FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: ADDISON MIZNER ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Donna C. Binninger

SAC Chair: Donna Parton and Frank Chapman

Superintendent: E. Wayne Gent

Date of School Board Approval: December , 2012

Last Modified on: 9/24/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
		Professional Educator's Certificate BS Elementary Education, State University of New York at Plattsburgh; BA Sociology, State University of New York at Plattsburgh;			Assistant Principal of Addison Mizner since 1997; Grade: A all years. Made AYP all years. 2004-2005: Reading and Math 95% Writing 92% 2005-2006: Reading and Math: 96% Writing: 88% 2006-2007: Reading and Math: 95% Writing: 87% Science 88% 2007-2008: reading:95% Math 94% Writing 88% Science:83% 2008-2009: Reading: 97%; Math 96% Writing:95% Science 87% 2009-2010: Reading 96% Math 97%

Assis Principal	Dr. Joseph Boone	MS Educational Leadership, State University of New York at Plattsburgh; Pd.D. Educational Leadership, Lynn University, Boca Raton, Florida; Principal Certification State of Florida Professional Educator's Certificate Endorsements: Elementary Education; ESOL; School Principal (All Levels)	16	16	Writing 93% Science 97% Learning Gains in Reading 81% Learning Gains in Math 80% Lowest 25% LG Read 77% Lowest 25% LG Math 92% 2009-2010: Reading 96% Math 97% Writing 93% Science 97% Learning Gains in Reading 81% Learning Gains in Math 80% Lowest 25% LG Read 77% Lowest 25% LG Math 92% 2010-2011 Reading 96% Math 96% Writing 90% Science 90% Learning Gains in Reading 77% Learning Gains in Math 78% Lowest 25% LG Reading 85% Lowest 25% LG Math 83% 2011-2012 Reading 85% Math 84% Writing 94% Science 86% Learning Gains in Reading 77% Learning Gains in Math 79% Lowest 25% LG Read 77% Lowest 25% LG Math 83%
Principal	Donna C Binninger	BS Elementary Education, State University of New York at Brockport; Master of Science, Educational Leadership, Barry University; Principal Certification- State of Florida Professional Educator's Certificate Elementary Education, State University of New York at Brockport; Principal Certification- State of Florida	11	16	Principal of Addison Mizner since 2002; Grade: A all years. Made AYP all years. 2002-2003: Reading Mastery 86%; Math Mastery89%; Writing Mastery 91% 2003-2004: Reading: 93% Math:91% Writing: 92% 2004-2005: Reading and Math 95% Writing 92% Lowest 25% LG Reading 85% Lowest 25% LG Math 83% 2005-2006: Reading and Math: 96% Writing: 88% 2006-2007: Reading and Math: 95% Writing: 87% Science 88% 2007-2008: reading:95% Math 94% Writing 88% Science:83% 2008-2009: Reading: 97%; Math 96% Writing:95% Science 87% 2009-2010: Reading 96% Math 97% Writing 93% Science 97% Learning Gains in Reading 81% Learning Gains in Math 80% Lowest 25% LG Read 77% Lowest 25% LG Math 92% 2010-2011 Reading 96% Math 96% Writing 90% Science 90% Learning Gains in Reading 77% Learning Gains in Math 78% 2011-2012 Reading 85% Math 84% Writing 94% Science 86% Learning Gains in Reading 77% Learning Gains in Math 79% Lowest 25% LG Read 77% Lowest 25% LG Math 83%

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include

history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
NA	NA	NA			NA

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. Mentoring new teachers with veteran teachers	Administrators	ongoing	
2	2. Regular meetings of new teachers with Clinical Educators	Assistant Principal	ongoing	
3	3. National Board Certified Teachers meet with newer staff to model lessons	Administrators	ongoing	
4	4. Appoint team leaders for two years to maintain consistency on grade level.	Principal	ongoing	
5				

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
66	1.5%(1)	21.2%(14)	40.9%(27)	36.4%(24)	31.8%(21)	98.5%(65)	10.6%(7)	3.0%(2)	57.6%(38)

