

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

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

School Name: LAKE PARK ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Valerie Reddick Mason

SAC Chair: Debbie O'Meilia

Superintendent: E. Wayne Gent

Date of School Board Approval: December, 2012

Last Modified on: 9/21/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					FY 07 A High Standards Reading 59% High Standards Math 67% High Standards Writing 93% High Standards Science 29% Reading Learning Gains 70% Math learning Gains 81% Lowest 25% reading gains 63% Lowest 25% Math 83% Satisfied 100% of AYP Criteria

Principal

Valerie
Reddick
Mason

B.S Elementary
Education

Certification in
Elementary
Education

ESOL
Endorsement

M.S. Educational
Leadership

Ed. Leadership
Certificate

Principals
Certificate

5

18

FY 08 B
High Standards
Reading 55%
High Standards
Math 66%
High Standards
Writing 95%
High Standards
Science 32%
Reading Learning Gains
57%
Math learning Gains
64%
Lowest 25% reading gains
73%

Lowest 25%
Math
70%

Satisfied 85%
of AYP Criteria

FY 09 B

High Standards
Reading 61%
High Standards
Math 69%
High Standards
Writing 98%
High Standards
Science 38%
Reading Learning Gains
56%
Math learning Gains
72%
Lowest 25% reading gains
40%
Lowest 25%
Math
63%

Satisfied 77% of AYP Criteria

FY 10 C

High Standards in Reading
51%

High Standards in Math
64%

High Standards in Writing
80%

High Standards in Science
30%

Reading Learning Gains
50%

Math Learning Gains
49%

Lowest 25% Reading Gains
57%

Lowest 25% Math Gains
67%

Satisfied 74% of AYP Criteria

FY 11 B

High Standards in Reading
63%

High Standards in Math
76%

High Standards in Writing
92%

High Standards in Science
32%

Reading Learning Gains
61%

Math Learning Gains
67%

Lowest 25% Reading Gains
55%

Lowest 25% Math Gains

					60% Satisfied 97% of AYP Criteria FY 12 C High Standards in reading 37% High Standards in math 49% High Standards in writing 83% High Standards in Science 27% Reading Learning Gains 56% Math learning gains 47% Lowest 25% Reading Gains 86% Lowest 25% math Gains 47%
Assis Principal	Tony Lewis	B.S Elementary Education Certification in Elementary Education ESOL Endorsement M.S. Educational Leadership Ed. Leadership Certificate Principals Certificate Ed.D Educational Leadership	12	15.5	FY 07 A Satisfied 100% of AYP Criteria FY 08 B Satisfied 85% of AYP Criteria FY 09 B Satisfied 77% of AYP Criteria FY 10 C Satisfied 74% of AYP Criteria FY 11 B High Standards in Reading 63% High Standards in Math 76% High Standards in Writing 92% High Standards in Science 32% Reading Learning Gains 61% Math Learning Gains 67% Lowest 25% Reading Gains 55% Lowest 25% Math Gains 60% Satisfied 97% of AYP Criteria FY 12 C High Standards in reading 37% High Standards in math 49% High Standards in writing 83% High Standards in Science 27% Reading Learning Gains 56% Math learning gains 47% Lowest 25% Reading Gains 86% Lowest 25% math Gains 47%

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	# of Years as an Instructional	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and
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			School	Coach	AMO progress along with the associated school year)
Reading	Barbara Williams	B.S. Elementary Education Elementary Education Certification M.S. Reading Instruction ESOL Certification	16	4	<p>FY 08 AYP Economically Disadvantaged Students satisfied AYP through the Growth Model. AYP was not met for ESE, ELL or African-American students. A+ Grade B</p> <p>55 Percent of students met high standards in reading 57 percent made learning gains 73 percent Of lowest 25% in reading made gains FY 09 AYP No AYP Sub groups satisfied the target percentage, safe harbor or growth model for reading. A+ 61 percent of students met high standards in reading, 56 percent made gains in reading and 40 percent of students comprising the lowest 25% in reading made gains.</p> <p>FY 10 AYP No Sub Group made AYP or Safe Harbor in Reading A+ 51% of students met high standards in reading 50% made learning gains 57% of lowest 25% made learning gains in reading</p> <p>FY 10 AYP No Sub Group made AYP or Safe Harbor in Reading A+ 51% of students met high standards in reading 50% made learning gains 57% of lowest 25% made learning gains in reading</p> <p>FY 10 AYP No Sub Group made AYP or Safe Harbor in Reading A+ 51% of students met high standards in reading 50% made learning gains 57% of lowest 25% made learning gains in reading</p> <p>FY 10 AYP No Sub Group made AYP or Safe Harbor in Reading A+ 51% of students met high standards in reading 50% made learning gains 57% of lowest 25% made learning gains in reading</p> <p>FY 10 AYP No Sub Group made AYP or Safe Harbor in Reading A+ 51% of students met high standards in reading 50% made learning gains 57% of lowest 25% made learning gains in reading</p> <p>FY 11 AYP All Sub Groups made AYP or Safe Harbor in Reading A+ 63% of students met high standards in reading 61% made learning gains 55% of lowest 25% made learning gains in reading</p> <p>FY 12 37% of students met high standards in reading 56% made learning gains 86% of lowest 25% made learning gains in reading</p>
					<p>FY 08 AYP AYP criteria met through growth model for African American students and for Economically Disadvantaged students. But</p>

Math	Christine Percy	M.S Exceptional Student Education Certified in ESE Certified in ELL	8	5	<p>not for ESE and ELL students.</p> <p>A+ 66 and 64 percent of students reached high standards, made gains in math respectively while 70% of students comprising the lowest 25% in math performance made gains.</p> <p>FY 09 AYP No subgroups satisfied the criteria for AYP or met the safe Harbor or Growth Model criteria.</p> <p>A+ 69 and 72 percent of students reached high standards or made gains in math respectively and 63% of the students scoring at the lowest 25 % in math performance made gains.</p> <p>FY 10 AYP No Sub Group made AYP or Safe Harbor in Math.</p> <p>A+ 64% of students made high standards in math 49% made learning gains in math 67% of lowest 25% in math made learning gains</p> <p>FY 11 AYP Except for our SWD Sub Group, all other sub groups made AYP or Safe Harbor in math. A+ 76% of students met high standards in math 67% made learning gains 60% of lowest 25% made learning gains in math</p> <p>FY 12 49% of students met high standards in math 47% made learning gains 47% of lowest 25% made learning gains in math</p>
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EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Lake Park will partner with the professional development department new teacher center to provide mentoring coaching and professional development to build capacity for teachers from one to three years.	ESP New Teacher Center Principal Assistant	On going	
2	2. Each teacher new to Lake Park Elementary will be assigned a mentor and peer teacher to work with before he/she officially reports to duty. When possible the mentor and peer teacher assigned to work with the new Lake Park teacher will be in the same grade level team/department as the new teacher.	Principal Assistant Principal Staff	First day of Pre School	
3	3. A bona fide school based educator support program will be established to guide instructional skill development and to assist teachers who are new to Lake Park Elementary with district and school wide procedures.	Principal Assistant Principal Staff	On Going	
4	4. To facilitate teacher efficacy a distributed Leadership format will be fostered so that all members of the faculty and staff are respected as experts in their own right-as uniquely important sources of knowledge, experience and wisdom. While everyone may not be a decision maker everyone is an expert whose knowledge contributes to the decision making process. Distributed leadership empowers everyone to make his or her job more efficient, meaningful and effective.	Principal Assistant Principal Staff	On Going	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an

effective rating (instructional staff only).

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
100% of all instructional staff (35) are highly qualified.	

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
35	8.6%(3)	22.9%(8)	37.1%(13)	31.4%(11)	42.9%(15)	100.0%(35)	42.9%(15)	0.0%(0)	100.0%(35)

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
"Champ" Champion	Siporah Dean	Ms. Champion has a track record of success, a keen ability to work with students and motivate even the most reluctant learners and a supportive personality that every beginning teacher would appreciate.	Informal and formal classroom observations. lesson review, and conferencing mentor to mentee conferencing to guide the developing teacher toward mastery of the educator accomplished practices.
Elizabeth Hurless	Morgan	Ms. Hurless is a consummate professional. She has several years of teaching success in first grade and will be a perfect mentor for Ms. Morgan who is teaching a self contained second grade classroom for the first time	Informal and formal classroom observations. lesson review, and conferencing mentor to mentee conferencing to guide the developing teacher toward mastery of the educator accomplished practices.

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

We received a Title One Grant from the Federal Government totaling \$166,012 that we carefully budgeted in a way that would help us attain our number one goal of meeting the measureable objectives for FY 13. With this allotment, we will be able to fund reading and math coaches to provide staff development and demonstration lessons for our instructional staff, and a part time parent liaison to coordinate parent/teacher workshops, facilitate home/school communication and chair our single school culture committee. Furthermore, we will be able to offer after school tutorial programs designed to provide enrichment activities for high performing students and remedial activities for students struggling in their mastery of reading, math, science and writing skills. In addition to the aforementioned, some funding has been set aside for Pd. D staff development supplies and conference registration fees.

Title I, Part C- Migrant

Title I, Part D

Title II

Through Title II funding we are provided with programming and professional development through safe schools (i.e. single school culture for behavior and academics, bullying prevention, character education and through district academic coaches.

Title III

Our students and ELL teachers receive support services from the north area ELL contact person.

Title X- Homeless

Supplemental Academic Instruction (SAI)

To provide our third grade students with every viable opportunity to pass the FCAT, avoid mandatory retention and help our low reading achievers to improve their reading performance so that it is commensurate with the third grade pupil progression expectations, we have an experienced SAI Teacher that is an essential part of our third grade team. In addition to planning, and participating in the third grade learning team meetings, our SAI Teacher will utilize prior year and current SAI and diagnostic test data to identify the students performing below grade level and provide supplemental reading lessons for students and small groups that are need based with the goal of helping each student develop the necessary skills to become an effective reader. Our SAI teacher must constantly monitor student progress through the analysis of assessment data and make appropriate revisions to her instructional routine.

Violence Prevention Programs

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

Nutrition Programs

100% Free Breakfast Program

Housing Programs

Head Start

During the FY 13 school year we will work closely with leaders of our local head start programs to keep them aware of Kindergarten Student' Expectations so that they can share this information with the parents of prospective FY 14 Lake Park Kindergarten students. We will also coordinate a Spring Kindergarten Round Up with them and Spring Kindergarten Visitation Day for children enrolled in their Head Start Programs. So that are Kindergarten teachers can effectively orient their students to the daily instructional routine, we will stagger the first three days of the FY 14 school year for Kindergarten students.

Adult Education

Career and Technical Education

Job Training

Other

We are very fortunate to have a good number of benevolent business partners who have worked with us throughout these last several years to provide resources that we otherwise could not provide for our students. Our local Kiwanis Club and Ladies Auxiliary of The VFW provides school supplies and works collaboratively to provide our fifth graders with a special end of the year breakfast.

Our local Publix Supermarket donates unsold holiday novelty items to use as incentives for students and invites us each year to hold our Publix Literacy Night inside the store where students and parents work together to solve FCAT like problems that are based on products sold at Publix.

We have applied for and have been awarded a Target Reading First Grant and will receive \$ 500.00 worth of student literature.

We received \$ 1,600.00 donation toward the purchase of student supplemental instructional materials from our friends at First Union Bank in West Palm Beach.

Back to Basics Incorporated works with our parent liaison and generously donates uniforms for a large number of our needy students and holiday gifts for them as well. Last but not least, we have established a working relationship with Bridges of Lake Park a not for profit referral agency to help us better facilitate meetings with parents.

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

School-based MTSS/RTI Team

Identify the school-based MTSS leadership team.

Our RTI Team consists of our Guidance Counselor, Ms. Jonie Gooley, our Speech Teacher, Ms. Theresa Scott, our Intermediate ESE Teacher Ms. Sara Steib and Tony Lewis the assistant principal.

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 RTI problem solving team meets weekly. In addition to meeting with each classroom teacher for pupil progression meetings shortly after the school year begins, immediately after students return from the winter holidays and in the spring prior to the end of the school year. Student progress is measured through both classroom performance and the results of various assessments. Students new to Lake Park Elementary who start the school year significantly below grade level or those who have had PMP's written but have failed to make any progress toward the academic subject that they were struggling with will immediately be given RTI assistance through Tier 2. Tier 2 involves the student's classroom teacher giving him/her some additional time to complete tasks, supplemental help, etc. Tier 2 involves 30 minutes of additional instruction each day in the subject he/she is struggling with and Tier three involves an additional 30 minutes of small group and individualized instructional support.

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 RTI Team plays a significant role in the monitoring of the student progress component of our School Wide Plan and provides strategies for students to succeed in each core academic subject, as well as support for classroom teachers. The team supports the intervention 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.

In addition to student' assessment data, PB Form 2318 will be utilized to track student' progress over the course of each tier necessary for a student to succeed in the subject he/she is struggling with. SAL-P and teacher created student performance graphs will also be used in RTI progress monitoring.

Describe the plan to train staff on MTSS.

The Lake Park Staff will be trained during Pre-School Orientation and updated during monthly Staff Meetings. RTI is one of the mandated components of professional development for the 2012-2013 school year.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school based Literacy Learning team is comprised of one teacher from each grade level and is headed by our school based reading coach. The team members and grade levels that they represent are as follows: Kindergarten Jayme Stevens, first Grade Elizabeth Hurless, second grade Joal Wiederhold, third grade Erin O'Connor, fourth grade Siporah Dean, fifth grade "Champ" Champion-Bogue and our reading coach Barbara Williams.

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

The Goal of the Literacy Leadership Team is to monitor reading assessment data throughout all grade levels and prepare for future staff development based on student' needs. Last year, the team focused on and developed remedies to help our students become more proficient in mastering test items dealing with student vocabulary acquisition and understanding, as test items stemming from this particular reporting category have been more challenging to students across all grade levels then test items commensurate with other reading reporting categories.

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

Our Literacy Leadership Team will continue focusing on student vocabulary acquisition, but will also closely monitor student performance on all 4 of the reading reporting categories as the former reading strands that our staff and students have grown accustomed to have been combined into four reporting categories and will require an adjustment in our comprehensive approach to holistically instruct each child in reading.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 9/7/2012)

*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.

During the FY 13 school year we will work closely with leaders of our local head start or child care programs to keep them aware of Kindergarten Student Expectations so that they can share this information with the parents of prospective FY 14 Lake Park Kindergarten students. We will invite the parents of PreK students to our parent workshops and trainings throughout the 2012-2013 school year. We will also coordinate a Spring Kindergarten Round Up with them and Spring Kindergarten Visitation Day for children enrolled in their Head Start Programs so that our FY 14 Kindergarten students can get an orientation that will better prepare them to attend the "big kid" school in August of FY 14. To allow for a more gradual transition to a full day Kindergarten program, a staggered start will be utilized to help the new Kindergarten students better acclimate to a full day of school and so that our Kindergarten teachers can give our incoming Kindergarten students a more individualized orientation to rules and procedures.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In FY 13, the percentage of students scoring at proficiency in reading will increase by fifteen percent. (27 students)
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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In FY 12, 18%(29) of our students scored at a level three on the FY 12 administration of the FCAT	In FY 13, thirty-three percent (59) of our students in grades 3-5 will score at a level three on the reading portion of the FCAT.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers new to grade levels three and four are not familiar with the reading curriculum at these respective grade levels.	1. Arrange for teachers to meet in grade level teams and LTM to review test data and prioritize reading instruction.	Principal Assistant Principal LTF Reading Coach	Focus Plan Review Lesson Plan Review Instructional Monitoring Bi-weekly one on one meetings with Principal and AP.	Principal Review with feedback
2	Providing experiences to develop comprehensive grade level vocab	Provide intensive skill development in vocabulary through real world experiences.	Principal Assistant Principal Reading Coach Teachers	Lesson Plan Review Instructional Monitoring Bi-weekly one on one meetings with principal and AP. Review of assessment Data	Prepared performance Review Diagnostic, FAIR, K-4 and Benchmark Assessment Data
3	Many students start off the school year working below grade level	Provide Beginning of Year Pre Assessment to determine student ability in reading and provide iii services and differentiated instruction for students who are working below grade level. Provide in school and after school tutoring.	Principal Assistant Principal Reading Coach Teachers	Lesson Plan Review Instructional Monitoring Bi-weekly one on one meetings with principal and AP. Review of assessment Data Reading Leadership Action Plan	Prepared performance Review Anecdotal Notes Diagnostic, FAIR, K-4 and Benchmark Assessment Data Levelled Literacy Intervention (LLI)
4	Providing experiences to develop comprehensive grade level vocab	The Literacy Leadership Team will implement an action plan that includes strategies to improve student' vocabulary acquisition.	Principal Assistant Principal Reading Coach Teachers	Lesson Plan Review Instructional Monitoring Bi-weekly one on one meetings with principal and AP. Review of assessment Data	Prepared performance Review Diagnostic, FAIR, K-4 and Benchmark Assessment Data
5	More time is needed during the instructional school day to help students progress in their acquisition of reading skills	An additional hour will be added to the end of the school day solely for the purpose of reading instruction.	Principal Assistant Principal Reading Coach Teachers	Lesson Plan Review Instructional Monitoring Bi-weekly one on one meetings with principal and AP. Review of assessment Data	Prepared performance Review Diagnostic, FAIR, K-4 and Benchmark Assessment Data

					LLI
6	Student learning styles vary and not all instructional techniques and materials are equipped to meet the unique needs of all students	Our instructional staff will be trained to teach reading using the new Fountas and Pinnell LLI Kits Engage in Multiple Intelligence Strategies Guide to Balanced Literacy for Florida Treasures	Principal Assistant Principal Instructional Staff North Area Support Personnel	Lesson Plan Review instructional monitoring	assessment results LLI

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	In FY 13, no student administered will score with levels 4,5, and 6 but rather in the 7,8, and 9 range.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY 12, only one student was administered the FAA and she scored above levels 4,5 and 6.	In FY 13, no student administered will score with levels 4,5, and 6 but rather in the 7,8, and 9 range.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students who are administered the FAA typically require more time for reading instruction than standard education students.	An hour will be added to the instructional day solely for the purpose of reading instruction.	Principal Assistant Principal Reading Coach Teachers	Lesson Plan Review Instructional Monitoring Bi-weekly one on one meetings with principal and AP. Review of assessment Data	Prepared performance Review Diagnostic, FAIR, K-4 and Benchmark Assessment Data Anecdotal Notes

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In FY 13, the percent of students scoring at a level 4 or above in reading will increase 12% (22 more students than in FY 12) .
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY 12, twelve percent(20) of students in grades 3-5 scored at or above a level 4 on the reading portion of the FCAT.	In FY 12, Twenty-four percent (43) of students in grades 3-5 will score at or above a level 4 in reading on the reading portion of the FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing additional time to offer critical thinking/enrichment activities to students who are excelling in reading.	Provide critical thinking activities as well as enrichment activities in literacy centers, fine arts, tutorials, pullout and gifted instruction.	Principal assistant principal reading coach	Pre and post learning assessment	fall and winter diagnostic tests for reading

2	More time is needed during the instructional school day to help students progress in their acquisition of reading skills.	An additional hour will be added to the end of the school day solely for the purpose of reading instruction.	Principal Assistant Principal Reading Coach	Teachers Lesson Plan Review Instructional Monitoring Bi-weekly one on one meetings with principal and AP. Review of assessment Data Prepared performance Review	Diagnostic, FAIR, K-4 and Benchmark Assessment Data
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	In FY 13, one student will be administered the FAA and will score within levels 7,8 and 9.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY 12, one student was administered the FAA and scores within levels 7,8, and 9	In FY 13, one student will be administered the FAA and will score within levels 7,8 and 9.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many students start off the school year working below grade level	Provide Beginning of Year Pre Assessment to determine student ability in reading and provide iii services and differentiated instruction for students who are working below grade level. Provide an additional hour after the instructional day solely for the purpose of reading instruction.	Principal Assistant Principal Reading Coach Teachers	Lesson Plan Review Instructional Monitoring Bi-weekly one on one meetings with principal and AP. Review of assessment Data	Prepared performance Review Diagnostic, FAIR, K-4 and Benchmark Assessment Data

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In FY 13, the percentage of students making a learning gain in reading achievement will increase by 10% (18 more students than in FY 12.)
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY 12, Fifty-six percent (32) of students in grades 3-5 made a learning gain on the reading portion of the FCAT.	In FY 13, sixty-six Percent of students (119) will make a learning gain on the reading portion of the FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Timeliness of FCAT Results	During Learning Team Meetings teachers will	Principal Assistant Principal	Focus Plan Review Lesson Plan Review	Principal Review with

1		meet in grade level teams to review test data and prioritize reading instruction by developing instructional focus calendars.	Reading Coach	Instructional Monitoring Bi-weekly one on one meetings with Principal and AP.	feedback
2	Students reading below grade level	1) iii instruction (K-5) 2) After school Instruction and Saturday tutorials (3-5)	Principal assistant principal Teachers N.A.R.R.	Analysis of student Benchmark assessment and diagnostic test data	diagnostic tests K-4 Assessment Benchmark Assessments
3	Many students start off the school year working below grade level	Provide Beginning of Year Pre Assessment to determine student ability in reading and provide iii services and differentiated instruction for students who are working below grade level. Provide after school tutoring.	Principal Assistant Principal Reading Coach Teachers	Lesson Plan Review Instructional Monitoring Bi-weekly one on one meetings with principal and AP. Review of assessment Data	Prepared performance Review Diagnostic, FAIR, K-4 and Benchmark Assessment Data
4	More time is needed during the instructional day to help students struggling in reading to acquire literacy skills.	An additional hour of instructional time will be added to the instructional school day soley for the purpose of reading instruction.	Principal Assistant Principal Reading Coach Teachers	Lesson Plan Review Instructional Monitoring Bi-weekly one on one meetings with principal and AP. Review of assessment Data	Prepared performance Review Diagnostic, FAIR, K-4 and Benchmark Assessment Data LLI

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	In FY 13, the percentage of students within our lowest 25% category in reading will increase by 3% (an additional 5 more students than last year.)
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY 12, Eighty-six percent (155) of our students comprising our lowest 25% made a learning gain on the reading portion of the FCAT.	In FY 13, ninety percent (162) of our students comprising our lowest 25% will make a learning gain on the reading portion of the FY 13 FCAT.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	collegial planning time	Arrange for teachers to meet in grade level teams at least once a week to review test data and prioritize reading instruction by developing instructional focus calendars, lesson plans and monitor student' progress.	Principal Assistant Principal Ltm Facilitator Reading Coach Team Leaders	Analysis of student' assessment data Data feedback strategies and lesson studies	Benchmark assessments Diagnostic Assessments K-4 Assessment
2	Lowest 25% not meeting AYP learning gains	Fourth and fifth grade students will be recruited to receive after school tutoring services.	Principal Assistant Principal Ltm Facilitator Reading Coach Teachers	Analysis of student' assessment data	Benchmark assessments Diagnostic Assessments K-4 Assessments
3	Non-proficiency in vocab and reference and research skills	Grades K-5 will share and plan best practices in vocabulary and reference and research	Principal Assistant Principal Ltm Facilitator Reading Coach Teachers	Analysis of student' assessment data	Benchmark assessments Diagnostic Assessments K-4 Assessment Reading Leadership Action Plan
4	Many students start off the school year working below grade level.	Provide Beginning of Year Pre Assessment to determine student ability in reading and provide iii services and differentiated instruction. Provide after school tutoring	Principal Assistant Principal Reading Coach Teachers	Lesson Plan Review Instructional Monitoring Bi-weekly one on one meetings with principal and AP. Review of assessment Data	Prepared performance Review Diagnostic, FAIR, K-4 and Benchmark Assessment Data LLI
5	There is not enough time during the regular instructional day to assist those students have the greatest difficulty acquiring reading skills.	An additional hour will be added to the end of the regular instructional day soley for the purpose of reading instruction	Principal Assistant Principal Reading Coach Teachers	Lesson Plan Review Instructional Monitoring Bi-weekly one on one meetings with principal and AP. Review of assessment Data	Prepared performance Review Diagnostic, FAIR, K-4 and Benchmark Assessment Data LLI
6	Students who are struggling to acquire reading skills often struggle with instructional methods and materials that are developed to meet the needs of the average student	Classroom teachers will be trained in the new Fountas and Pinnell LL series to better meet the academic needs of struggling learners.	Principal Assistant Principal	Lesson plan review Instructional monitoring	Reading assessment results LLI

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # 5A : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	In FY 13, The percentage of our African-American students scoring at or above proficiency in reading will increase by 10% (18 more students).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY 12, Thirty-seven percent (67) of our students comprising our African-American Sub Group scored at or above proficiency in reading.	In FY 13, 47% % of our students comprising our African-American Sub Group (85) will score at or above proficiency on the reading portion of the FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many of our African-American students are also English Language Learners, Economically Disadvantaged and Students with Disabilities.	Plan Intensive instructional development that focuses on skill development related to increasing vocabulary and oral language development.	Principal assistant principal reading coach Teachers	Analysis of student' assessments	Benchmark assessments diagnostic assessments OLA
2	Some of our students do not get the supplemental instructional opportunities needed to be successful.	Struggling readers will receive iii, in school, and after school tutorial.	Principal assistant principal reading coach	Analysis of Student' assessments	Benchmark assessments diagnostic assessments
3	Preparation time is limited after the school year is underway.	Arrange for teachers to meet in grade level teams to review test data and prioritize reading instruction according to student need	Principal assistant principal reading coach Team Leaders	Analysis of student' assessments	Benchmark assessments diagnostic assessments
4	Many students start off the school year working below grade level	Provide Beginning of Year Pre Assessment to determine student ability in reading and provide iii services and differentiated instruction. Provide after school tutoring	Principal Assistant Principal Reading Coach Teachers	Lesson Plan Review Instructional Monitoring Bi-weekly one on one meetings with principal and AP. Review of assessment Data	Prepared performance Review Diagnostic, FAIR, K-4 and Benchmark Assessment Data
5	More time is needed to help students acquire reading skills	An additional hour will be added to the instructional school day solely for the purpose of reading instruction.	Principal Assistant Principal Reading Coach Teachers	Lesson Plan Review Instructional Monitoring Bi-weekly one on one meetings with principal and AP. Review of assessment Data	Prepared performance Review Diagnostic, FAIR, K-4 and Benchmark Assessment Data LLI

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 FY 13, the percentage of students in our ELL subgroup scoring at or above proficiency in reading will increase by 10% (19 more students).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY 12, thirty-seven percent (66)of students comprising our ELL Sub Group scored at a level 3 or above on the reading portion of the FCAT.	In FY 13, forty-seven percent of the students in our ELL subgroup (85)will score at a level 3 or above on the reading portion of the FCAT

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	English Language Learning students (ELL) often do not respond to traditional teaching methods as well as students who are native English Speakers	Our ELL teachers will use the Reciprocal teaching method and Partner Reading Strategies	Principal Assistant principal Reading Coach N.A.R.R.	Analysis of ELL student assessment data	Benchmark assessments Diagnostic Tests OLA
2	Research suggests that ELL students often feel uncomfortable and have a lower participation rate when working outside of the regular classroom.	A co teaching Model will be implemented this academic year at first and fourth grades.	Principal Assistant principal ELL Teachers Reading Coach classroom teachers N.A.R.R.	Analysis of ELL student assessment data	Benchmark assessments Diagnostic Tests Cella
3	Baseline data indicates gaps in academic proficiency	Struggling readers will receive iii in school or after school tutorial.	Principal Assistant principal ELL Teachers Reading Coach	Analysis of ELL student assessment data	Benchmark assessments Diagnostic Tests Cella
4	Many students start off the school year working below grade level	Provide Beginning of Year Pre Assessment to determine student ability in reading and provide iii services and differentiated instruction for students who are working below grade level. Provide after school tutoring.	Principal Assistant Principal Reading Coach Teachers	Lesson Plan Review Instructional Monitoring Bi-weekly one on one meetings with principal and AP. Review of assessment Data	Prepared performance Review Diagnostic, FAIR, K-4 and Benchmark Assessment Data
5	Students who are learning the English Language require more instructional time in reading	An additional hour will be added to the regular instructional day solely for the purpose of reading instruction	Principal Assistant Principal Reading Coach Teachers	Lesson Plan Review Instructional Monitoring Bi-weekly one on one meetings with principal and AP. Review of assessment Data	Prepared performance Review Diagnostic, FAIR, K-4 and Benchmark Assessment Data LLI

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 FY 13, the percentage of SWD students scoring at or above proficiency on the reading portion of the FCAT will increase by 10% (5 students).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY 12, twenty-five percent (13) of our Students With Disabilities scored at or above proficiency on the reading portion of the FCAT.	In FY 13, thirty-five percent (18) of our Student With Disabilities Sub Group will score at or above proficiency on the reading portion of the FCAT.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The regular district adopted instructional materials are not always adequate in our quest to meet the instructional needs of all of our Students With	The Primary and Intermediate ESE Teachers will use Foundations in order to implement a strong phonemic awareness component for students	Principal Assistant Principal Reading Coach ESE Teachers Gen ed. Teachers	Lesson Plan Review Instructional Monitoring Bi-weekly one on one meetings with principal and AP. Review of assessment Data	Prepared performance Review Diagnostic, FAIR and

	Dissabilities.	who are struggling with decoding deficits due to underlying cognitive issues			Benchmark Assessment Data
2	Students that are often excluded from their general education classroom struggle to succeed in the development of reading skills.	The Inclusion Model will be implemented at both the primary and intermediate levels. Both ESE Teachers will service children in the general education classroom and adjustments will be made to the core curriculum to meet the needs of the individual children while maintaining the integrity of the ESE students' Individual Education Plans.	Principal Assistant Principal ESE Teachers General Education Teachers RTI/ Inclusion Facilitator	Lesson Plan Review Instructional Monitoring Weekly one on one meetings with principal and AP. Review of assessment Data	Diagnostic, FAIR and Benchmark Assessment Data
3	Instructional approaches utilized by both the ESE and the general classroom teacher often differ.	Arrange for our ESE teachers to meet with each ESE student's classroom teacher to create both a schedule for instruction and a unified approach to meet the educational goals of each ESE student.	Principal Assistant Principal ESE Teachers Classroom teachers	Focus Plan Review Lesson Plan Review Instructional Monitoring Bi-weekly one on one meetings with Principal and AP.	Principal Review with feedback
4	Many students start off the school year working below grade level	Provide Beginning of Year Pre Assessment to determine student ability in reading and provide iii services and differentiated instruction for students who are working below grade level. Provide after school tutoring.	Principal Assistant Principal Reading Coach Teachers	Lesson Plan Review Instructional Monitoring Bi-weekly one on one meetings with principal and AP. Review of assessment Data	Prepared performance Review Diagnostic, FAIR, K-4 and Benchmark Assessment Data
5	There is not enough time in a regular instructional day to meet the needs of all ESE Students	An additional hour will be added to the instructional day solely for the purpose of reading instruction.	Principal Assistant Principal Reading Coach Teachers	Lesson Plan Review Instructional Monitoring Bi-weekly one on one meetings with principal and AP. Review of assessment Data	Prepared performance Review Diagnostic, FAIR, K-4 and Benchmark Assessment Data LLI

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 FY 13, the percentage of students within our Economically Disadvantaged Subgroup scoring at or above proficiency in Reading will increase by 10% (18 students).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY 12, thirty-seven percent of students in our Economically Disadvantaged Sub Group (66) scored at or above proficiency on the reading portion of the FCAT.	In FY 13, forty-seven percent (85) of our students comprising our Economically Disadvantaged Subgroup will score at or above proficiency on the reading portion of the FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some Economically Disadvantaged students need more one on one and small group	Recruit struggling students in after school SES , or in school tutorial so that they can be	Principal Assistant Principal Reading Coach Teachers	Analysis of student assessment data	Benchmark Assessments Diagnostic Tests

	instruction to master reading skills.	given individualized remediation.			
2	Baseline data indicates gaps in academic proficiency	Arrange for teachers to meet in grade level teams to review test data and prioritize reading instruction based on the needs of students comprising this NCLB AYP Sub Category.	Principal Assistant Principal Reading Coach LTF	Analysis of student' assessment data	Benchmark Assessments Diagnostic Tests
3	Non-proficiency in vocabulary and reference and research skills	Our reading coach will work with our reading leadership team to develop strategies and implement a schoolwide development plan. professional development for staff that will include instructional activities to enhance student vocabulary.	Principal Assistant Principal Reading Coach LTF	Analysis of student' assessment data Reading Leadership Action Plan	Benchmark Assessments Diagnostic Tests Reading Leadership Action Plan
4	Many students start off the school year working below grade level	Provide Beginning of Year Pre Assessment to determine student ability in reading and provide iii services and differentiated instruction for students who are working below grade level. Provide in school and after school tutoring.	Principal Assistant Principal Reading Coach Teachers	Lesson Plan Review Instructional Monitoring Bi-weekly one on one meetings with principal and AP. Review of assessment Data	Prepared performance Review Diagnostic, FAIR, K-4 and Benchmark Assessment Data
5	There is often not enough time in the regular instructional school day to help economically disadvantaged students acquire proficient reading skills.	An hour of instruction will be added to our regular instructional school day solely for the purpose of reading instruction.	Principal Assistant Principal Reading Coach Teachers	Lesson Plan Review Instructional Monitoring Bi-weekly one on one meetings with principal and AP. Review of assessment Data	Prepared performance Review Diagnostic, FAIR, K-4 and Benchmark Assessment Data LLI

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
Instructional Framework and Core K-12 Training and Training for the new SSS Reading standards and Reporting Categories for new and returning Lake Park Teachers Effective Guided Reading Practices	K-5	Barbara Williams Debbie O'Meilia	School Wide	Sept 13th	Classroom visitations	Principal Assistant Principal Reading Coach
The Reading						

<p>Coach will provide curriculum updates and work with the Classroom ESE and ELL teachers at each grade level with the goal of enhancing instructional strategies that will help students master grade level vocabulary and help students discover the main idea of a reading passage and better comprehend narrative and expository reading passages. Two books that will be included in the book studies are "I Read But I Don't Get It" and " Word Work"</p>	K-5	Reading Coach	Instructional Staff	Ongoing	Monitoring of Student Assessment Data (i.e. FAIR and Embedded Assessment Results.	Principal Assistant Principal Reading Coach
<p>Professional Development will be provided for all staff members in RTI and will include the tier process and strategies to help students struggling in reading K-5 On Going Monitoring Pupil Progression Data Chart SBT Notes RTI Log Principal Assistant Principal RTI Contact SBT</p>	K-5	RTI Contact	Instructional Staff	on going	Monitoring Pupil Progression Data Chart SBT Notes RTI Log	Principal Assistant Principal RTI Contact SBT
<p>Classroom teachers in fifth grade will be trained in "skills for success" a research based program that enhances student performance in reading</p>	5th grade	district staff	fifth grade staff	September 5th	Monitoring fifth grade student assessment results	Principal Assistant Principal Fifth grade staff
<p>Instructional staff will receive reading training day</p>					Student assessment data	

1 and 2 and Reading Running Record Training 1 and 2 and 2 days of LLI Training	All instructional staff as well as resource and fine art teachers	district staff	Schoolwide	On going	K-4 Literacy assessment Lesson Plans Walkthroughs Informal Reading Running Records	Principal Assistant Principal Reading Coach
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Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide Tutorial services to students outside of the regular instructional day	Part Time In System	Title One	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Hire a full time reading coach to provide staff development in instructional strategies for reading.	Full time reading coach	Title One	\$42,951.00
Provide Professional development for classroom teachers outside or regular duties hours	Part Time In System	Title One	\$1,000.00
			Subtotal: \$43,951.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide chart paper and toner and color printing cartridges for EDW Reports	Supplies	Title One	\$161.00
			Subtotal: \$161.00
			Grand Total: \$45,112.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:	In FY 13, forty-six percent (47) if our ELL students will achieve proficiency based on the FY 13 administration of the Cella.
2012 Current Percent of Students Proficient in listening/speaking:	
In FY 12, thirty-six percent (38) of our ELL students achieved proficiency in listening and speaking according to the FY 12 administration of the Cella.	
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	English Speakers of other languages seldom receive the intensive instruction in reading required to master skills in reading.	An additional hour will be added to the regular instructional school day solely for the purpose of teaching reading.	Principal Assistant Principal Reading Coach ELL Coordinator Instructional Staff	Student' progress monitoring formative assessment results	Diagnostic Tests Benchmark Assessments Fair

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

2. Students scoring proficient in reading.
CELLA Goal #2:

2012 Current Percent of Students Proficient in reading:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3. Students scoring proficient in writing.
CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	In FY 13, the percentage of our students scoring at or above proficiency will increase by ten percent (18 students).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY 12, twenty-seven percent (48) of our students scored at proficeny on the Math portion of the FCAT.	In FY 13, thirty-seven percent (67) of students in grades 3-5 will score at proficeny on the math portion of the FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There are gaps in the next Generation SSS	Arrange for teachers to meet in grade level teams to review data and prioritize math instruction to address gaps.	Principal Assistant Principal math coach	Analysis of student' assessment results	Benchmark Assessments Diagnostic Tests Big Idea Assessments
2	The adaptation to the rigorous requirements of the next generation SSS and Item specifications differences.	Plan Intensive instructional development for teachers that focuses on skill development related to specific grade level Big Ideas.	Principal Assistant Principal Math Coach N.A.M.R.	Analysis of student' assessment results	Bechmark Assessments Diagnostic Tests Big Idea Assessments
3	Many students start off the school year working below grade level.	Provide Beginning of Year Pre Assessment to determine student ability in Math. Utilize Singapore Math and Mountain Math to provide differentiated in struction in math. provide after school tutorial program.	Principal Assistant Principal Math Coach Teachers	Lesson Plan Review Instructional Monitoring Bi-weekly one on one meetings with principal and AP. Review of assessment Data	Prepared performance Review Diagnostic, Benchmark Assessment Data
4	Fifth graders will be tested on line this year for math and many students lack experience with on line math assessments.	Will utilize Think Central computer based math program to prepare fifth grade students for dynamics of on line testing.	Principal Assistant Principal Math Coach Teachers	Assessment Data	Think Central Assessments Core K12 Assessments

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	In FY 13 the one student administered the FAA will score above levels 4,5, or 6 in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY 12, the one student administered the FAA scored above a level 4, 5, or 6 in math.	In FY 13 the one student administered the FAA will score above levels 4,5, or 6 in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with disabilities often need more instructional time in math to master skills.	Any student who qualifies for FAA administration will be given extra instructional time through our in house tutorial program.	Principal Assistant Principal Math Coach ESE Staff	Data from formative assessments Pupil progression staffings	Benchmark assessments diagnostic assessments

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	In FY 13, the percentage of students scoring at a level 4 or above will be doubled to thirty percent (24 more students).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY 12, fifteen percent of students in grades 3-5 (24) scored at or above a level 4 on the math portion of the FCAT.	In FY 13, thirty percent of students in grades 3-5 (54) will score at or above a level 4 on the math portion of the FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing special critical thinking, logical reasoning and/or enrichment activities for students who are excelling in math during the instructional school day.	A tutorial program will be offered to students who perform above average in math based on diagnostic math assessments	Principal Assistant Principal Math Coach ESE Teachers Gen. Ed Teachers	Analysis of student assessment data	Diagnostic Test
2	Providing special critical thinking or enrichment activities for students who are excelling in math during the instructional school day.	Plan Intensive instructional development for teachers that focuses on "Bumping Up" the rigor in math by utilizing strategies that require greater analysis and skill development according to the DOK chart and focuses on strategies to enrich the learning for our higher achievers in math.	Principal Assistant Principal Math Coach ESE Teachers Gen. ed Teachers	Analysis of student assessment data	Benchmark Assessments Diagnostic Tests Big Idea Assessments
3	The sharing of Best practices between schools is difficult to facilitate during the regular school year as it involves teacher attendance at workshop during the instructional school day.	Our math Coach will participate in the Galvanizing Change in Math and Science Grant that involves tele conferencing with other math coaches in the district and the sharing of best instructional practices for math.	Principal Assistant Principal Math Coach ESE Teachers Classroom Teachers	Analysis of student assessment data	Benchmark Assessments Diagnostic Tests Big Idea Assessments

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	In FY 13, our one fifth grade student who will be administered the FAA in math will score above a level 7 in math.
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2012 Current Level of Performance:		2013 Expected Level of Performance:			
In FY 12, our one fourth grade student who was administered the FAA scored at or above a level 7 in math.		In FY 13, our one fifth grade student who will be administered the FAA in math will score above a level 7 in math.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ESE Students often have a hard time mastering math vocabulary which puts them at a disadvantage when being tested/	Our Intermediate ESE Teacher will spend a great deal of time at the beginning of each math reporting category reviewing vocabulary that is pertinent to each skill.	Principal Assistant Principal ESE Teacher	Performance on formative assessments	Benchmark Assessments informal chapter assessments

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	In FY 13, the percentage of students making a learning gain on the FCAT will increase by 10% (18 more students.)
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY 12, forty-seven percent (36) of students in grades 3-5, made learning gains on the math portion of the FCAT.	In FY 13, fifty-seven percent (103) of students in grades 3-5 will make a learning gain on the math portion of the FCAT.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigorous lessons for all students to make learning gains	Plan Intensive instruction that focuses on "Bumping Up" the rigor in math by utilizing strategies that require greater analysis and skill development according to the DOK chart and focusses on strategies to improve student progress.	Principal Assistant Principal Part Time Math Coach LTF North Area Math Resource	Analysis of student' assessment data in math Analysis of instruction	Benchmark Assessments Diagnostic Test Big Idea Assessments
2	Meeting the instructional needs of students struggling in math to make learning gains.	Include students struggling to master Math Concepts in SES , in house, or Saturday tutorial so that they can be given individualized remediation.	Principal Assistant Principal Part Time Math Coach	Analysis of student' assessment data in math	Benchmark Assessments Diagnostic Test Big Idea Assessments
3	Many students start off the school year working below grade level.	Provide Beginning of Year Pre Assessment to determine student ability in Math. Utilize Singapore Math Go Math, and Mountain Math to provide differentiated instruction in math. provide in school and after school tutorial program.	Principal Assistant Principal Math Coach Teachers	Lesson Plan Review Instructional Monitoring Bi-weekly one on one meetings with principal and AP. Review of assessment Data	Prepared performance Review Diagnostic, Benchmark Assessment Data

4	Sharing of best instructional practices in math between teachers within our school district is difficult to facilitate after the student' academic year starts.	Our math coach will participate in the Galvanizing Change in Math and Science Grant for the purpose of exchanging best instructional practices in math through tele communication with teachers at different schools and then provide training to classroom teachers through demo lessons.	Principal Assistant Principal Math Coach Teachers	Lesson Plan Review Instructional Monitoring Bi-weekly one on one meetings with principal and AP. Review of assessment Data	Prepared performance Review Diagnostic, Benchmark Assessment Data
5	Many students struggle on test items that require logical reasoning in math.	Our math coach will share logical reasoning strategies and best practices with teachers so that they can help their students develop an understanding starting from concrete-- representational--- to abstract reasoning.	Principal Assistant Principal Math Coach Teachers	Assessment Data Learning Gap trend analysis	Common Core Standards and the NGSS Assessments

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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 FY 13, the percentage of students comprising the lowest 25% in math achievement making a learning gain on the math portion of the FCAT will increase by 10% (5 students).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY 12, forty-seven percent (15) of the students in grades 3-5 comprising our lowest 25% in math achievement made a learning gain on the math portion of the FCAT.	In FY 13, fifty-seven percent (14) of students comprising our lowest 25% in math achievement will make a learning gain on the math portion of the FCAT.

Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students within the lowest 25% category require more time for instruction in math	All students comprising our lowest 25% category in math will be recruited to receive after school tutorial services through Supplemental Educational Services.	Principal Assistant Principal Part Time Math Coach N.A.M.R.	Student' test data analysis	Benchmark assessments Diagnostic Tests Big Idea Assessments
2	Develop additional strategies to meet the various needs of the students who comprise our lowest 25% category.	plan Intensive instructional strategies and activities focuses on Number operations.	Principal Assistant Principal Part Time Math Coach N.A.M.R.	Student' test data analysis	Benchmark assessments Diagnostic Tests Big Idea Assessments
3	Lessons that will stimulate higher order thinking and logical/reasoning skills	Plan Intensive instruction that focuses on "Bumping Up" the rigor in math by utilizing strategies that require greater analysis and skill development according to the DOK chart and focuses on strategies to improve student progress.	Principal Assistant Principal Part Time Math Coach N.A.M.R.	Student' test data analysis	Benchmark assessments Diagnostic Tests Big Idea Assessments
4	Many students start off the school year working below grade level.	Provide Beginning of Year Pre Assessment to determine student ability in Math. Utilize Singapore Math and Mountain Math to provide differentiated instruction in math. provide in school and after school tutorial program.	Principal Assistant Principal Math Coach Teachers	Lesson Plan Review Instructional Monitoring Bi-weekly one on one meetings with principal and AP. Review of assessment Data	Prepared performance Review Diagnostic, Benchmark Assessment Data
5	Many students struggle on test items that are based on vocabulary or word recognition	The Fine Art Teachers will infuse core curriculum vocabulary development activities into their fine daily instruction.	Principal Assistant Principl Fine Art Teachers	Lesson Plan Review Instructional Monitoring Bi-weekly one on one meetings with principal and AP. Review of assessment Data	Benchmark assessments Diagnostic Tests Big Idea Assessments
6	Students who are struggling in math need more opportunities to connect their classroom learning in math to real world math application.	Our Aftercare will participate in the STEM Grant which allows all participating students an opportunity to engage in hand's on math learning activities that improve classroom performance in math.	Principal Assistant Principal Math Coach Aftercare Director	Bi-weekly one on one meetings with principal and AP. Review of assessment Data	Benchmark assessments Diagnostic Tests Big Idea Assessments
7	Students start off the school year reading below grade level	Teachers will utilize LLI with the goal of enhancing student vocabulary.	Principal Assistant Principal Math Coach Aftercare Director	Lesson Plan Checks Data analysis	Core K 12 Assessments and diagnostic assessments
8	Students start off the school year reading below grade level	Teachers will utilize LLI with the goal of enhancing student vocabulary.	Principal Assistant Principal Math Coach Aftercare Director	Lesson Plan Checks Data analysis	Core K 12 Assessments and diagnostic assessments

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #					
	5A : <input type="text"/>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	In FY 13, fifty-nine percent (16 more of the students) within our African-American Sub Category will score at or above proficiency on the math portion of the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY 12, forty-nine percent (89) of students in our African-American Sub Category scored at or above proficiency on the math portion of the FCAT.	In FY 13, fifty-nine percent (106) of students comprising our African-American Sub Category will score at or above proficiency on the math portion of the FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Meeting the academic needs of students struggling in math.	After school SES , in house or Saturday tutorial so that they can be given individualized remediation.	Principal Assistant Principal Part Time Math Coach	Analysis of student assessment data	Benchmark Assessments Diagnostic Tests Big Idea Assessments
2	Students struggle in making connections between classroom learning and real world applications.	Implement Mountain Math, Every Day Counts and real world problem solving from Go Math series	Principal Assistant Principal Part Time Math Coach	Analysis of student assessment data	Embedded Assessments Diagnostic Tests
3	Many students start off the school year working below grade level.	Provide Beginning of Year Pre Assessment to determine student ability in Math. Utilize Singapore Math and Mountain Math to provide differentiated instruction in math. provide in school and after school tutorial program.	Principal Assistant Principal Math Coach Teachers	Lesson Plan Review Instructional Monitoring Bi-weekly one on one meetings with principal and AP. Review of assessment Data	Diagnostic, Benchmark Assessment Data

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	In FY 13, the percentage of ELL students scoring at or above proficiency will increase by 10 % (8 students).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY 12, forty-nine percent (40) of students comprising our ELL Sub Group scored at or above proficiency on the math portion of the FCAT.	IN FY 13, fifty-nine percent (47) of our students in the ELL Sub Category will score at proficiency or higher on the math portion of the FCAT

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	ELL students often Struggle in math because they are unfamiliar with	Our ELL teachers will set aside specific instructional time to help	Principal Assistant Principal Math Coach	Analysis of student test data	Diagnostic Tests Benchmark Assessments

1	grade level specific math vocabulary	ELL students develop an understanding of the necessary vocabulary to become successful in math.	ELL Teachers		Big Idea Assessments
2	Meeting the instructional needs of ELL students struggling in math.	Recruit students who comprise our ELL sub Category to participate in SES or our Saturday tutorial programs to better meet individual student' instructional needs.	Principal Assistant Principal Math Coach ELL Teachers	Analysis of student test data	Diagnostic Tests Benchmark Assessments Big Idea Assessments
3	Many students start off the school year working below grade level.	Provide Beginning of Year Pre Assessment to determine student ability in Math. Utilize Singapore Math and Mountain Math to provide differentiated instruction in math. provide in school and after school tutorial program.	Principal Assistant Principal Math Coach Teachers	Lesson Plan Review Instructional Monitoring Bi-weekly one on one meetings with principal and AP. Review of assessment Data	Diagnostic, Benchmark Assessment Data

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 FY 13, the percentage of students scoring at or above proficiency will increase by 10 percent (5 students).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY 12, thirty-seven percent (19) of our Students With Disabilities Sub Group Scored at or above proficiency on the math portion of the FCAT	IN FY 13, forty-seven percent of our students (24) comprising our Students With Disabilities Sub Group will score at or above proficiency on the math portion of the FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Instructional approaches utilized by both the ESE and the general classroom teacher often differ.	Arrange for our ESE teachers to meet with each ESE student's classroom teacher to create both a schedule for instruction and a unified approach to meet the educational goals of each ESE student.	Principal Assistant Principal ESE Teachers Math Coach General Ed. Teachers	Focus Plan Review Lesson Plan Review Instructional Monitoring Weekly one on one meetings with Principal and AP.	Principal Review with feedback
2	Meeting the instructional needs of SWD students struggling in math.	Recruit students who comprise our SWD sub Category to participate in SES or our Saturday tutorial programs to better meet individual student' instructional needs.	Principal Assistant Principal Math Coach ESE Teachers Gen. ed. Teachers	Analysis of student assessment data	Benchmark Assessments Diagnostic Tests Big Idea Assessments
3	Develop lessons and strategies that will meet the needs of students with disabilities.	Arrange for teachers to meet in grade level teams to review data and prioritize math instruction based on the needs of students.	Principal Assistant Principal Math Coach Gen. ed. teachers ESE Teachers	Analysis of student assessment data	Benchmark Assessments Diagnostic Tests Big Idea Assessments
	Many students start off the school year working below grade level.	Provide Beginning of Year Pre Assessment to determine student ability in Math. Utilize Singapore	Principal Assistant Principal Math Coach ESE	Lesson Plan Review Instructional Monitoring Bi-weekly one on one meetings with principal	Diagnostic, Benchmark Assessment Data

4	Math and Mountain Math to provide differentiated instruction in math. provide in school and after school tutorial	TeachersGen. Ed Teachers	and AP. Review of assessment data
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	IN FY 13, the percentage of students scoring at or above proficiency in math will increase by 10% (18 students).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY 12, forty-nine (88) of students comprising our Economically Disadvantaged Sub Group scored at or above proficiency on the math portion of the FY 12 FCAT	In FY 1, fifty-nine percent (106) of our students comprising our Economically Disadvantaged Students will score at or above proficiency on the math portion of the FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Meeting the needs of students struggling in math.	Recruit struggling students in after school SES , in house or Saturday tutorial so that they can be given individualized remediation.	Principal Assistant Principal Part Time Math Coach	Analysis of student assessment data	Benchmark Assessments Diagnostic Tests Big Idea Assessments
2	Students who struggle in math often do not see the true connection between classroom learning and real world applications.	Implement Mountain Math, Every Day Counts, and real world problem solving from the Go Math series.	Principal Assistant Principal Part Time Math Coach	Analysis of student assessment data	Benchmark Assessments Diagnostic Tests Big Idea Assessments
3	Many students start off the school year working below grade level.	Provide Beginning of Year Pre Assessment to determine student ability in Math. Utilize Singapore Math and Mountain Math to provide differentiated instruction in math. provide in school and after school tutorial	Principal Assistant Principal Math Coach Teachers	Lesson Plan Review Instructional Monitoring Bi-weekly one on one meetings with principal and AP. Review of assessment data	Diagnostic, Benchmark Assessment Data
4	The dynamics of On-line assessment for math will pose a challenge to students who are not used to being assessed through a computer based program.	Teachers will utilize the Think Central program to better prepare students for on line math assessments.	Principal Assistant Principal Math Coach Teachers North Area Math Resource	Printout of assessment results	Core K12

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
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School based training on the new Instructional Framework, item specifications and best instructional practices for meeting the new generation Math Reporting Categories for new and returning Lake Park Teachers	K-5	Math Coach LTF	School Wide	September 13th	Classroom visitations	Principal Assistant Principal Math Coach Area 5 Math Resource Contact
Pd. D and staff development during learning teams will focus on improving student performance through lesson studies and on standards and benchmarks related to student mastery of the New Generation Reporting Categories/CORE Future staff development needs will be data driven and based on diagnostic results.	K-5	LTM Facilitator	Instructional Staff	On Going	Analysis of student' assessment results	Principal Assistant Principal Math Coach
New teachers in grades 3-5 will be trained in and implement Mountain Math a math program that connects classroom learning with real life activities	3-5	Math Coach	Classroom teachers in grades 3-5	As needed	Analysis of student' assessment results	Principal Assistant Principal Math Coach
Teachers in grades 3 through 5 will be trained to utilize the Think Central Program.	3-5	Math Coach North Area Resource	Classroom teachers in grades 3-5	On Going	Analysis of student' assessment results	Principal Assistant Principal Math Coach
Teachers in all grades will benefit from our participation in the grant Galvanizing Change in Math and Science that provides opportunities for teachers	Grade K to 5	Math Coach	Math Coach	On Going	Analysis of test data	Math Coach

to share best practices in the art of teaching math.					
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Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide an afterschool tutorial program for students struggling to master math concepts and skills	Part Time In System	Title One	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide a full time math resource teacher to provide professional development for the instructional staff.	Full Time Math Resource Teacher	Title One	\$63,644.00
Provide professional development in math teaching strategies to teachers after or before regular duty day	Part Time In System	Title One	\$1,000.00
			Subtotal: \$64,644.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$65,644.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:		In FY 13, the percentage of students scoring at proficiency in science will increase by 10%(7 students).			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
In FY 12, twenty-three percent (12) of students in fifth grade scored at proficiency on the science portion of the FCAT.		In FY 13, thirty-three percent of students(23) in fifth grade will score at proficiency on the science portion of the FCAT.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Scheduling hands on lab activities	Teachers in fifth grade will spend at least one day per week in the science lab engaging students in science based hands on activities.	Principal Assistant Principal 5th grade teachers	Analysis of fifth grade student science results.	Diagnostic Test Benchmark Assessments
2	Mastering grade level vocabulary	Labs and real world experiences United Streaming Video Library	Principal Assistant Principal 5th grade teachers	Analysis of fifth grade student science results.	Diagnostic Test Benchmark Assessments
3	Providing additional remedial instruction	An in school and after school tutorial programs will be set up to help fifth grade students who are struggling to master scientific concepts and for those students who are excelling and in need of enrichment activities. Peer coaching will also be encouraged along with Carousel activities.	Principal Assistant Principal 5th grade teachers	Analysis of fifth grade student science results. Data Chats	Diagnostic Test Benchmark Assessments
4	Students often start the school year performing below grade level in science.	Students will be provided with differentiated authentic hands on science activities to build science vocabulary knowledge and record learned information in Lab Journals. After school tutorial assistance will be provided to students struggling to master science concepts.	Principal Assistant Principal 5th grade teachers	Analysis of fifth grade student science results.	Diagnostic Test Benchmark Assessments
5	Students arrive in fifth grade often lacking the real world science applications experiences necessary to be enthused and successful in life science.	Students in fourth and fifth grade will benefit from a McArthur Foundation Grant that will allow them opportunities to study life science on site at Jupiter Marine Center in preparation for 5th grade science.	Principal Assistant Principal 5th grade teachers	Analysis of fifth grade student science results.	Diagnostic Test Benchmark Assessments
6	Special confidence building and coaching for both non-academic and academic success is necessary to ensure that all students succeed.	All members of our fifth grade staff will be trained in the "skills for success" program to enhance student performance in science.	Principal Assistant Principal 5th grade staff	Analysis of fifth grade student science results.	Diagnostic Test Benchmark Assessments

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

1b. Florida Alternate Assessment:
Students scoring at Levels 4, 5, and 6 in science.

Science Goal #1b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	In FY 13, the percentage of students scoring at or above a level four will increase by 8% (6 students).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY 12, four percent (2) of our fifth grade students scored at a level 4 or higher on the science portion of the FCAT.	In FY 13, twelve percent of our fifth grade students scored at a level 4 or higher on the science portion of the FCAT(8 students).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Provide enhanced Labs	We will provide lab based enrichment activities to motivate and encourage students to excel.	Principal Assistant Principal Science Resource Person	Analysis of fifth grade student assessment data in science	Diagnostic Tests
2	Providing Enrichment Programs	Fifth grade students who scored at or above proficiency on our fall science diagnostic test will participate in Specialized enrichment lab activities.	Principal Assistant Principal Teachers	Analysis of fifth grade student assessment data in science	Diagnostic Tests
3	Student' understanding of scientific method	Implementation of interactive science notebooks	Principal Assistant Principal Teachers	Analysis of fifth grade student assessment data in science	Diagnostic Tests
4	Students often start the school year performing below grade level in science.	Students will be provided with differentiated authentic hands on science activities to build science vocabulary knowledge in addition to be included in our after school tutorial programs.	Principal Assistant Principal 5th grade teachers	Analysis of fifth grade student science results.	Diagnostic Test Benchmark Assessments

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	
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2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teacher's will plan for FY 13 instruction in a way that is Prioritized and based on our Beginning of year assessment results	K-5	PDD Team	Leadership team classroom/ESE and ELL teachers	on going	Analysis of student' assessment results	Principal Assistant Principal
Teacher FCIM Instructional Focus Calendar development	K-5	LTM Facilitator Fifth grade classroom teachers	Fifth grade classroom teachers, and resource personnel working with 5th grade students.	on going	Analysis of student' assessment results	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. Writing Goal #1a:	In FY 13, the percentage students scoring at a level three of higher will increase by 10% (6 students).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY 12, seventy-eight percent (45) of our 4th grade students scored at a level 3 or higher on the FCAT Writes.	In FY 13, eighty-eight percent (53) of our fourth grade students will score at or above a level 3 in writing on the FCAT Writes.

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	We have new teachers in fourth grade who may not be familiar with process writing instructional techniques	Our new fourth grade teachers will be trained method in process writing and will incorporate new instructional practices with previously used practices that have proven to be very effective.	Principal Assistant Principal Fourth Grade Teacher Area 5 Writing Resource Teacher	Analysis of Student' Palm Beach Writes Assessment Data Data Chats	Palm Beach Writes Assessments
2	Meeting additional instructional needs of students struggling to master writing skills.	An after school tutorial program will be offered to fourth grade students struggling in writing.	Principal Assistant Principal Tutors	Analysis of Student' Palm Beach Writes Assessment Data	Palm Beach Writes Assessments

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
fourth grade teachers will be assisted and receive on going training by area writing support person.	Fourth Grade Teachers	North Area Writing Support Contact	Fourth Grade Teachers	on going weekly visits	Analysis of Palm Beach Writes Assessments monitoring and tracking of student' assessments	Principal Assistant principal Fourth Grade Teachers
A writing resource teacher will be hired for the purpose of reviewing student' work samples and offer feedback and teacher training	Fourth Grade Teachers	Former Area 4 Writing Resource Teacher	Fourth Grade Teachers	on going visits	Analysis of Palm Beach Writes Assessments monitoring and tracking of student' assessments	Principal Assistant principal

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

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance Attendance Goal # 1:		In FY 13, the attendance rate at Lake Park will remain at 100%.			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
In FY 12, the attendance rate at Lake Park Elementary was 100%.		In FY 13, the attendance rate at Lake Park will remain at 100%.			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
In FY 12, no students had an excessive amount of absences.		In FY 13, no students will have an excessive amount of absences.			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
In FY 12, no students had an excessive amount of tardies.		In FY 13, no students will have an excessive amount of tardies.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	More often than not, the students being driven to school by their parent(s) are the ones with excessive absences and/or tardies.	Parent liaison, attendance clerk, guidance counselor offer incentives to students for being on time and in attendance	Principal Assistant principal Parent liaison Attendance Clerk Guidance Counselor	Analysis of Student attendance reports	Student Attendance Documentation

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
Guidance Counselor and .5 parent liaison will be						

trained and encouraged to monitor student' attendance and work with families to ensure that students arrive on time and are in attendance each day.	K-5	District Personnel Guidance Counselor and .5 parent liaison	School Staff	On Going	Review of attendance reports	Principal Assistant Principal Guidance Counselor Parent Liaison
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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
Hire part time consultant to provide feedback and assistance throughout the 2012-2013 school year.	Part Time Consultant	General funds	\$1,500.00
			Subtotal: \$1,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,500.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	In FY 13, the number of suspensions will be reduced from 6 to 3.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
In FY 12, there were 0 students who received an in school suspension.	In FY 13, there will be no in school suspensions.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
In FY 12, there were 6 students who received an in	In FY 13 there will be no students referred to in school

school suspension.	suspension.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
In FY 12, there were 6 out of school suspensions	In FY 13, there will be less than 3 out of school suspensions
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
In FY 11, there were 6 students who were suspended out of school.	In FY 13, no more than 3 students will be suspended out of school.

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	Mobile student population New teachers acclimating to our school single school culture	Our .5 parent liaison will continue to work with the Lake Park Staff to monitor and support our single school culture for student behavior.	Principal Assistant Principal .5 parent liaison	Student' discipline data	Gold Report for in school and out of school suspensions
2	Inorder to maximize instructional time conflicts bewteen students must be addressed and resolved but in a timely fashion.	Implement Book Study and teacher training on classroom strategies to resolve student' conflicts.	Principal Assistant Principal .5 parent liaison	Student' discipline data	Gold Report for in school and out of school suspensions
3	The contemporary culture that exists outside of the school campus does not always promote good decision making skills for young people	The fine art staff will coolaborate and offer charachter and community building lessons each Friday during regular scheduled fine art classes	Principal Assistant Principal .5 Parent Liaison	Student' discipline data	Gold Report for in school and out of school suspensions

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
In FY 13, we will implement the distric initiative to reduce the number of out of school suspensions district wide	K-5	Guidance Counselor Parent Liaison	Instructional Staff	On Going	Reports that pertain to student' discipline	Principal Assistant Principal Guidance Counselor Parent Liaison

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
A Part Time parent liaison will be hired to help facilitate effective communication between parents and school based personnel and foster optimal student learning outcomes	Part Time Parent Liaison	Title One	\$42,951.00
			Subtotal: \$42,951.00
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: \$42,951.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		In FY 13, the percentage of parents attending at least one workshop or function will increase by 10%.			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
In FY 12, sixty-three percent of our parent population was involved in at least one school function or parent workshop.		In FY 13, seventy-three percent of our parent population will be involved in at least one school function or parent workshop.			
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	Parent involvement at post school trainings and informational meetings	Workshops, and trainings will be held on various days of the week and at different times to better accommodate parents.	Principal Assistant Principal	Analysis of attendance sheets from workshops training and other parent functions.	Attendance sign in sheets
2	Maintaining consistent communication between parent and teacher.	School Improvement Funding will be utilized to purchase agendas	Principal Assistant Principal .5 Parent Liaison	School Effectiveness Questionnaire (SEQ) Analysis	SEQ

		for all students in grades K-5			
3	Low attendance at parental training and informational meetings	Parental trainings and workshops will be provided throughout the school year to inform and receive input from parents regarding policies and procedures and to provide them with the resources and knowledge to work with their children at home. The scheduled evening activities are as follows: August 24th Curriculum Night, September 21st Annual Title One/Post AYP Meeting, October 20th, Math/Literacy Night at Publix, November 3rd, Family Reading Enrichment Night, December 8th, Family Math and Science Night, January 25th FCAT/FCAT Writes Workshop for Parents, April 26th NCLB School Choice Update	Principal Assistant Principal .5 Parent Liaison	Analysis of SEQ Analysis of feedback received from post training surveys or questionnaires	SEQ post training surveys or questionnaires
4	Low attendance at parental training and informational meetings	Schedule NCLB/Post AYP Meeting for parents at a time that is convenient for them to attend and encourage their input and feedback on the SIP, Compact and Family Involvement Policy, recruit them to attend our SAC Meetings, provide budgetary information and then survey parents through SEQ to determine success	Principal Assistant Principal .5 Parent Liaison	Analysis of SEQ Analysis of feedback received from post training surveys or questionnaires	SEQ post training surveys or questionnaires

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
Teachers will be trained in effective conferencing skills aimed at creating a positive collegial working	K-5	parent liaison	school wide	On going during staff meetings	Parent/Teacher conference notes	Principal Assistant Principal .5 Parent Liaison

relationship with parents of his/her students.					
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Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal # 1:		In FY 13, All Students participating in reading, math and science enrichment through the STEM Program offered in aftercare will improve their academic performance in all of these core subject areas.			
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	Some students need additional enrichment and hands on learning opportunities in math, science and reading.	A grant funded by STEM will provide opportunities for our after care students to participate on hands on activities that are researched based to improve classroom performance in reading, math and science.	Principal Assistant Principal Aftercare Director	Analysis of participating student assessment data	comparison of fall and winter diagnostic test

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
After care and school based instructor will attend STEM Training	K-5	Grant funded liaison or facilitator	All Staff associated with our aftercare program	On Going	Analysis of assessment data and observations	Principal Assistant Principal Aftercare Staff

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)

Primary Reading Goal:

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:					
1. Primary Reading Goal Primary Reading Goal #1:			KIndergarten and First grade reading achievement		
2012 Current level:			2013 Expected level:		
In January of FY 11, only 43% of our Kindergarten students, 36% of our first grade students and 3% of our second grade students scored at the high probability of success level or PRS on the FAIR assessment.			By June of FY 12, fifty percent of students in Kindergarten and first grade will score at a PRS level		
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	Kindergarten and first grade teachers are not able to work one on one with low achieving students as much as it is warranted.	A part time instructional para professional will be hired to work with under achieving Kindergarten and first grade students to help them develop reading skills	Principal Assistant Principal Reading Coach	Analysis of Elementary Literacy Assessment	FAIR

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						

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 Primary Reading Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide Tutorial services to students outside of the regular instructional day	Part Time In System	Title One	\$1,000.00
Mathematics	Provide an afterschool tutorial program for students struggling to master math concepts and skills	Part Time In System	Title One	\$1,000.00
Suspension	A Part Time parent liaison will be hired to help facilitate effective communication between parents and school based personnel and foster optimal student learning outcomes	Part Time Parent Liaison	Title One	\$42,951.00
				Subtotal: \$44,951.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Hire a full time reading coach to provide staff development in instructional strategies for reading.	Full time reading coach	Title One	\$42,951.00
Reading	Provide Professional development for classroom teachers outside or regular duties hours	Part Time In System	Title One	\$1,000.00
Mathematics	Provide a full time math resource teacher to provide professional development for the instructional staff.	Full Time Math Resource Teacher	Title One	\$63,644.00
Mathematics	Provide professional development in math teaching strategies to teachers after or before regular duty day	Part Time In System	Title One	\$1,000.00
Attendance	Hire part time consultant to provide feedback and assistance throughout the 2012-2013 school year.	Part Time Consultant	General funds	\$1,500.00
				Subtotal: \$110,095.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide chart paper and toner and color printing cartridges for EDW Reports	Supplies	Title One	\$161.00
				Subtotal: \$161.00
				Grand Total: \$155,207.00

School-level Differentiated Accountability Compliance

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

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

[View uploaded file](#) (Uploaded on 9/21/2012)

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
Our school SAC Funds will be utilized to supplement professional development opportunities for instructional staff and supplementary curricular materials.	\$975.00

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

During the FY 13 school year, we will work with our SAC to update our SIP, Parent Compact, Parent Involvement Policy and include them in our preparation for accreditation. We will also, share general student assessment data and seek their input for future school based academic and parent programming.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Palm Beach School District LAKE PARK ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	63%	76%	92%	32%	263	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	61%	67%			128	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	55% (YES)	60% (YES)			115	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					506	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District LAKE PARK ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	51%	64%	80%	30%	225	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	50%	49%			99	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	57% (YES)	67% (YES)			124	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					448	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested