine consistency of planning. Monitor lesson plans | Student progress is<br><br>Student progress is<br><br>Student progress assessed using Diagnostic /FAIR Ongoing Progress Monitoring (OPM) every 20 days; K-4 Literacy Assessment |

| Students write in English at grade level in a manner similar to non-ELL students. | |
|---|---|
| 3. Students scoring proficient in writing.<br><br>CELLA Goal #3: | In grades K-5, 27% (46)of students will score proficient in writing on the 2012-2013 Comprehensive English Language Learning Assessment. |
| 2012 Current Percent of Students Proficient in writing: | |
| In grades K-5, 17% (29)of students scored proficient in writing on the Comprehensive English Language Learning 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 | Teachers face the challenge of implementing Writers Workshop daily consistently and effectively. | Teachers will participate in Writers Workshop professional development. | Principal, Assistant Principal, Reading Coaches Learning Team Facilitator | Focused walkthrough by administration will be used to ensure best practices are used during Writers Workshop. | Scored writing samples will be used to determine progress between the Pre-test Prompt and Mid-year Prompt |
| 2 | Teachers face the challenge of collaboratively planning effectively to meet the needs of all students. | Teachers will use an agenda to guide preplanning and meet weekly to plan collaboratively with coaches'support. | Principal, Assistant Principal, Reading Coaches | Classroom walk-through and focused walk - through to determine consistency of planning. Monitor lesson plans. | Student progress will be assessed using Diagnostic /FAIR Ongoing Progress Monitoring (OPM) every 20 days; K-4 Literacy Assessment |

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.<br><br>Mathematics Goal #1a: | In grades 3-5, 55% (117) of students will achieve proficiency (FCAT Level 3) on the 2012-2013 administration of the FCAT Mathematics Test. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In grades 3-5 24% (52) of students achieved proficiency (FCAT level 3 and above)on the 2011- 2012 administration of the FCAT Mathematics Test. | In grades 3-5, 55% (117) of students will achieve proficiency (FCAT Level 3) on the 2012-2013 administration of the FCAT Mathematics Test. |

| | Problem-Solving Process to Increase Student Achievement | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Teachers face the challenge of utilizing differentiated instruction and use of high order questions in the mathematics classroom. | Students will participate in differentiated instruction and learning stations. Higher order questioning and centers will be facilitated. Integrated Technology (Destination Math,Gizmos, and Intervention tools from Go Math!)will enhance instruction. | Principal, Assistant Principal, Mathematics Coach | Learning walks completed by administration to ensure best practices are facilitated during the math block. Lesson plans will be reviewed bi- weekly. Instructional Focus Calender utilized. Usuage reports from Gizmos, Destination Math, and Intervention tools from Go Math!. | Diagnostics, Mathematics Assessments, FCAT |
| 2 | Teachers face the challenge of incorporating hands-on activities in the science classroom. | Schedule a 3-5 Science Coach to model "best practices" and facilitate hands-on activities and use Gizmos for science enrichment. | Principal, Assistant Principal, Science Coach | The science coaches schedule will be implemented with fidelity and monitored. | Diagnostics, Classroom Assessments, FCAT |
| 3 | Teachers face the challenge of utilizing the Gradual Release Model with fidelity. | Mathematics coach will develop a series of workshops to establish a common understanding of the Gradual Release Model. | Principal, Assistant Principal, Mathematics Coach Learning Team Facilitator | Learning walks completed by administration to ensure best practices are used during the math block. Lesson plans will be reviewed bi- weekly. Instructional Focus Calendar utilized. | Diagnostics, Mathematics Assessments, FCAT |
| 4 | Teachers face the challenge of utilizing the Florida Continuous Model with fidelity. | Teachers will meet weekly to plan collaboratively with mathematics coach addressing each component of the Florida Continuous Improvement Model. | Principal, Assistant Principal, Mathematics Coach Learning Team Facilitator | Learning walks completed by administration to ensure best practices are used during the math block. Lesson plans will be reviewed bi- weekly. Instructional Focus Calendar utilized. | Diagnostics, Mathematics Assessments, FCAT |
| 5 | Teachers face the challenge of incorporating technology in the classroom with fidelity. | Technology coordinator will support and monitor teachers use of technology and utilize the coaching cycle to reinforce teacher technology use. | Principal, Assistant Principal, Mathematics Coach Learning Team Facilitator | Learning walks completed by administration to ensure best practices are used during the math block. Lesson plans will be reviewed bi- weekly. Instructional Focus | Diagnostics, Mathematics Assessments, FCAT |

| | | | | Calendar utilized | |
|---|---|---|---|---|---|

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:<br>Students scoring at Levels 4, 5, and 6 in mathematics.<br><br>Mathematics Goal #1b: | In grades 3-5, 100% (1) of students will score at Levels 4, 5, and 6 in mathematics on the 2012-2013 Florida Alternate Assessment. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In grades 3-5, 25% (1) of students scored at Levels 4, 5, and 6 on the 2011-2012 mathematics Florida Alternate Assessment. | In grades 3-5, 100% (1) of students will score at Levels 4, 5, and 6 in mathematics on the 2012-2013 Florida Alternate 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 | Teachers face the challenge of utilizing the Gradual Release Model with fidelity. | Mathematics coach will develop a series of workshops to establish a common understanding of the Gradual Release Model. | Principal, Assistant Principal,<br><br>Mathematics Coach<br>Learning Team Facilitator | Learning walks completed by administration to ensure best practices are facilitated during the math block.<br>Lesson plans will be reviewed bi- weekly.<br>Instructional Focus Calendar utilized. | Diagnostics, Mathematics Assessments, FCAT |
| 2 | Teachers face the challenge of implementing the 5e Science Instructional Model in the classroom. | Schedule a 3-5 Science Coach to model "best practices" and implement coaching cycle (pre-planning, modeling, co-teaching, observing, and debriefing) to support teachers with implementation. | Principal, Assistant Principal, Science Coach | Classroom walk-through and lesson plan documentation. | Diagnostics, Classroom Assessments, FCAT |
| 3 | Teachers face the challenge of utilizing the Florida Continuous Model with fidelity. | Teachers will meet weekly to plan collaboratively with mathematics coach addressing each component of the Florida Continuous Improvement Model. | Principal, Assistant Principal,<br><br>Mathematics Coach,<br>Learning Team Facilitator | Learning walks completed by administration to ensure best practices are used during the math block.<br>Lesson plans will be reviewed bi- weekly.<br>Instructional Focus Calendar utilized. | Diagnostics, Mathematics Assessments, FCAT |
| 4 | Teachers face the challenge of incorporating technology in the classroom with fidelity. | Technology coordinator will support and monitor teachers use of technology and utilize the coaching cycle to reinforce teacher technology use. | Principal, Assistant Principal,<br><br>Mathematics Coach,<br>Learning Team Facilitator,<br>Technology Coordinator | Learning walks completed by administration to ensure best practices are used during the math block.<br>Lesson plans will be reviewed bi- weekly.<br>Instructional Focus Calendar utilized. | Diagnostics, Mathematics Assessments, FCAT |

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

| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.<br><br>Mathematics Goal #2a: | In grades 3-5,16%(35)of students will achieve above proficiency (FCAT Levels 4 and 5) on the 2012-2013 administration of the FCAT Mathematics Test. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |

| In grades 3-5, 8% (18) of students achieved above proficiency (FCAT Levels 4 and 5)on the 2011-2012 administration of the FCAT Mathematics Test. | In grades 3-5,16%(35)of students will achieve above proficiency (FCAT Levels 4 and 5) on the 2012-2013 administration of the FCAT Mathematics Test. |
|---|---|

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Teachers face the challenge of utilizing data for differentiated instruction and structuring lessons for enrichment. | Analyze disaggregated data in teacher grade/discipline teams for all subgroup. | Principal, Assistant Principal, Math Coach | Lesson plans will be reviewed for fidelity during classroom walkthroughs and will be submitted to Assistant Principal. | Data analysis of Diagnostic Tests and EDW reports; FCAT SSS Mathematics based on targeted proficiency for each subgroup. |
| 2 | Teachers face the challenge of utilizing data for differentiated instruction and structuring lessons for enrichment. | Analyze disaggregated data in teacher grade/discipline teams for all subgroup. | Assistant Principal, Science Coach | Lesson plans will be reviewed for fidelity during classroom walkthroughs and will be submitted to Assistant Principal. | Data analysis of Diagnostic Tests and EDW reports; FCAT SSS Science based on targeted proficiency for each subgroup. |
| 3 | Teachers face the challenge of utilizing the Florida Continuous Model with fidelity. | Teachers will meet weekly to plan collaboratively with mathematics coach addressing each component of the Florida Continuous Improvement Model. | Principal, Assistant Principal, Mathematics Coach | Learning walks completed by administration to ensure best practices are used during the math block. Lesson plans will be reviewed bi- weekly. Instructional Focus Calendar utilized. | Diagnostics, Mathematics Assessments, FCAT |
| 4 | Teachers face the challenge of utilizing the Gradual Release Model with fidelity. | Mathematics coach will develop a series of workshops to establish a common understanding of the Gradual Release Model. | Principal, Assistant Principal, Mathematics Coach, Learning Team Facilitator | Learning walks completed by administration to ensure best practices are used during the math block. Lesson plans will be reviewed bi- weekly. Instructional Focus Calendar utilized. | Diagnostics, Mathematics Assessments, FCAT |
| 5 | Teachers face the challenge of collaboratively planning effectively to meet the needs of all students. | Teachers will use an agenda guide for preplanning and meet weekly to plan collaboratively with coaches support. | Principal, Assistant Principal, Math Coach | Learning walks completed by administration to ensure best practices are used during the math block. Lesson plans will be reviewed bi- weekly. Instructional Focus Calendar utilized. | Data analysis of Diagnostic Tests and EDW reports; FCAT SSS Mathematics based on targeted proficiency for each subgroup |

| 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. <br><br> Mathematics Goal #2b: | In grades 3-5, 100% (1) of students will score at or above Achievement Level 7 in mathematics on the 2012-2013 Florida Alternate Assessment. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In grades 3-5, 75% (3) of students scored at or above Achievement Level 7 in mathematics on the 2011-2012 Florida Alternate Assessment. | In grades 3-5, 100% (1) of students will score at or above Achievement Level 7 in mathematics on the 2012-2013 Florida Alternate 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 | Teachers face the challenge of collaboratively planning effectively to meet the needs of all students. | Teachers will use an agenda to guide preplanning and meet weekly to plan collaboratively with coaches' support. | Principal, Assistant Principal, Math Coach | Classroom walk-through and focused walk - through to determine consistency of planning. Monitor lesson plans. | Data analysis of Diagnostic Tests and EDW reports; FCAT SSS Reading Assessment based on targeted proficiency; Lesson plans. |
| 2 | Teachers face the challenge of incorporating hands-on activities in the science classroom. | Schedule a 3-5 Science Coach to model "best practices" and implement coaching cycle (pre-planning, modeling, co-teaching, observing, and debriefing) to support teachers with implementation. | Principal, Assistant Principal, Science Coach | Classroom walk-through and focused walk - through to determine consistency of planning. Monitor lesson plans. | Data analysis of Diagnostic Tests and EDW reports; FCAT SSS Reading Assessment based on targeted proficiency; Lesson plans. |
| 3 | Teachers face the challenge of utilizing differentiated instruction in the mathematics classroom. | Teachers will collaboratively meet during common planning to develop lessons that include differentiated instruction. | Principal, Assistant Principal, Mathematics Coach | Learning walks completed by administration to ensure best practices are used during the math block. Lesson plans will be reviewed bi- weekly. Instructional Focus Calender utilized. Usuage reports from Gizmos, Destination Math, and Intervention tools from Go Math! | Diagnostics, Mathematics Assessments, FCAT, FAA |
| 4 | Teachers face the challenge of utilizing the Gradual Release Model with fidelity. | Teachers will meet weekly to plan collaboratively with mathematics coach addressing each component of the Florida Continuous Improvement Model. | Principal, Assistant Principal, Mathematics Coach Learning Team Facilitator | Learning walks completed by administration to ensure best practices are used during the math block. Lesson plans will be reviewed bi- weekly. Instructional Focus Calendar utilized. | Diagnostics, Mathematics Assessments, FCAT, FAA |
| 5 | Teachers face the challenge of utilizing the Florida Continuous Model with fidelity. | Mathematics coach will develop a series of workshops to establish a common understanding of the Gradual Release Model. | Principal, Assistant Principal, Mathematics Coach Learning Team Facilitator | Learning walks completed by administration to ensure best practices are used during the math block. Lesson plans will be reviewed bi- weekly. Instructional Focus Calendar utilized. | Diagnostics, Mathematics Assessments, FCAT. FAA |

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
|---|---|
| 3a. FCAT 2.0: Percentage of students making learning gains in mathematics.<br><br>Mathematics Goal #3a: | In grades 3-5, 70% (48) of students will achieve learning gains on the 2012-2013 administration of the FCAT Mathematics Test. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In grades 3-5 65% (46) of students achieved learning gains on the 2011-2012 administration of the FCAT Mathematics Test. | In grades 3-5, 70% (48) of students will achieve learning gains on the 2012-2013 administration of the FCAT Mathematics Test. |
| 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 | Teachers face the challenge of utilizing small group differentiated instruction and intervention strategies in the mathematics. | Utilize best practices such as direct instruction , hands-on math centers, small group math instruction. Increase the use of manipulatives and hands-on concrete, pictorial and abstract activities to reinforce mathematics concepts. Use Reflex software for enrichment. | Principal, Assistant Principal, Mathematics Coach | Learning Walks by administration will be used to ensure best practices are facilitated during intensive programs<br><br>West Area District Support Team. | Diagnostics, Go Math! Assessments, FCAT |
| 2 | Teachers face the challenge of utilizing the Florida Continuous Model with fidelity. | Teachers will meet weekly to plan collaboratively with mathematics coach addressing each component of the Florida Continuous Improvement Model. | Principal, Assistant Principal, Mathematics Coach | Learning walks completed by administration to ensure best practices are used during the math block. Lesson plans will be reviewed bi- weekly. Instructional Focus Calendar utilized. | Diagnostics, Classroom assessments, FCAT |
| 3 | Teachers face the challenge of utilizing the Gradual Release Model with fidelity. | Mathematics coach will develop a series of workshops to establish a common understanding of the Gradual Release Model. | Principal, Assistant Principal, Mathematics Coach, Learning Team Facilitator | Learning walks completed by administration to ensure best practices are used during the math block. Lesson plans will be reviewed bi- weekly. Instructional Focus Calendar utilized. | Diagnostics, Classroom assessments, FCAT |

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

| 3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.<br><br>Mathematics Goal #3b: | In grades 3-5, 100% (1) of students will make learning gains in mathematics on the 2012-2013 Florida Alternate Assessment. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In grades 3-5, 0% (0) of students made learning gains in mathematics on the 2011-2012 Florida Alternate Assessment. | In grades 3-5, 100% (1) of students will make learning gains in mathematics on the 2012-2013 Florida Alternate 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 | Teachers face the challenge of utilizing small group differentiated instruction and intervention strategies in the mathematics. | Utilize best practices such as direct instruction , hands-on math centers, small group math instruction. Increase the use of manipulatives and hands-on concrete, pictorial and abstract activities to reinforce mathematics concepts. Use Reflex software for enrichment. | Principal, Assistant Principal, Mathematics Coach | Learning Walks by administration will be used to ensure best practices are facilitated during intensive programs<br><br>West Area District Support Team. | Diagnostics, Go Math! Assessments, FCAT |
| | Teachers face the challenge of utilizing | Teachers will collaboratively meet | Principal, Assistant Principal, | Learning walks completed by | Diagnostics, Mathematics |

| | | | | | |
|---|---|---|---|---|---|
| 2 | differentiated instruction in the mathematics classroom with fidelity. | during common planning to develop lessons that include differentiated instruction. | Mathematics Coach | administration to ensure best practices are facilitated during the math block. Lesson plans will be reviewed bi- weekly. Instructional Focus Calendar utilized. Usage reports from Gizmos, Destination Math, and Intervention tools from Go Math. | Assessments, FCAT |
| 3 | Teachers face the challenge of utilizing the Florida Continuous Model with fidelity. | Teachers will meet weekly to plan collaboratively with mathematics coach addressing each component of the Florida Continuous Improvement Model. | Principal, Assistant Principal, Mathematics Coach, Learning Team Facilitator | Learning walks completed by administration to ensure best practices are facilitated during the math block. Lesson plans will be reviewed bi- weekly. Instructional Focus Calendar utilized. | Diagnostics, Mathematics Assessments, FCAT |
| 4 | Teachers face the challenge of utilizing the Gradual Release Model with fidelity. | Mathematics coach will develop a series of workshops to establish a common understanding of the Gradual Release Model. | Principal, Assistant Principal, Mathematics Coach, Learning Team Facilitator | Learning walks completed by administration to ensure best practices are facilitated during the math block. Lesson plans will be reviewed bi- weekly. Instructional Focus Calendar utilized. | Diagnostics, Mathematics Assessments, FCAT |

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

| 4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4: | In grades 3-5, 86% (47) of students in the Lowest 25% will achieve learning gains on the 2012-2013 administration of the FCAT Mathematics Test. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In grades 3-5, 83% (45) of students in the Lowest 25% made learning gains on the 2011-2012 administration of the FCAT Mathematics Test. | In grades 3-5, 86% (47) of students in the Lowest 25% will achieve learning gains on the 2012-2013 administration of the FCAT Mathematics Test. |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Teachers face the challenge of utilizing the Gradual Release Model with fidelity. | Mathematics coach will develop a series of workshops to establish a common understanding of the Gradual Release Model. | Principal, Assistant Principal, Mathematics Coach | Learning walks completed by administration to ensure best practices are facilitated during the math block. Lesson plans will be reviewed bi- weekly. Instructional Focus Calendar utilized. | Diagnostics, Mathematics Assessments, FCAT |
| 2 | Teachers face the challenge of utilizing the Florida Continuous Model with fidelity. | Tier 1: Determine core instructional needs by reviewing assessment data for all students within bottom quartile. Plan differentiated instruction using evidence-based | Principal, Assistant Principal, Mathematics Coach | Learning Walks by administration will be used to ensure best practices are facilitated during intensive programs  West Area District Support Team. | Diagnostics, Go Math! Assessments, FCAT |

| | | instruction/ interventions within the mathematics blocks. | | | |
|---|---|---|---|---|---|
| 3 | Teachers face the challenge of utilizing the Florida Continuous Model with fidelity. | Tier 2: Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of common assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice. Supplemental instruction is provided in addition to core instruction. | Principal, Assistant Principal, Mathematics Coach | Learning Walks by administration will be used to ensure best practices are facilitated during intensive programs West Area District Support Team. | Diagnostics, Go Math! Assessments, FCAT |
| 4 | Teachers face the challenge of utilizing the Florida Continuous Model with fidelity. | Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence based, and provided in addition to core instruction. | Principal, Assistant Principal, Mathematics Coach | Learning Walks by administration will be used to ensure best practices are facilitated during intensive programs West Area District Support Team. | Diagnostics, Go Math! Assessments, FCAT |

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

| 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | Elementary School Mathematics Goal # |
|---|---|
| | In grades 3-5, 55% (117) of students will achieve proficiency (FCAT Level 3) on the FY 2016 administration of the FCAT Mathematics Test.<br><br>5A : |

| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|---|---|---|---|---|---|---|
| | 24 | 36 | 42 | 49 | 55 | |

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

| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.<br><br>Mathematics Goal #5B: | In grades 3-5 Hispanic students not making satisfactory progress in mathematics will decrease to 68% (61); and African American students not making satisfactory progress in mathematics will decrease to 65% (91) on the 2012-2013 FCAT reading assessment. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In grades 3-5 Hispanic students not making satisfactory progress in mathematics was 78% (69), and African American students not making satisfactory progress in mathematics was 75% (105) on the 2011-2012 FCAT math assessment. | In grades 3-5 Hispanic students not making satisfactory progress in mathematics will decrease to 68% (61); and African American students not making satisfactory progress in mathematics will decrease to 65% (91) on the 2012-2013 FCAT reading 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 | Teachers face the challenge of utilizing small group differentiated instruction and intervention strategies in the mathematics classrooms. | Utilize best practices such as direct instruction , hands-on math centers, small group math instruction. Increase the use of manipulatives and hands-on concrete, pictorial and abstract activities to reinforce mathematics concepts. Use Reflex software for enrichment. | Principal, Assistant Principal, Mathematics Coach | Learning Walks by administration will be used to ensure best practices are facilitated during intensive programs. | Diagnostics, Go Math! Assessments, FCAT |
| 2 | Teachers face the challenge of incorporating technology in the classroom with fidelity. | Technology coordinator will support and monitor teachers use of technology and utilizing the coaching cycle to reinforce teacher technology use. | Principal, Assistant Principal, Mathematics Coach Learning Team Facilitator | Learning walks completed by administration to ensure best practices facilitated during the math block. Lesson plans will be reviewed bi- weekly. Instructional Focus Calendar utilized. | Diagnostics, Go Math! Assessments, FCAT |
| 3 | Teachers face the challenge of utilizing the Gradual Release Model with fidelity. | Mathematics coach will develop a series of workshops to establish a common understanding of the Gradual Release Model. | Principal, Assistant Principal, Mathematics Coach, Learning Team Facilitator | Learning walks completed by administration to ensure best practices are facilitated during the math block. Lesson plans will be reviewed bi- weekly. Instructional Focus Calendar utilized. | Diagnostics, Mathematics Assessments, FCAT |

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | |
|---|---|
| 5C. English Language Learners (ELL) not making satisfactory progress in mathematics.<br><br>Mathematics Goal #5C: | In grades 3-5, English Language Learners not making satisfactory progress in mathematics will decrease to 75% (54) on the 2012-2013 administration of the FCAT Mathematics Test. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In grades 3-5, English Language Learners not making satisfactory progress on the 2011-2012 administration of the FCAT Mathematics Test was 85% (62). | In grades 3-5, English Language Learners not making satisfactory progress in mathematics will decrease to 75% (54) on the 2012-2013 administration of the FCAT Mathematics Test. |
| Problem-Solving Process to Increase Student Achievement | |

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 1 | Teachers face the challenge of utilizing data for differentiated instruction and best practices (utilization of data throughout the system and at the student level). | Analyze disaggregated data in teacher grade/discipline teams for the ELL subgroup delineating students who are below proficiency level and/or students who have not made sufficient gains. Each identified student in the subgroup will be tracked after each diagnostic test. | Principal, Assistant Principal, Mathematics Coaches, ESOL Coordinator | Learning Walks by administration will be used to ensure best practices are facilitated during intensive programs<br><br>West Area District Support Team. | Diagnostics, Go Math! Assessments, FCAT |

| | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|---|
| | 2 | Teachers face the challenge of utilizing the Gradual Release Model with fidelity. | Mathematics coach will develop a series of workshops to establish a common understanding of the Gradual Release Model. | Principal, Assistant Principal, Mathematics Coach, Learning Team Facilitator | Learning walks completed by administration to ensure best practices are facilitated during the math block. Lesson plans will be reviewed bi- weekly. Instructional Focus Calendar utilized. | Diagnostics, Go Math! Assessments, FCAT |
| | 3 | Teachers face the challenge of utilizing the Florida Continuous Improvement Model with fidelity. | Teachers will meet weekly to plan collaboratively with mathematics coach addressing each component of the Florida Continuous Improvement Model. | Principal, Assistant Principal, Mathematics Coach, Learning Team Facilitator | Learning walks completed by administration to ensure best practices are facilitated during the math block. Lesson plans will be reviewed bi- weekly. Instructional Focus Calendar utilized. | Diagnostics, Mathematics Assessments, FCAT |

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

| 5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D: | In grades 3-5, Students with Disabilities (SWD )not making satisfactory progress in mathematics on the 2012-2013 administration of the FCAT Mathematics Test will decrease to 66% (30). |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In grades 3-5, Students with Disabilities (SWD) not making satisfactory progress on the 2011-2012 administration of the FCAT Mathematics Test was 76% (35). | In grades 3-5, Students with Disabilities (SWD )not making satisfactory progress in mathematics on the 2012-2013 administration of the FCAT Mathematics Test will decrease to 66% (30). |

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

| | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|---|
| | 1 | Teachers face the challenge of utilizing small group differentiated instruction in the mathematics classrooms. | Targeted students will participate in tutorials and small group instruction, with particular attention to students in subgroups not meeting proficiency. | Assistant Principal, Mathematics Coach, ESE Coordinator | Learning Walks by administration will be used to ensure best practices are facilitated during intensive programs. West Area District Support Team. | Diagnostics, Go Math! Assessments, FCAT |
| | 2 | Teachers face the challenge of utilizing the Gradual Release Model with fidelity. | Mathematics coach will develop a series of workshops to establish a common understanding of the Gradual Release Model. | Principal, Assistant Principal, Mathematics Coach, Learning Team Facilitator | Learning walks completed by administration to ensure best practices are facilitated during the math block. Lesson plans will be reviewed bi- weekly. Instructional Focus Calendar utilized. | Diagnostics, Go Math! Assessments, FCAT |
| | 3 | Teachers face the challenge of utilizing the Florida Continuous Model with fidelity. | Teachers will meet weekly to plan collaboratively with mathematics coach addressing each component of the Florida Continuous Improvement Model. | Principal, Assistant Principal, Mathematics Coach, Learning Team Facilitator | Learning walks completed by administration to ensure best practices are facilitated during the math block. Lesson plans will be reviewed bi- weekly. Instructional Focus Calendar utilized. | Diagnostics, Mathematics Assessments, FCAT |

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

of improvement for the following subgroup:

| E. Economically Disadvantaged students not making satisfactory progress in mathematics.<br><br>Mathematics Goal E: | In grades 3-5, the percent of Economically Disadvantaged students not making satisfactory progress in mathematics on the 2012-2013 administration of the FCAT Mathematics Test will decrease to 66%(153). |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In grades 3-5, the percent of Economically Disadvantaged students not making satisfactory progress in mathematics on the 2011-2012 administration of the FCAT Mathematics Test was 76%(176). | In grades 3-5, the percent of Economically Disadvantaged students not making satisfactory progress in mathematics on the 2012-2013 administration of the FCAT Mathematics Test will decrease to 66%(153). |

| | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Teachers face the challenge of utilizing small group differentiated instruction and intervention strategies in the mathematics classrooms. | Faciliteted whole and small group differentiated instruction in mathematics in the classroom with push in supoport. | Principal, Mathematics Coach | Learning Walks by administration will be used to ensure best practices are facilitated during intensive programs<br><br>West Area District Support Team. | Diagnostics, Go Math! Assessments, FCAT |
| 2 | Teachers face the challenge of incorporating technology in the classroom with fidelity. | Technology coordinator will support and monitor teachers use of technology and utilizing the coaching cycle to reinforce teacher technology use. | Principal, Assistant Principal,<br><br>Mathematics Coach, Learning Team Facilitator | Learning walks completed by administration to ensure best practices are facilitated during the math block. Lesson plans will be reviewed bi- weekly. Instructional Focus Calendar utilized. | Diagnostics, Go Math! Assessments, FCAT |
| 3 | Teachers face the challenge of utilizing the Gradual Release Model with fidelity. | Mathematics coach will develop a series of workshops to establish a common understanding of the Gradual Release Model. | Principal, Assistant Principal,<br><br>Mathematics Coach, Learning Team Facilitator | Learning walks completed by administration to ensure best practices are facilitated during the math block. Lesson plans will be reviewed bi- weekly. Instructional Focus Calendar utilized. | Diagnostics, Mathematics Assessments, FCAT |
| 4 | Teachers face the challenge of utilizing the Florida Continuous Model with fidelity. | Teachers will meet weekly to plan collaboratively with mathematics coach addressing each component of the Florida Continuous Improvement Model. | Principal, Assistant Principal,<br><br>Mathematics Coach, Learning Team Facilitator | Learning walks completed by administration to ensure best practices are facilitated during the math block. Lesson plans will be reviewed bi- weekly. Instructional Focus Calendar utilized. | Diagnostics, Mathematics Assessments, FCAT |

*End of Elementary School Mathematics Goals*

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|---|---|---|---|---|---|
| Effective Use of Manipulatives and Hands-On Activities | Grades K-5 Mathematics | Mathematics Coach | K-5 Teachers | September 2012 | Observation of center use and documentation in lesson plans. | Assistant Principal |
| Effective facilitation of the Instructional Focus Calendar | Grades K-5 Mathematics | Mathematics Coach | K-5 Teachers | September 2012 | Classroom Visits, documentation in lesson plans. | Assistant Principal |
| Everyday Counts Training | Grades K-5 Mathematics | Mathematics Coach | K-5 Teachers | October 2012 | Classroom Visits, documentation in lesson plans. | Assistant Principal |

Mathematics Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Provide Tutors to supplement classroom instruction. | Tutors | Title I | $2,500.00 |
| | | | Subtotal: $2,500.00 |
| 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 |
| Provide a Mathematics coach to model best practices. | Salary for Science / Math Coach | Title I | $67,588.00 |
| Provide substitutes for teacher release time to attend workshops. | Substitutes | Title I | $1,260.00 |
| | | | Subtotal: $68,848.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Provide classroom supplies to support curriculum and instruction | Classroom Supplies | Title I | $1,000.75 |
| | | | Subtotal: $1,000.75 |
| | | | Grand Total: $72,348.75 |

*End of Mathematics Goals*

# Elementary and Middle School Science Goals

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

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
|---|---|
| 1a. FCAT2.0: Students scoring at Achievement Level 3 in science.<br><br>Science Goal #1a: | In grade 5, 30% (20) of students will achieve proficiency (FCAT Level 3 and above) on the 2012-2013 administration of the FCAT Science Test. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |

| In grade 5, 20% (12) of students achieved proficiency (FCAT Level 3) in science on the 2011-2012 administration of the FCAT Science Test. | In grade 5, 30% (20) of students will achieve proficiency (FCAT Level 3 and above) on the 2012-2013 administration of the FCAT Science Test. |
|---|---|

| Problem-Solving Process to Increase Student Achievement |||||
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Teachers face the challenge of implementing the 5e Science Instructional Model in the classroom. | Schedule a 3-5 Science Coach to model "best practices" and implement coaching cycle (pre-planning, modeling, co-teaching, observing, and debriefing) to support teachers with implementation. | Principal, Assistant Principal, Science Coach | Classroom walk-through and lesson plan documentation. | Diagnostics Classroom Assessments FCAT |
| 2 | Teachers face the challenge of incorporating reading and writing into science instruction. | Teachers will collaborate to development science journals/notebooks system to promote authentic writing, critical thinking and scientific inquiry. | Principal, Assistant Principal, Science Coach | Classroom walk-through and lesson plan documentation. | Diagnostics, Classroom Assessments, FCAT |
| 3 | | | | | |
| 4 | | | | | |

| 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: | In grades 3-5, 100% (1) of students will score at Levels 4, 5, and 6 in science on the 2012-2013 Florida Alternate Assessment. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In grades 3-5, 50% (1) of students scored at Levels 4, 5, and 6 in science on the 2011-2012 Florida Alternate Assessment. | In grades 3-5, 100% (1) of students will score at Levels 4, 5, and 6 in science on the 2012-2013 Florida Alternate 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 | Teachers face the challenge of incorporating reading and writing into science instruction. | Teachers will collaborate to development science journals/notebooks system to promote authentic writing, critical thinking and scientific inquiry. | Principal, Assistant Principal, Science Coach | Classroom walk-through and lesson plan documentation. | Diagnostics, Classroom Assessments, FCAT |
| 2 | Teachers face the challenge of incorporating hands-on activities in the science classroom. | Schedule a 3-5 Science Coach to model "best practices" and implement coaching cycle (pre-planning, modeling, co-teaching, observing, | Principal, Assistant Principal, Science Coach | Classroom walk-through and lesson plan documentation. | Diagnostics, Classroom Assessments, FCAT |

| | | | | |
|---|---|---|---|---|
| | | and debriefing) to support teachers with implementation. | | |

| 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.<br><br>Science Goal #2a: | In grade 5, 5% (4) of students will achieved above proficiency (FCAT Levels 4 and 5) in science on the 2012-2013 FCAT Assessment. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In grade 5, 2% (1) of students achieved above proficiency (FCAT Levels 4 and 5) in Science on the 2011-2012 FCAT Assessment. | In grade 5, 5% (4) of students will achieved above proficiency (FCAT Levels 4 and 5) in science on the 2012-2013 FCAT 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 | Teachers face the challenge of integrating hands-on activities in the science classroom. | Schedule a 3-5 Science Coach to model "best practices" and implement coaching cycle (pre-planning, modeling, co-teaching, observing, and debriefing) to support teachers with implementation. | Assistant Principal Science Coach | Classroom walk-through and lesson plan documentation, coaches log. | Diagnostics Classroom Assessments FCAT |
| 2 | Teachers face the challenge of incorporating reading and writing into science instruction. | Provide real world science experiences and engaging activities during classroom acticvities. Provide cooperative learning activities. | Assistant Principal Science Coach | Classroom walk-throughs and lesson plan documentation | Diagnostics Classroom Assessments FCAT |
| 3 | | | | |

| 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.<br><br>Science Goal #2b: | In grades 3-5, 100% (1) of students will score at or above Achievement Level 7 in science on the 2012-2013 Florida Alternate Assessment. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In grade 5, 50% (1)of students scored at or above Achievement Level 7 on the 2011-2012 Florida Alternate Assessment Science. | In grades 3-5, 100% (1) of students will score at or above Achievement Level 7 in science on the 2012-2013 Florida Alternate 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 |
| | Teachers face the | Schedule a 3-5 | Principal, | Classroom walk- | Diagnostics, |

| | | | | | |
|---|---|---|---|---|---|
| 1 | challenge of implementing the 5e Science Instructional Model in the classroom. | Science Coach to model "best practices" and implement coaching cycle (pre-planning, modeling, co-teaching, observing, and debriefing) to support teachers with implementation. | Assistant Principal, Science Coach | through and lesson plan documentation. | Classroom Assessments, FCAT |
| 2 | Teachers face the challenge of incorporating reading and writing into science instruction. | Teachers will collaborate to development science journals/notebooks system to promote authentic writing, critical thinking and scientific inquiry. | Principal, Assistant Principal, Science Coach | Classroom walk-through and lesson plan documentation. | Diagnostics, Classroom Assessments, FCAT |
| 3 | Teachers face the challenge of incorporating hands-on activities in the science classroom. | Schedule a 3-5 Science Coach to model "best practices" and implement coaching cycle (pre-planning, modeling, co-teaching, observing, and debriefing) to support teachers with implementation. | Principal, Assistant Principal, Science Coach | Classroom walk-through and lesson plan documentation. | Diagnostics, Classroom Assessments, FCAT |

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|---|---|---|---|---|---|
| Effective Instruction in Science using the 5 E Model | K-5 Science | Science Coach | K-5 Science Teachers | September 2012 | Assistant Principal will attend the training and ensure strategies are implemented Classroom Walkthroughs. | Principal, Assistant Principal |
| Using Science Notebooks in the classroom | K-5 Science | Science Coach | K-5 Science Teachers | October 2012 | Assistant Principal will attend the training and ensure strategies are implemented Classroom Walkthroughs. | Principal, Assistant Principal |

Science Budget:

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

| | | | | Subtotal: $0.00 |
|---|---|---|---|---|

**Professional Development**

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

**Other**

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

*End of Science Goals*

# Writing Goals

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

| | |
|---|---|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
| 1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.<br><br>Writing Goal #1a: | In grade 4, 94% (65) of students will achieve level 3.5 and higher on the 2012-2013 administration of the FCAT Writing Test. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In grade 4, 74% (51) of students achieved level 3.5 and higher on the 2011-2012 administration of the FCAT Writing Test. | In grade 4, 94% (65) of students will achieve level 3.5 and higher on the 2012-2013 administration of the FCAT Writing Test. |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Teachers face the challenge of structuring writing lessons that encompass strategies for student achievement in writing. | Implement "Writer's Workshop" daily. | Principal, Reading Coach | Focused walk-throughs by administration will be used to ensure best practices are facilitated during Writer's Workshop | Scored writing samples will be used to determine progress between the Pre-test Prompt and Mid-year Prompt. |
| 2 | Teachers face the challenge of implementing Writers Workshop daily consistently and effectively. | Teachers will participate in Writers Workshop professional development. | Principal, Assistant Principal, Reading Coaches Learning Team Facilitator | Focused walk-throughs by administration will be used to ensure best practices facilitated during Writer's Workshop. | Scored writing samples will be used to determine progress between the Pre-test Prompt and Mid-year Prompt. |
| 3 | Teachers face the challenge of providing frequent and effective descriptive feedback to the students. | Teachers will implement the Writers Workshop model. | Principal, Reading Coach | Focused walk-throughs by administration will be used to ensure best practices and descriptive feedback are facilitated during Writer's Workshop. | Scored writing samples will be used to determine progress between the Pre-test Prompt and Mid- |

| | | | | year Prompt. |
|---|---|---|---|---|
| 4 | | | | |

| 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.<br><br>Writing Goal #1b: | In grade 4, 100% (1) of students will score at level 4 or higher in writing on the 2012-2013 Florida Alternate Assessment. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In grade 4, 100% (1) of students scored at level 4 or higher in writing on the 2011-2012 Florida Alternate Assessment. | In grade 4, 100% (1) of students will score at level 4 or higher in writing on the 2012-2013 Florida Alternate 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 | Teachers face the challenge of implementing Writers Workshop daily consistently and effectively. | Teachers will participate in Writers Workshop professional development. | Principal, Assistant Principal, Reading Coaches,<br><br>Learning Team Facilitator | Focused walkthrough by administration will be used to ensure best practices facilitated during Writers Workshop. | Scored writing samples will be used to determine progress between the Pre-test Prompt and Mid-year Prompt , FCAT Writes, and Palm Beach Writes. |
| 2 | Teachers face the challenge of structuring writing lessons that encompass strategies for student achievement in writing. | Implement "Writer's Workshop" daily. | Principal, Assistant Principal, Reading Coaches,<br><br>Learning Team Facilitator | Focused walkthrough by administration will be used to ensure best practices are facilitated during Writers Workshop. | Scored writing samples will be used to determine progress between the Pre-test Prompt and Mid-year Prompt , FCAT Writes and Palm Beach Writes. |
| 3 | Teachers face the challenge of providing frequent and effective descriptive feedback to the students. | Teachers will provide feed back through data chats of writing analysis. | Principal, Assistant Principal, Reading Coaches,<br><br>Learning Team Facilitator | Focused walkthrough by administration will be used to ensure best practices are used during Writers Workshop. | Scored writing samples will be used to determine progress between the Pre-test Prompt and Mid-year Prompt , FCAT Writes and Palm Beach Writes. |

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|---|---|---|---|---|---|
| Lucy Calkins Writer's Workshop | K-4 Writing | District Facilitator | K-4 Writing Teachers | October 2012 | Monitor student writing portfolios, notebooks or journals. | Principal, Assistant Principal Reading Coach, Learning Team Facilitator |
| Teaching the use of revision and editing strategies | 3-5 Writing | Reading Coach | 3-5 Writing Teachers | October 2012 | Monitor student writing portfolios, notebooks or journals. | Principal, Assistant Principal Reading Coach, Learning Team Facilitator |

Writing Budget:

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

*End of Writing Goals*

# Attendance Goal(s)

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

| Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement: | |
|---|---|
| 1. Attendance<br><br>Attendance Goal #1: | In the 2011-2012 school year 26 students were absent for 10 or more days. |
| 2012 Current Attendance Rate: | 2013 Expected Attendance Rate: |
| The 2012 Current Attendance Rate is 58%. | The 2013 Expected Attendance Rate will be 63%. |
| 2012 Current Number of Students with Excessive Absences (10 or more) | 2013 Expected Number of Students with Excessive Absences (10 or more) |

| The 2012 current number of students with excessive absences (10 or more) was 279. | The 2013 expected number of students with excessive absences (10 or more) will be 260. |
|---|---|
| 2012 Current Number of Students with Excessive Tardies (10 or more) | 2013 Expected Number of Students with Excessive Tardies (10 or more) |
| The 2012 Current Number of Students with Excessive Tardies (10 or more) was 96. | The 2013 Expected Number of Students with Excessive Tardies (10 or more) will be 86. |

| | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Teachers face the challenge of effectively communicating with parents. | Use one voice system, parent letters, and home visits by community resource person to enhance communication and improve student attendance. | Principal, Assistant Principal, Attendance Clerk | Attendance logs | Attendance logs, Gold 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 |
|---|---|---|---|---|---|---|
| Improving Student Attendance Parent training and information about attendance will be provided during SAC meetings. | K-5 Teachers and Parents | Principal, Parent Liaison, SAC Chair | School- wide and Community | October | Weekly review of Attendance logs | Principal, Assistant Principal, Attendance Clerk |

Attendance Budget:

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

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

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

*End of Attendance Goal(s)*

## Suspension Goal(s)

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

| Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement: | |
|---|---|
| 1. Suspension<br><br>Suspension Goal #1: | In the 2012 school year 6%(29)of students were in out of school suspension. |
| 2012 Total Number of In–School Suspensions | 2013 Expected Number of In-School Suspensions |
| The 2012 total number of In–School suspensions was 0. | The 2013 Expected Number of In-School Suspensions will be 0. |
| 2012 Total Number of Students Suspended In-School | 2013 Expected Number of Students Suspended In-School |
| The 2012 total Number of Students Suspended In-School was 0. | The 2013 expected Number of Students Suspended In-School will be 0. |
| 2012 Number of Out-of-School Suspensions | 2013 Expected Number of Out-of-School Suspensions |
| The 2012 Number of Out-of-School Suspensions was 6% (29). | The 2013 Expected Number of Out-of-School Suspensions will be 4% (20). |
| 2012 Total Number of Students Suspended Out-of-School | 2013 Expected Number of Students Suspended Out-of-School |
| The 2012 total number of students suspended out-of-School 6%(29). | The 2013 Expected Number of students suspended out-of-School be 4% (19). |

| 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 | Staff members face the challenge of managing classrooms effectively and addressing off task behavior with consistency. | Champs | Principal, Assistant Principal | Classroom walk-through log and focused walk-throughs to determine the fidelity of implementation. | Walk-through logs, Discipline Reports |
| 2 | Staff members face the challenge of managing classrooms effectively and addressing off task | Utilize in-house Positive Behavior Support trained staff members for on-going individual | Principal, Assistant Principal | Classroom walk-through log and focused walk-throughs to determine the fidelity of | Walk-through logs, Discipline Reports |

| | | | | | |
|---|---|---|---|---|---|
| | behavior with consistency. | and building-wide training. | | implementation. | |
| 3 | Staff members face the challenge of managing classrooms effectively and addressing off task behavior with consistency. | Conduct regular monthly committee meetings to address intervention strategies for 5-10% of at-risk population. Identify students who need a daily mentor relationship. | Principal, Assistant Principal | Classroom walk-through log and focused walk-throughs to determine the fidelity of implementation. | Walk-through logs Discipline Reports |
| 4 | Staff members face the challenge of managing classrooms effectively and addressing off task behavior with consistency. | Conduct bi-weekly school-wide discipline meetings to address building-wide issues and problem solve solutions (through data analysis). | Principal, Assistant Principal | Classroom walk-through log and focused walk-throughs to determine the fidelity of implementation. | Walk-through logs, Discipline Reports |
| 5 | Staff members face the challenge of managing classrooms effectively and addressing off task behavior with consistency. | Merge PBIS/Champs/Criss with our RtI. | Principal, Assistant Principal | Classroom walk-through log and focused walk-throughs to determine the fidelity of implementation. | Data chats with students, Data chats with teachers (ESE PK, K-5 EBD, Gifted). Review of IEP's with documentation from FAIR, FCAT, Diagnostics, etc. |

## 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 Behavioral Interventions and Supports (PBIS) Training | K-5 Teachers | District facilitator | School Wide | October 2012 | Classroom walk-through log and focused walk-through to determine fidelity of implementation. | Principal, Assistant Principal |
| Champs Training | K-5 Teachers | District facilitator | School Wide | November 2012 | Classroom walk-through log and focused walk-through to determine fidelity of implementation. | Principal, Assistant Principal |

Suspension Budget:

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

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

# 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<br><br>Parent Involvement Goal #1:<br><br>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.* | In the 2012-2013 school year 15% of parents will participate in school activities. |
| 2012 Current Level of Parent Involvement: | 2013 Expected Level of Parent Involvement: |
| In the 2011-2012 school year 10% of parents participated in school activities. | In the 2012-2013 school year 15% of parents will participate in school activities. |

| | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | The school faces the challenge of increasing parent involvement with historically low participation rates. | Promote parent recruitment and active involvement in decision-making process at school through SAC. | Principal, Assistant Principal, Coaches, Community Resource Person, SAC Chair | Collect participation data and parent surveys. | Monitor parent participation through SAC and PTO meetings, Parent Volunteer and Sign In Logs and Teacher Parent Conference Logs |
| 2 | The school faces the challenge of increasing parent involvement with historically low parental participation rates. | Increase the communication process. Communication will be provided in various languages through a variety of networks such as One Voice Parent Link, Newsletters, fliers, marquee, activity calendars, and agenda books. CLF's provide translation and assistance. Family/community have monthly meetings to be able to learn about student learning. Family/community | Principal, Assistant Principal, Coaches, Community Resource Person, SAC Chair | Weekly review of parent communication logs and attendance logs | Monitor parent participation through SAC and PTO meetings, Parent Volunteer and Sign In Logs, and Teacher Parent Conference Logs. |

| | | | | | |
|---|---|---|---|---|---|
| | | members also serve on many school/district related committees that play a part in decisions to help increase student learning. Increase communication with staff on a regular basis as well as attending meetings specific to their child's needs. | | | |
| 3 | The school faces the challenge of increasing parent involvement with historically low parental participation rates. | Parents/families have the opportunity to attend parent/teacher meetings to discuss procedures, practices and compact. Parent Leadership Council meetings will be held twice a year with the ESOL coordinator to increase ESOL family involvement. Opportunities also arise throughout the school year for participation in discussions on procedures relating to the classroom as well as practices and compacts relating to the school and the district. | Principal, Assistant Principal, Coaches, Community Resource Person, SAC Chair | Weekly review of parent communication logs and Atendance Logs. | Monitor parent participation through SAC and PTO meetings, Parent Volunteer and Sign In Logs, and Teacher Parent Conference Logs. |
| 4 | The school faces the challenge of increasing parent involvement with historically low parental participation rates. | Provide a full time Community Resource Person to work with our community partners, parent contact, and home visits. Provide FCAT workshops and Parent University to help parents assist their students. | Principal, Assistant Principal, Coaches, Community Resource Person, SAC Chair | Collect participation data and survey families. | Monitor parent participation through SAC and PTO meetings, Parent Volunteer and Sign In Logs, and Teacher Parent Conference Logs. |
| 5 | The school faces the challenge of increasing parent involvement with historically low parental participation rates. | Promote parent involvement through activities sponsored by our community business partners and volunteers including award ceremonies and curriculum night. | Principal, Assistant Principal, Community Resource Person, SAC Chair | Weekly review of parent communication logs and atendance Logs. | Monitor parent participation through SAC and PTO meetings, Parent Volunteer and Sign In Logs and Teacher Parent Conference Logs. |
| 6 | The school faces the challenge of increasing parent involvement with historically low parental participation rates. | Promote parent involvement through implementation of the Eagle Rewards parent incentive program. | Principal, Assistant Principal, Community Resource Person, SAC Chair | Weekly review of parent sign logs and atendance Logs. | Monitor parent participation through SAC and PTO meetings, Parent Volunteer and Sign In Logs, and Teacher Parent Conference Logs |

## 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 |
|---|---|---|---|---|---|---|
| Strategies for Effective Home-School Communication. | K-5 Teachers | District Facilitator | Instructional Staff | November 2012 | Review parent contact logs | Principal Assistant Principal |

Parent Involvement Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Purchase supplies for parental involvement. | Supplies | Title I | $2,936.00 |
| | | | Subtotal: $2,936.00 |
| | | | Grand Total: $2,936.00 |

*End of Parent Involvement Goal(s)*

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

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

| Based on the analysis of school data, identify and define areas in need of improvement: | |
|---|---|
| 1. STEM <br><br> 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 a classroom resource teacher | Salary for classroom resource teacher | Title I | $31,822.00 |
| Reading | Provide in-school / after school tutors | Tutors | Title I | $2,687.50 |
| Mathematics | Provide Tutors to supplement classroom instruction. | Tutors | Title I | $2,500.00 |
| | | | | Subtotal: $37,009.50 |

## Technology

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

## Professional Development

| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
|------|----------|--------------------------|----------------|------------------|
| Reading | Readers Workshop | Consultants | Title I | $16,800.00 |
| Reading | Provide a K -2 Reading Coach to model best practices. | Salary for K-2 Reading Coach | Title I | $31,822.00 |
| Reading | Provide professional development in reading | Substitutes | Title I | $1,260.00 |
| Reading | Reading professional development | Stipends to attend workshops | Title I | $900.00 |
| Reading | Reading Conference | Travel out of state including registrations | Title I | $10,700.00 |
| Reading | Provide Learning team Facilitator (LTF) for professional development | Salary for LTF | Title I | $31,822.00 |
| Mathematics | Provide a Mathematics coach to model best practices. | Salary for Science / Math Coach | Title I | $67,588.00 |
| Mathematics | Provide substitutes for teacher release time to attend workshops. | Substitutes | Title I | $1,260.00 |
| | | | | Subtotal: $162,152.00 |

## Other

| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
|------|----------|--------------------------|----------------|------------------|
| Reading | Provide classroom supplies to support curriculum and instruction | Supplies | Title I | $1,027.00 |
| Mathematics | Provide classroom supplies to support curriculum and instruction | Classroom Supplies | Title I | $1,000.75 |
| Parent Involvement | Purchase supplies for parental involvement. | Supplies | Title I | $2,936.00 |
| | | | | Subtotal: $4,963.75 |
| | | | | Grand Total: $204,125.25 |

# Differentiated Accountability

## School-level Differentiated Accountability Compliance

| ⬚ Priority | ⬚ Focus | ⬚ Prevent | ⬚ NA |
|------------|---------|-----------|------|

Are you a reward school: ⬚ Yes ⬚ No

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

(Uploaded on 11/10/2012)

## School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

| Projected use of SAC Funds | Amount |
|---|---|
| SAC Funds will be used for materials that support student achievement. | $2,936.00 |

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

The activities of the SAC for the upcoming year include developing, implementing, and reviewing the school improvement plan that will serve as a framework for school improvement and to oversee and implement systemic evaluation of stragegies use for student improvement. At Belle Glade Elementary the School Advisory Council also provides all the stakeholders an opportunity to be active participants in the assessment of needs, development of priorities, and identification and use of school resources. This organization promotes greater interaction between school and community, approves expenditures of school improvement funds, provides recommendations in matters concerning the disbursement of other monies related to school improvement, ensures that such expenditures are consistent with the school improvement plan and consults with the Leadership Team when making decisions concerning the School Improvement Plan.
Listed below are some of the activities for the upcoming year.
• Reach out to community to obtain more partners
• Inform parents of SINI status
• Organize FCAT events
• Inform parents about Departmentalization
• Sponsor drives to increase parent involvement
• Inform parents about differentiated instruction
• Assist the school to create and analyze school climate surveys for parents and students

# AYP DATA

# SCHOOL GRADE DATA

No Data Found

**Palm Beach School District**
**BELLE GLADE ELEMENTARY SCHOOL**
**2010-2011**

| | Reading | Math | Writing | Science | Grade Points Earned | |
|---|---|---|---|---|---|---|
| % Meeting High Standards (FCAT Level 3 and Above) | 45% | 39% | 92% | 16% | 192 | 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 | 53% | 43% | | | 96 | 3 ways to make gains:<br>● Improve FCAT Levels<br>● Maintain Level 3, 4, or 5<br>● Improve more than one year within Level 1 or 2 |
| Adequate Progress of Lowest 25% in the School? | 53% (YES) | 57% (YES) | | | 110 | 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 | | | | | 398 | |
| Percent Tested = 100% | | | | | | Percent of eligible students tested |
| School Grade* | | | | | D | Grade based on total points, adequate progress, and % of students tested |

**Palm Beach School District**
**BELLE GLADE ELEMENTARY SCHOOL**
**2009-2010**

| | Reading | Math | Writing | Science | Grade Points Earned | |
|---|---|---|---|---|---|---|
| % Meeting High Standards (FCAT Level 3 and Above) | 36% | 53% | 71% | 21% | 181 | 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 | 46% | 52% | | | 98 | 3 ways to make gains:<br>● Improve FCAT Levels<br>● Maintain Level 3, 4, or 5<br>● Improve more than one year within Level 1 or 2 |
| Adequate Progress of Lowest 25% in the School? | 45% (NO) | 55% (YES) | | | 100 | 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 | | | | | 379 | |
| Percent Tested = 100% | | | | | | Percent of eligible students tested |
| School Grade* | | | | | F | Grade based on total points, adequate progress, and % of students tested |