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

Renee Parkinson	Kelli Durocher	Knowledge of ESE Curriculum	Formative observations, conferencing, classroom visitations, ongoing support

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

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

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The School-Based Team is comprised of the following members: Principal, Assistant Principal, ESE contact, School Psychologist, Classroom Teacher/s, SAI Teacher, Speech/Language Pathologist, and Guidance Counselor.
The principal provides a common vision for the use of data-based decision-making to ensure:
a sound, effective academic program is in place, a process to address and monitor subsequent needs is created, the School Based Team (SBT) is implementing RtI processes, assessment of RtI skills of school staff is conducted, fidelity of implementation of intervention support is documented, adequate professional development to support RtI implementation is provided,
effective communication with parents regarding school-based RtI plans and activities occurs.

The RtI/Inclusion Facilitator position was eliminated for FY12. She was here for 2 years and our school is struggling with how to continue to deliver the services for Tier 3 students with fidelity.The responsibility will now fall upon the classroom teachers since the funding for the position was discontinued in FY 13. Along with the SBT Leader, the SB Team will assist in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 2 and 3 interventions, and offer professional development and technical assistance.

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

The School-Based Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the School-Based Team.
The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, guidance counselor) and report back on all data collected for further discussion at future meetings.
* Problem Solving Model
The four steps of the Problem Solving Model are:
Problem Identification entails identifying the problem and the desired behavior for the student.
Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

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

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

Members of the School-Based Team will utilize the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas.
Topics for discussion include, but are not limited to, the following:
FCAT scores and the lowest 25%
AYP and subgroups
strengths and weaknesses of intensive programs
mentoring, tutoring, and other services.

MTSS Implementation

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

Baseline data:
Florida Comprehensive Assessment Test (FCAT)
Curriculum Based Measurement
Florida Assessment for Instruction in Reading (FAIR)
Palm Beach County Spring/Fall Diagnostics
Palm Beach Writes
K-4 Literacy Assessment System
Diagnostic Assessment for Reading (DAR)
Progress Monitoring and Reporting Network (PMRN)
Comprehensive English Language Learning Assessment (CELLA)
Office Discipline Referrals
Retentions
Absences

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

End of year data:
Florida Assessment for Instruction in Reading (FAIR)
Florida Comprehensive Assessment Test (FCAT)
FCAT Writes
SRI Scores
Frequency of required Data Analysis and Action Planning Days:
Once within a cycle of instruction (refer to appropriate focus calendar)

Describe the plan to train staff on MTSS.

The School-Based Team will provide in-service to the faculty on designated professional development days (PDD). These in-service opportunities will include, but are not limited to, the following:
Problem Solving Model
Consensus building
Positive Behavioral Intervention and Support (PBIS)
Data-based decision-making to drive instruction
Progress Monitoring
Selection and availability of research-based interventions
Tools utilized to identify specific discrepancies in reading.

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

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school based Literacy Leadership Team is comprised of the following members:
Principal, Assistant Principal, SAI teacher, Internal Facilitator, ESE Coordinator, and K-5 team leaders.

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

The Literacy Leadership Team (LLT) creates capacity of reading knowledge within the school building and focuses on areas of literacy concern across the school. The principal meets with the LLT at least once a month. Agenda topics include the discussion of the team's goals and progress, as well as identification of new strategies and activities to implement. As

additional needs and concerns arise, the LLT investigates the concern, studies and plans a course of action, implements the action, analyzes its effectiveness, and reflects on the process. This is a continuous process throughout the entire school year.

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

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

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

NA

*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.

NA

*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?

NA

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?

NA

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

NA

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By June, 2013, grades 3-5 students achieving proficiency will maintain the current level of performance or increase by two percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% proficient(105)	25%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited resources to provide support in all subject areas.	Implement a balanced Literacy Program using research-based reading programs such as Harcourt,Fountas and Pinnell,SRA Labs, Reading Plus, The Daily 5 and Vocabulary Companion; Utilize Core K-12; Learning Teams will analyze student data to define instructional goals and plan instruction; Utilize Learning Village Scope and Sequence to guide benchmark focus;	Administrators, Teachers	Focused classroom walkthroughs, Lesson Plan review, ongoing progress monitoring	Diagnostics, RRR, SRI,EDW reports, minutes from LTM's, CORE K-12
2	Increasing learning gains when proficiency levels are high.	Increased enrichment and enhancement activities to support the curriculum; differentiated instruction; implement CORE K-12 in all grades;	Administrators, Reading Support staff, Teachers	Focused classroom walkthroughs, Lesson Plan review, ongoing progress monitoring	Diagnostics, RRR, SRI,EDW Reports, CORE K-12
3					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	0
2012 Current Level of Performance:	2013 Expected Level of Performance:
0	0

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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 reading. Reading Goal #2a:	Students achieving above proficiency in reading will increase 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% proficient (290)	65%

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	Consistent implementation of differentiated instruction	Curriculum compacting; enrichment activities, problem solving and critical thinking activities in daily reading lessons, classroom libraries, cooperative learning activities (Kagan), CORE K-12	Administrators, Teachers	Focused classroom walkthroughs; lesson plan review; ongoing progress monitoring	Diagnostics, SRI, RRR, EDW reports,CORE K-12
2					

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:	0
2012 Current Level of Performance:	2013 Expected Level of Performance:
0	0

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Percentage of students making learning gains in reading will increase 6%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% proficient(219)	80%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited resources: Teachers need to implement reading strategies and interventions without assistance of a Reading Coach or RtI.	Balanced Literacy Program using Harcourt/Fountas and Pinnell; SRA Reading Labs, Fundations, Reading Plus Intervention Program, Daily 5, Vocabulary Companion, CORE K-12	Administrators, SAI/ESE Instructors, Teachers	Focused classroom walkthroughs, ongoing progress monitoring, lesson plan review	Diagnostics, SRI, RRR, EDW, Reading Plus intervention Program reports, CORE K-12

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:	0
2012 Current Level of Performance:	2013 Expected Level of Performance:
0	0

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	Percentage of students in lowest 25% making learning gains in reading will increase 6%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
74% proficient(28)	80%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited resources to provide targeted support services- teachers will implement reading strategies and interventions without assistance of a Reading Coach or RtI.	Teachers will implement Reading Plus Intervention Program, Wilson Reading Program, Breakthrough to Literacy, enhanced classroom libraries,afterschool tutorials and SRA Reading Labs to improve proficiency for low performing students.	Administrators, SAI Teacher and reading teachers	Focused Classroom Walkthroughs, Formative Observations, Lesson Plan review, ongoing progress monitoring	Diagnostics, SRI, RRR, EDW, Reading Plus Intervention Program reports, CORE K-12
2	Budget cuts within the ESE Department have reduced staff to two teachers who provide services to a diverse group of at-risk students; limited space to conduct pull-out sessions; amount of contact time is impacted.	Teacher Mentoring Program, FCAT tutorial, Wilson/Fundations, Reading Plus Intervention Program and realignment of support staff to provide Tier 2 and 3 interventions, implement CORE K-12	Administrators, ESE Teachers	Focused Classroom Walkthroughs, Formative Observations, Lesson Plan review, ongoing progress monitoring	Diagnostics,SRI, RRR. EDW, Reading Plus Intervention Program reports, CORE K-12

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 :				

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	By June, 2013, 85% in subgroups by ethnicity (Hispanics) will meet proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% proficient(57)	85%

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

| 1 | Limited resources to service subgroup. | Reading Plus Intervention Program, Wilson/Fundations, FCAT Tutorial, CORE K-12 | Administrators, Teachers | Focused Classroom Walkthroughs, Lesson Plan Review, Formative Observations, Ongoing progress monitoring | Diagnostics, SRI, RRR, Reading Plus, EDW Reports, CORE K-12 |

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:	0
2012 Current Level of Performance:	2013 Expected Level of Performance:
0	0

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	By June, 2013, the number of SWD students meeting proficiency will increase by 27%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% proficient (18)	70%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited Resources	Learning Teams will meet to analyze data and plan targeted instruction; Reading Plus Intervention Program, Wilson/Fundations, FCAT Tutorial, CORE K-12	Administrators, Teachers	Classroom Walkthroughs, Lesson Plan Review, Formative Observations, Ongoing progress monitoring	Diagnostics, SRI, RRR, Reading Plus, EDW Reports, CORE K-12

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	By June, 2013, 85% of economically disadvantaged students will meet proficiency.

2012 Current Level of Performance:	2013 Expected Level of Performance:
80% proficient (56)	85% (60)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited Resources	Determine instructional needs by reviewing assessment data for all students with deficiencies; plan differentiated instruction; refer to SBT and implement Tier 2 and 3 targeted interventions; utilize Reading Plus Reading Program, Wilson/Fundations, FCAT Tutorial, CORE K-12	Teachers, Administrators	Classroom Walkthroughs, Lesson Plan Review, Formative Observations, Ongoing progress monitoring	Diagnostics, SRI, RRR, Reading Plus, EDW Reports, CORE K-12

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading Plus Intervention Program	Grades 3-5	Reading Plus Staff	Students grades 3-5	LTM's, PDD's, Ongoing	Lesson Plans, Reading Plus Progress Charts	Administrators
Guided Reading	Grades K-5	Area 1 Support Staff	Teachers K-5	October LTM's and Ongoing	Lesson Plans, Classroom Walkthroughs	Administrators
Common Core Standards/Test Item Specs	Grades 3-5	Area 1 Support Staff	Reading Teachers grades 3-5	September PDD, Ongoing	Lesson Plans, Classroom Walkthroughs	Administrators
Anchor Charts	Grades K-5	Area 1 Support Staff	Teachers K-5	October PDD, LTM, Ongoing	Lesson Plans, Classroom Walkthroughs	Administrators
CORE K-12	Grades 3-5	Area 1 Support Staff	Teachers 3-5	LTM's, PDD's, Ongoing	Lesson Plans, Classroom Walkthroughs	Administrators

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
SRA Learning Labs	Individualized Reading Instruction Kits	Golden Bell Grant	$2,828.96
Reading FCAT Tutorial	Afterschool remediation program for at-risk 3rd, 4th and 5th graders	K-12 Support Grant	$1,526.87
			Subtotal: $4,355.83

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: $4,355.83

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:	0
2012 Current Percent of Students Proficient in listening/speaking:	
0	

Problem-Solving Process to Increase Student Achievement

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

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:	By June, 2013, students achieving proficiency will maintain the current level of performance or increase by one percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% proficient (116)	26%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited resources to provide support in all subject areas.	Implement a balanced Literacy Program using research-based reading programs such as Harcourt,Fountas and Pinnell,SRA Labs, Reading Plus, The Daily 5 and Vocabulary Companion; Utilize Core K-12; Learning Teams will analyze student data to define instructional goals and plan instruction; Utilize Learning Village Scope and Sequence to guide benchmark focus;	Administrators, Teachers	Focused classroom walkthroughs, Lesson Plan review, ongoing progress monitoring	Diagnostics, RRR, SRI,EDW reports, minutes from LTM's, CORE K-12
2	Increasing learning gains when proficiency levels are high.	Increased enrichment and enhancement activities to support the curriculum; differentiated instruction; implement CORE K-12 in all grades;	Administrators, Reading Support staff, Teachers	Focused classroom walkthroughs, Lesson Plan review, ongoing progress monitoring	Diagnostics, RRR, SRI,EDW Reports, CORE K-12
3	Implementation of Common Core Standards, new grading system for K and 1	Utilize CORE K-12, FCAT Explorer, AIMS activities, manipulatives,Riverdeep,data analysis, Number Works	Administrators	Focused walkthroughs; lesson plan review; ongoing progress monitoring	Diagnostics,EDW reports, CORE K-12
4					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	0
2012 Current Level of Performance:	2013 Expected Level of Performance:
0	0

| Problem-Solving Process to Increase Student Achievement |

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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 mathematics. Mathematics Goal #2a:	By June, 2013, students achieving above proficiency in mathematics will increase 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% proficient (275)	61%

| 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	Consistent implementation of higher order questioning, utilizing differentiated instruction with fidelity	Curriculum compacting, instructional rigor and relevance, differentiated instruction, Kagan activities, CORE K-12	Administrators, teachers	Focused walkthroughs, lesson plan review, Ongoing Progress monitoring	Diagnostics, EDW reports, CORE K-12

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:	0
2012 Current Level of Performance:	2013 Expected Level of Performance:
0	0

| Problem-Solving Process to Increase Student Achievement |

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:

	3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	By June, 2013, the percentage of students making learning gains in mathematics will increase 5%.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	75% proficient(223)	80%

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New implementation of Common Core Standards and Test Item Specs; teachers not trained; limited support services	Utilize CORE K-12, manipulatives, FCAT Explorer, Riverdeep, AIMS activities	Administrators, Teachers	Focused Classroom Walkthroughs,lesson plans review, Ongoing Progress Monitoring	Diagnostics, EDW reports, CORE K-12

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:	0
2012 Current Level of Performance:	2013 Expected Level of Performance:
0	0

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

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		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:	By June, 2013, the percentage of students in Lowest 25% making learning gains will increase by 1 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% proficient (31)	80% (32)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Continued implementation of Common Core Standards and Go Math; providing targeted support services with limited resources for specific students.	Implement parent and student math tutorials, utilize AIMS activities and math manipulatives; Think Central, differentiated instruction, Test Specs, implement Math-e-Magic (schoolwide math day), FCAT Tutorial, CORE K-12	Administrators, Teachers	Focused classroom walkthroughs, lesson plan review, Ongoing Progress Monitoring	Diagnostics, EDW reports, CORE K-12

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

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

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	By June, 2013, the number of students in the Hispanic subgroup making satisfactory progress in mathematics will increase 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81% proficient(59)	82% (60)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited resources to service subgroup.	FCAT Tutorial, CORE K-12	Teachers, Administrators	Focused Classroom Walkthroughs, Lesson Plan Review, Formative Observations, Ongoing progress monitoring	Diagnostics, EDW Reports, CORE K-12

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:	0
2012 Current Level of Performance:	2013 Expected Level of Performance:
0	0

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	By June, 2013, the number of students in the SWD subgroup making satisfactory progress will increase 14%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% proficient(26)	75% (33)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited resources	Test Item Specs, FCAT Tutorial, CORE K-12	Teachers, Administrators	Classroom Walkthroughs, Lesson Plan Review, Formative Observations, Ongoing progress monitoring	Diagnostics, EDW Reports, CORE K-12

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	By June, 2013, the number of students in the Economically Diadvantaged subgroup meeting profociency will increase 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% proficient(53)	80% (59)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited resources	CORE K-12, FCAT Tutorial, Test Item Specs	Teachers, Administrators	Classroom Walkthroughs, Lesson Plan Review, ongoing Progress monitoring	Diagnostics, EDW Reports, CORE K-12

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
Unpacking the Standards	Math 3-5	Area 1 Support Staff	Teachers Grades 3-5	September PDD, ongoing	Lesson Plans, Classroom Walkthroughs	Administrators
Anchor Charts	K-5	Area 1 Support Staff	Teachers K-5	October PDD, LTM's, Ongoing	LessonPlans, Classroom Walkthroughs	Administrators
CORE K-12	3-5	Area 1 Support Staff	Teachers 3-5	LTM's, PDD's, Ongoing	LessonPlans, Classroom Walkthroughs	Administrators
Common Core Standards/ Test Item Specs	Math 3-5	Area 1 Support Staff	Math Teachers 3-5	October PDD, LTM's, Ongoing	Lesson Plans, Classroom Walkthroughs	Administrators

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Math FCAT Tutorial	Afterschool math intervention program for at-risk 3rd, 4th and 5th graders	PTA	$2,000.00
			Subtotal: $2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,000.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.	By June, 2013, students achieving proficiency in science will maintain the current level of performance or

	Science Goal #1a:		increase by two percent.	

2012 Current Level of Performance:	2013 Expected Level of Performance:
43% proficient (63)	45% (65)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited resources to provide support in all subject areas.	Implement a balanced Literacy Program using research-based reading programs such as Harcourt,Fountas and Pinnell,SRA Labs, Reading Plus, The Daily 5 and Vocabulary Companion; Utilize Core K-12; Learning Teams will analyze student data to define instructional goals and plan instruction; Utilize Learning Village Scope and Sequence to guide benchmark focus;	Administrators, Teachers	Focused classroom walkthroughs, Lesson Plan review, ongoing progress monitoring	Diagnostics, RRR, SRI,EDW reports, minutes from LTM's, CORE K-12
2	Increasing learning gains when proficiency levels are high.	Increased enrichment and enhancement activities to support the curriculum; differentiated instruction; implement CORE K-12 in all grades;	Administrators, Reading Support staff, Teachers	Focused classroom walkthroughs, Lesson Plan review, ongoing progress monitoring	Diagnostics, RRR, SRI,EDW Reports, CORE K-12
3	Achieving and maintaining continued high standards in science with limited resources.	Utilize CORE K-12, hands-on laboratory experiments weekly, provide real-world science experiences and engaging activities, implement Bell Ringers; SRA Science Lab Kits	Administrators, Teachers	Focused classroom walkthroughs, lesson plan review, Ongoing Progress Monitoring	Diagnostics, EDW reports, CORE K-12

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:	0
2012 Current Level of Performance:	2013 Expected Level of Performance:
0	0

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

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	By June, 2013, students achieving above proficiency in science will increase 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% proficient(64)	45% (65)

		Problem-Solving Process to Increase Student Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Consistent implementation of differentiated instruction	CORE K-12, Curriculum compacting; Enrichment activities; AIMS/Bell Ringers; SRA Science Lab Kits	Administrators, Teachers	Focused classroom walkthroughs, lesson plan review, Ongoing Progress Monitoring	Diagnostics, EDW reports, CORE K-12

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:	0
2012 Current Level of Performance:	2013 Expected Level of Performance:
0	0

	Problem-Solving Process to Increase Student Achievement			
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
CORE K-12	Grades K-5	Area 1 Support Staff	Teachers K-5	LTM's, PDD's, Ongoing	Lesson Plans, Classroom Walkthroughs	Administrators
Common Core Standards/ Test Item Specs	Grades 3-5	Area 1 Support Staff	Teachers 3-5	LTM's, PDD's, Ongoing	LessonPlans, Classroom Walkthroughs	Administrators

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:	By June, 2013, students achieving level 3.0 in writing will maintain the current level or increase 1%
2012 Current Level of Performance:	2013 Expected Level of Performance:
94% proficient (151)	95% (152)

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Maintaining high standards	Utilize Learning Village and CORE K-12, continue implementation of writing programs such as SMILE, with fidelity,daily journal writing, incorporate writing process into daily activities, analyze data from FCAT CD Rom to plan instruction and conduct data chats.	Administrators, Teachers	Focused classroom walkthroughs, lesson plan review, Ongoing Progress Monitoring	Palm Beach Writes, EDW reports, CORE K-12

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:	0
2012 Current Level of Performance:	2013 Expected Level of Performance:
0	0

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
Writing Professional Development	Grades 2-5	Team Leaders	Teachers of Writing Grades 2-5	Grade Level Articulation Meetings	Lesson Plans, Classroom Walkthroughs	Administrators
Common Core Standards	Grades K-5	Area 1 Support Staff	Teachers K-5	LTM's, PDD's, Ongoing	LessonPlans, Classroom Walkthroughs	Administrators
Florida Writes CD Rom	Grade 4	Team Leader, District Support Staff	Teachers Grade 4	LTM's, Ongoing	Lesson Plans, Classroom Walkthroughs	Administrators

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	By June, 2013, the attendance rate will increase 1%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
79%	80%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
207	0
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
169	0
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	High achieving students in a high socio-economic area; parents remove students from school frequently for family vacations and extra-curricular commitments throughout the year. School is over-crowded and the long morning car line leads to excessive tardies.	Continue to stress the importance of punctuality and good attendance through classroom incentives, notices in the newsletter, at SAC/PTA meetings and on the school and PTA website.	Teachers/Administrators	Daily attendance sheet; Student/Family Handbook	Attendance Records

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
New Discipline Matrix/ sw-PBS	K-5	Guidance Counselor, Assistant Principal	Teachers K-5	Faculty Meetings, sw-PBS Committee Meetings, Ongoing	Attendance Reports	Administrators, Guidance Counselor

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	By June, 2013, the number of students suspended will decrease by 1%
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
1	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
1	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
2	0
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
2	0

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Implementing new discipline matrix and Schoolwide Positive Behavior Support initiatives with consistency.	Increase use of Schoolwide Positive Behavior Support initiatives across all grade levels and programs, including SACC.	Administrators, Guidance Counselor, sw-PBS Committee, Teachers	Classroom Walkthroughs and observations recorded by administrators	Lesson Plans, Discipline Reports, SBT Referrals

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
New Discipline Matrix	K-5	Assistant Principal	Teachers K-5	Faculty Meetings	EDW Reports	Administrators

Suspension Budget:

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

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

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

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	By June, 2013, parent involvement will increase by 1%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Total volunteer hours recorded through VIPS log is 7,000 hours	7,100 hours
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	Stay-at-home moms volunteer daily; opportunities for working parents, especially males, are limited	Encourage more male parent participation through early morning or evening activities such as Golf Outings for fathers and chidren, and Dads and Donuts. Recruit more male parents to chair school committees	PTA, Administration, VIPS Coordinator	VIPS sign-in sheets, PTA website, PTA/SAC meetings	VIPS sign-in sheets

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Riverdeep/Edline/FCAT Explorer Parent Tutorials	All	Administrators, Staff	Parents, Community Members	PTA/SAC Meetings,Curriculum Nights	Parent/Visitor Sign-in Logs	Administrators

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:	
Problem-Solving Process to Increase Student Achievement	

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

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	SRA Learning Labs	Individualized Reading Instruction Kits	Golden Bell Grant	$2,828.96
Reading	Reading FCAT Tutorial	Afterschool remediation program for at-risk 3rd, 4th and 5th graders	K-12 Support Grant	$1,526.87
Mathematics	Math FCAT Tutorial	Afterschool math intervention program for at-risk 3rd, 4th and 5th graders	PTA	$2,000.00
				Subtotal: $6,355.83
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $6,355.83

Differentiated Accountability

School-level Differentiated Accountability Compliance

ʝᵐ Priority	ʝᵐ Focus	ʝᵐ Prevent	ʝᵐ NA

Are you a reward school: ʝᵐ Yes ʝᵐ No

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

No Attachment (Uploaded on 9/24/2012)

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
Planning and Student Development	$1,536.15

School Based Team Leader Stipend	$512.00

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

Addison Mizner's School Advisory Council is responsible for final decision making relating to implementation of the provisions of the annual School Improvement Plan. The SAC assiste in the preparation of the SIP and in the preparation of the school's annual budget. The duties of the SAC members include regular attendance at each meeting. In FY13, SAC members will continue to work with the principal and the Parent/Teacher Technology Committee to address the school's technology needs.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Palm Beach School District
ADDISON MIZNER ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	96%	96%	90%	90%	372	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	77%	78%			155	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	85% (YES)	83% (YES)			168	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					695	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District
ADDISON MIZNER ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	96%	97%	93%	97%	383	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	81%	80%			161	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	77% (YES)	92% (YES)			169	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					713	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested