

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: FREEDOM SHORES ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Patricia Trejo

SAC Chair: Sandra Ramos and Susanne Escalera

Superintendent: E. Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 10/29/2012

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

Dr. Mike Grego, Chancellor
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Patricia Trejo	Graduated from the University of Florida with a Bachelor's Degree in Political Science and a Minor Degree in Mass Communications. She earned a Master's Degree in Educational Leadership from Nova Southeastern University. Mrs. Trejo is certified in the following areas: School Principal (all levels), Educational Leadership (all levels), Political		7	<p>Assistant Principal of DEHTMS in 2011-2012: Grade: A, Reading Mastery: 79%, Math Mastery: 82%, Science Mastery: 76%.</p> <p>Assistant Principal of DEHTMS in 2010-2011: Grade: A, Reading Mastery: 91%, Math Mastery: 94%, Science MASTery: 83%. AYP: 100%.</p> <p>Assistant Principal of DEHTMS in 2009-2010: Grade: A, Reading mastery: 87%, Math mastery: 89%, Science mastery: 74%. AYP: 92%. Black and SWD did not make AYP in Reading. Black students did not make AYP in Math.</p> <p>Assistant Principal of DEHTMS in 2008-2009:</p>

		Science (grades 6-12) and Social Science (grades 6-12). Mrs. Trejo is fluent in speaking, reading and writing Spanish. Before joining Freedom Shores Mrs. Trejo was an Assistant Principal at Don Estridge High Tech Middle School for seven years.			Grade: A, Reading Mastery: 84%, Math Mastery: 87%, Science Mastery: 68%. AYP: 97%, SWD did not make AYP in Math. Assistant Principal of DEHTMS in 2007-2008: Grade A, Reading Mastery: 81%, Math Mastery: 88%, Science Mastery: 72%. AYP: 100%. Assistant Principal of DEHTMS in 2006-2007: Grade A, Reading Mastery: 83%, Math Mastery 86%, Science Mastery: 69%. AYP: 100%.
Assis Principal	Gina North	B.S. - Elementary Education, Florida Atlantic University; Master of Education - Educational Leadership, Nova Southeastern University; Certification in Educational Leadership (all levels), Elementary Education (1-6), English (5-9), English Speakers of other Languages (endorsement), Reading (endorsement)	2	2	Assistant Principal at Freedom Shores Elementary School 2011-2012 Grade: A, Reading Mastery: 69%, Math Mastery: 67% Science Mastery: 64% Writing: 84%

INSTRUCTIONAL COACHES

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

Name	Degree(s)/ Certification (s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
No data submitted				

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Regular meetings of teachers with less than three years experience with Principal or Assistant Principal	Principal and AP	ongoing	
2	Partnering teachers with less than three years experience with Team Leaders and Assistant Principal	Team Leader	ongoing	
3	Recommendations made from colleagues to Principal	Principal	ongoing	
4	New Teacher Meet and Greet	Administration Mentoring Teachers who are Clinical Ed Trained	August 2012	
5	Continuous training and tour of resources available.	Mentor Teachers who are Clinical Ed trained.	ongoing	

6	Professional Development opportunities	Principal, AP, Teachers, LTF	ongoing
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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
74	2.7%(2)	17.6%(13)	51.4%(38)	28.4%(21)	41.9%(31)	100.0%(74)	8.1%(6)	10.8%(8)	82.4%(61)

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
Jennifer Klisiak	Gloria Maldonado	Ms. Klisiak has her leadership degree. She inspires new educators and is able to provide them with the necessary skills to be successful.	Marzano Self Assessments Develop Personal Growth Plans Classroom Observations Complete Florida Educator Accomplished Practices: (1)Instructional Design & Planning (2)The Learning Environment (3)Instructional Delivery & Facilitation (4)Assessment (5)Continuous Professional Improvement ESP Survey

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 funding is used at the school to purchase a Learning Team Facilitator/Response to Intervention Resource Teacher. Professional development activities and materials are supported through this funding. Services are provided to ensure that students who require additional remediation receive after-school tutorial. Additionally, several parental involvement activities such as the "Read With Us" Program, Sparky Adventures, Reaching Success Family Night, Math and Science Family Night, assist to promote academic achievement for all students.

Title I, Part C- Migrant

District Migrant Liaison provides services and support to our few qualifying students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D

N/A

Title II

District receives supplemental funds for improving basic education programs and technology for classrooms. For educational programs such as Single School Culture for Academics, Behavior, and Climate; as well as Schoolwide Positive Behavior Support.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. ESOL coordinator and two Language Facilitators that speak Spanish.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI services are provided for struggling and retained third grade students and "Good Cause" fourth grade students. SAI teacher implements Foundations and Wilson, Soar to Success and other researched-based intervention programs according to student needs. SAI teacher has received extensive professional development in Foundations and Wilson programs.

Violence Prevention Programs

Anti-Bullying Program is delivered to all students. Character Education is taught daily through Life Skills.

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

Nutrition Programs

Free breakfast provided for all students during the school year. Free Summer breakfast and lunch program is available.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Required instruction listed in 1003.42(2)F.S., as applicable to appropriate grade levels.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: provides a common vision for the use of data-based decision-making to ensure: 1) a sound, effective academic program that is in place 2) a process to address and monitor subsequent needs that are created; 3) the school-based team is implementing RtI; 4) assessment of RtI skills of school staff is conducted; 5) fidelity of implementation of intervention support is documented; 6) adequate professional development to support RtI implementation is provided; 7) and effective communication with parents regarding school-based RtI plans and activities occur.

Assistant Principal: Assists the SBT in implementing all facets of the RtI process.

Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Select Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Learning Team Facilitator/RtI Resource:

Develops and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Assist in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 3 interventions, and offer professional development and technical assistance.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Student Services Personnel (guidance counselor): Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

ESOL Contact: assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

ESE Contact: assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

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 RtI leadership team will meet weekly to review universal screening data, diagnostic data, and progress monitoring data. Students who are identified as not meeting academic learning targets while receiving effective Tier I Core instruction, will be referred to the school-based RtI leadership team for further consideration. In addition; the information gathered during RtI leadership team meetings will be used to help identify the professional development, and activities that are needed to create more effective learning environments to meet the needs of students at Freedom Shores.

The SBT will use the four-step Problem Solving Model to conduct all meetings. With each student, with an identified weakness or problem, the following steps will be utilized:

- 1) Problem identification—entails identifying the problem and the desired behavior for the student.
- 2) Problem analysis- involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.

3) Intervention design & Implementation- involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.

4) Evaluating (Response to Intervention). The effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

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

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

Members of the school based RtI Leadership team will meet with the School Advisory Council (SAC) and will help develop the SY13 SIP. Utilizing the previous year's data information on Tier 1, Tier 2, and Tier 3 Targets and focus attention on areas of weakness or deficient areas will be discussed.

Topics that may be addressed:

- FCAT Scores and the lowest 25%
- AYP and subgroups
- Strengths and weaknesses of intensive programs
- Mentoring, tutorial, and other programs or services

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

MTSS Implementation

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

Baseline data

Florida Kindergarten Readiness Screener (FLKRS)

Early Childhood Observation System (ECHOS)

Florida Comprehensive Assessment Test (FCAT)

- Curriculum Based Measurement
- Palm Beach County Fall Diagnostics
- Palm Beach Writes
- K-3 Literacy Assessment System
- Diagnostic Assessment for Reading (DAR)
- Comprehensive English Language Learning Assessment (CELLA)
- Office Discipline Referrals
- Retentions
- Absences

Midyear Data

- Diagnostic Assessment for Reading (DAR)
- Palm Beach County Winter Diagnostics
- Palm Beach Writes
- K-3 Literacy Assessment System

End of Year Data:

- Florida Comprehensive Assessment Test (FCAT)
- FCAT Writes

Frequency of required Data Analysis and Action Planning Days:

- Once within a cycle of instructions (refer to appropriate focus calendar)

Describe the plan to train staff on MTSS.

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

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

- Problem Solving Model
- 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).

Principal, Assistant Principal, Literacy Council Representatives from each grade level, Media specialist, Learning Team Facilitator.

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

The Literacy Council meets monthly on the first Monday of each month. Each representative (liaison) is responsible for sharing the minutes from each meeting with their corresponding grade level. Minutes are submitted to administration for review and administrative response, if necessary. Topics discussed during the meetings may include, but not limited to, vertical planning and expectations of grade levels, Reading Counts Program, Fountas and Pinnell questions, Teacher surveys followed by discussion, Literacy Council Family events, and school-wide events and library media program goals and implementation. Literacy achievement is aligned with the district and state focus.

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

The Literacy Council will focus on targeting the lowest 25% students in grades K - 5. Pupil Progression Monitoring Charts will be completed by all reading teachers. The council will assist teachers with "best practices" that will assist to close the gap between our high and low performing students. The council's goal is to increase proficiency in ELL, SWD, and Black subgroups. The Literacy Council implements The Storytelling Festival which is a school-wide initiative where all teachers read "The Voices of St. Augustine" to their students during Read-Aloud. The Fine Arts incorporate and support the Storytelling Festival through Art, Music, Dramatic Play in the Media Center, and as a culminating activity an assembly is coordinated for students to meet the author.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 9/20/2012)

*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.

Inform parents of readiness skills during Kindergarten Round-up during the month of May. FSE implements a staggered start schedule during the first week of school.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

relevance to their future?

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In grades 3-5 , 24% of the students (106) will achieve proficiency in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
All Students: 22% (96)	All students: 24% (106)

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 is a need for differentiated instruction.	Implement skill based groups in all classes.	Teacher, AP, Principal	Monitor implementation through classroom walk-throughs.	Classroom walk-through logs, lesson plans
2	Teachers may not be aware of current levels of student progress towards grade level standards.	Utilize Learning Team Facilitator to facilitate meetings in grades K - 5 targeting needs according to updated data and student progress. Facilitator will assist to unpack NGSSS in grades 2 - 5 and Common Core Standards in K and 1 analyze data, develop common assessments, and assist to implement effective instructional practices.	LTF, Principal and AP	Common Assessments	Common Assessments, Fall and Winter Diagnostics
3	Curriculum needs to be aligned to the instructional needs of the students and proper pacing needs to be determined to meet grade level targets.	Develop and implement an Instructional Focus Calendar to identify students in the core curriculum needing intervention	LTF, Principal, AP, and Classroom Teachers.	Common Assessments and monitoring implementation through classroom walk-throughs.	Common Assessments, Fall and Winter Diagnostics
4	There is a need for students to have hands-on opportunities in Reading, Math and Science.	Implement hands-on activities for all students school-wide in the areas of Reading, Math, and/or Science.	Teachers, LTF, Principal and AP	Monitor implementation through classroom walk-throughs.	Classroom walk-through logs, lesson plans
5	There is a need for student progress to be monitored across benchmarks and skills.	Provide time during Learning Team Planning to develop Instructional Focus Calendars, school created common assessments, and using Florida Achieves to create mini assessments for Reading	Reading teachers, AP	Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walk-throughs.	School created Common Assessments, Florida Achieves! mini assessment results, classroom walkthroughs

		classes.			
6	Student progress monitoring & analysis needs to be focused on skill gaps.	Assess and monitor grade level formative and summative assessments.	Classroom teachers, AP	Teachers will assess and monitor student progress following the district schedule.	EDW, results from Fountas & Pinnell Assessments, FAIR, ECHOS, SRI, Diagnostics, CELLA
7	Primary students not demonstrating phonemic awareness skills.	Continue to implement Foundations in grades K-2.	Classroom teachers, assistant principal, district trainers	Guided reading walk throughs. Analysis of student data during Learning Team Planning Sessions.	Classroom visits, common assessments,
8	Students do not have transportation for after-school/Saturday tutorial	At-risk students will participate in in-school tutorial sessions during Fine Arts block.	AP, tutorial teachers	Guided reading walk throughs. Analysis of student data during Learning Team Planning Sessions.	Classroom visits, common assessments,
9	There is a need for collaboration between the Library Media Services and the classroom.	Implement content based research projects integrating FINDS research model during the months of November and December focusing on research, technology and cross-curricular benchmarks.	LMS, Teacher	Teachers will assess and monitor student progress.	Final Product
10	Intermediate students may need fluency and comprehension improvement.	Implement Reading Plus Program in grades 2 - 5.	Teachers, Literacy Council	Teachers will assess and monitor student progress.	Assessment results, FCAT 2.0, Diagnostics
11	Primary students are in need of technology software on reading levels.	Implement Raz-Kids Program in grades K-2. This is also a program that can be used at home or the public library.	Reading Teachers	Teachers will assess and monitor student progress.	Assessment results, Fountas and Pinnell Assessment

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

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:	49% of students in grades 3 - 5 will achieve FCAT Levels 4 and 5 in reading.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
All students: 47% (208)	All students: 49% (216)

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 may require differentiated approaches in order to reach their academic potential.	Develop and implement an Instructional Focus Calendar to identify students in the core curriculum needing enrichment	LTF, Principal and AP	LTF/Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	Common assessments, Fall and Winter Diagnostics
2	Students may require extended enrichment opportunities in order to be challenged academically.	Participate in after school enrichment clubs such as Robotics, Academic Games, SECME and Chess	Club Sponsors	Review data: Common assessments, Fall and Winter Diagnostics	Common assessments, Fall and Winter Diagnostics
3	There is a need for students reading at or above grade level to receive enrichment and differentiated activities.	Implement Guided Reading, skill based groups, literature circles in all reading classes	AP, Principal	Monitor implementation through classroom walk-throughs.	Classroom walk-through logs
4	There is a need to provide enrichment for students working above grade level.	Dual Language and Gifted teachers will participate in vertical planning to assist with scope and sequence, determine strengths and weaknesses by grade level, plan enrichment opportunities and create plan of action.	LTF, DL and Gifted Teachers, Principal	Monitor implementation through classroom walk-throughs, review scope and sequence, lesson plans	Lesson plans, CWT logs, formative and summative assessments
5	There is a need for students reading at or above grade level to receive environmental print on a weekly basis.	Gifted teachers will receive Newscurrent, Scholastic News or Social Studies Weekly and provided guided instruction using current media print.	Gifted teachers	Teachers will observe students becoming familiar with current events.	Newscurrent, Scholastic News or Social Studies Weekly
6	There is a need to increase vocabulary knowledge at each grade level.	Gifted students will use vocabulary program to increase their vocabulary.	Gifted Teachers	Teachers will observe the students vocabulary books daily to ensure proper understanding.	Vocabulary Journals, Vocabulary assessments

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	100%
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2012 Current Level of Performance:	2013 Expected Level of Performance:
100%	100%

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:	80% (354) of students in grades 3 - 5 will make learning gains in reading as determined by FCAT 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012: 78% (344)	2013: 80% (354)

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 did not demonstrate learning gains may require additional time and instruction.	Provide after school tutorial for students in grades 3-5 who did not make learning gains the previous year.	LTF, AP, Principal	Assistant Principal, Principal and teachers will review attendance and individual student progress during after school tutorial	Attendance records, strand common assessment, Florida Achieves and Core k-12. Mini assessment results.
2	Students need to be monitored continuously to ensure forward academic progress.	Identify and track students who dropped one or more levels the previous year.	Assistant Principal, Principal, classroom teachers, and LTF	Review tracking documents and set goals.	Student graphs and data chats using SAL-P reports.
3	Providing differentiated instruction and incorporating best practices	Plan supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by the review of assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice	SBT facilitator, Administration, SES Lead Teacher, Classroom Teacher, and Principal	Monitor progress of supplemental instruction/interventions through progress monitoring for all Tier 2 students	Progress monitoring probes; SSS Diagnostic tests; SRI, RRR; K-4 Assessment data; iObservation reports; Core k-12
4	Some students lack the motivation to read.	1. Reading Counts store with incentives students will like 2. Recognize students with individual High Achiever Certificates 3. Recognize students during FNN each morning 4. School-wide High Achiever Awards	Teachers, Principal, AP, Media Specialist (LMS)	Reading counts and SRI scores will be reviewed periodically.	Reading Counts quizzes, SRI
5	Students need to be monitored continuously to ensure forward academic progress.	Identify and track students who dropped one or more levels the previous year.	Assistant Principal, Principal, classroom teachers	Review tracking documents and set goals.	Tracking charts, LTP agendas
	Students in the lowest 25% may require	Provide focused Implementation of FCAT	Assistant Principal	Mini-assessments and FCAT Explorer reports will	Mini-assessments, FCAT Explorer

6	additional time and instruction utilizing a variety of materials/methods.	Explorer and utilize Florida Achieves! mini assessments in the computer enrichment course during the fine arts wheel.		be monitored weekly.	data.
7	Grade 3 students who did not achieve Level 2 or higher on FCAT 2.0 in Reading will need additional time and instruction. Grade 2 students not meeting pupil progression will need additional time and instruction.	Provide after school tutorial for students in grade 3 who did not score a Level 2 or higher in FCAT 2.0 Reading. Provide after school tutorial for students in grade 2 who did not meet end of year pupil progression criteria.	Assistant Principal, Principal	Assistant Principal and teachers will review attendance and individual student progress during after school tutorial	Attendance records, strand common assessment, Gr. 3 Good Cause Portfolios

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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:	78% (58)of students in Gr. 3 retained students and Gr. 4 - 5 in the Lowest 25% will make learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012: All Students: 78% (58)	2013: All Students: 78% (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	Students may need additional instruction/remediation to master content.	Targeted students receive additional intensive intervention in the academic area they are weak at.	Teacher, AP, Principal	Monitor implementation through classroom walkthroughs, Student Progress Chart reviews every six weeks.	Diagnostic Assessments, SRI, common assessments, Core k-12

2	Students need to be continuously monitored in order to adjust instruction and meet their needs.	Identify and track students who scored in the lowest 25%. Teachers will have data chats with students and set individual goals. Teachers will tailor instructional practices to meet the needs of targeted students.	Classroom teachers, Principal, AP, LTF	Review and analyze tracking charts to determine instructional practices to meet the needs of the students.	Tracking charts, SAL-P, Fountas & Pinnell, LTP agendas/Minutes, common assessments.
3	Student learning varies and core materials may need to be adjusted for pacing and to provide remediation.	Tier 1: Determine core instructional needs by reviewing common assessment data for all students within bottom quartile. Plan differentiated instruction using evidence-based instruction / intervention.	AP, LTF, and Principal	Grade-level teams will review results of common assessment data every 2 weeks to determine progress toward benchmark (75% on common assessment).	Common assessments tied to NGSSS and Common Core
4	Some students require additional time and instruction in order to master core content.	Tier 2: Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of common assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice. Supplemental instruction is provided in addition to core instruction.	AP, LTF, and Principal	Grade-level teams will review results of common assessment data every 2 weeks to determine progress toward benchmarks (75% on common assessment).	Common assessments tied to NGSSS and Common Core
5	Some students may require increased time/opportunity to master grade level content.	Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence based, and provided in addition to core instruction	School Based RtI Team, Leadership Team	Grade-level teams will review results of common assessment data bi-weekly to determine progress toward benchmark (75% on common assessment).	Common assessments tied to NGSSS and Common Core
6	Students in the lowest 25% may require additional time/instruction in reading.	Provide after school tutorial program by Freedom Shores and Supplemental Education Services starting in October in Reading. Sessions will utilize research based strategies/materials (Foundations, Wilson, Soar to Success) to remediate students in the FSE tutorial and Supplemental Educational Services will utilize their own research-based materials provided by their companies.	Principal, AP	Assistant Principal will review attendance and individual student progress during after school tutorial Supplemental Education Services Lead Teacher will monitor progress of students during tutorial.	Attendance records, mini assessment results Pre/Post tests

7	Some students do not have an understanding of their strengths and weaknesses.	Selected students will participate in the "Popcorn Club" with our Guidance Counselors. Students will focus on study skills and goal setting sessions.	Guidance Counselors	Monitor student progress between formative tests	Diagnostic Assessments, progress reports, SRI results, report cards
8	There is a need for differentiated instruction in reading.	Reallocation of Reading Classes into small homogenous groups with specialized reading teacher assigned to projected low performing students	Reading Resource teacher, AP, Principal	Guided reading walk throughs. Analysis of student data during Learning Team Planning Sessions.	Classroom visits, common assessments
9	Students do not have transportation for after-school/Saturday tutorial	At-risk students will participate in in-school tutorial sessions during Fine Arts block.	AP, tutorial teachers	Guided reading walk throughs. Analysis of student data during Learning Team Planning Sessions	Classroom visits, common assessments

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # In six years, our school will reduce the achievement gap by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	72%	74%	77%	79%	82%	

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:	42% students of the Black population not making satisfactory progress reading. 25% students of the Hispanic population not making satisfactory progress reading. 22% students of the Asian population not making satisfactory progress reading. 17% students of the White population not making satisfactory progress reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 : 53% students of the Black population will be proficient in reading. 73% students of the Hispanic population will be proficient in reading. 76% students of the Asian population will be proficient in reading. 82% students of the White population will be proficient in reading.	2013: 58% students of the Black population will be proficient in reading. 75% students of the Hispanic population will be proficient in reading. 78% students of the Asian population will be proficient in reading. 83% students of the White population will be 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
1	In order to adjust and differentiate instruction, student progress must be continuously monitored.	Identify and track students within the Black subgroup. Teachers will have data chats with students and set individual goals. Teachers will tailor instructional practices to meet the needs of targeted students.	Classroom teacher, AP, Principal	Tracking charts will be reviewed through the Learning team planning process.	Learning Team agendas, Tracking charts
2	Some students require additional time and instruction to master content.	Participate in after school tutorial program starting in October.	AP	AP will review attendance and individual student progress during after school and Saturday	Attendance records, strand common assessment results

				tutorial programs	
3	Students do not have transportation for after-school/Saturday tutorial	At-risk students will participate in in-school tutorial sessions during Fine Arts block.	Principal, AP, Tutorial teachers	Guided reading walk throughs. Analysis of student data during Learning Team Planning Sessions	Classroom visits, common assessments
4	There is a need for differentiated instruction in reading.	Reallocation of Reading Classes into small homogenous groups with specialized reading teacher assigned to projected low performing students	Reallocation of Reading Classes into small homogenous groups with specialized reading teacher assigned to projected low performing students	Reading Resource teacher, AP, Principal	Classroom visits, common assessments

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	48% of ELL students are not making satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 All ELL students: 48%	2013: All ELL students: 53%

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	Student progress towards grade level mastery needs to continuously monitored.	Identify and closely monitor the progress of the ELL students consistently; revise instruction and intervention groups as indicated by student progress.	AP, ELL teachers, ELL Contact, Principal	Maintain a record of strategies and intervention ELL students.	Increased achievement between assessments.
2	Some students may require additional time and opportunity to master grade level content.	Tutorial opportunities are provided that address individual student needs	AP, Principal, and teachers.	Assistant Principal will review attendance and individual student progress during after school tutorial	Increased achievement on pre/post test assessment at conclusion of tutorial session. Attendance logs of tutorial.
3	Students progress continuously changes.	Identify and track students within the ELL subgroup in reading. Teachers will have data chats with students and set individual goals. Teachers will tailor instructional practices to meet the needs of targeted students.	Classroom teachers, AP, Principal	Review tracking charts and individual student progress during Learning Team Planning sessions	Tracking charts, Learning Team agendas/notes
4	There is a need for teachers to focus on oral language acquisition for ELL students.	ESOL teacher will participate in the Literacy in Action professional development.	ESOL Teacher, Principal	Classroom walk-throughs, analysis of student data during Learning Team Meetings,	Classroom walk through notes, Fountas & Pinnell results
	Students do not have	At-risk students will	AP, tutorial	Guided reading walk	Classroom visits,

5	transportation for after-school/Saturday tutorial	participate in in-school tutorial sessions during Fine Arts block	teachers	walk throughs. Analysis of student data during Learning Team Planning Sessions	common assessments
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	49% of SWD students will be proficient in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
All SWD students: 49%	2013: All SWD students: 53%

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 need to know whether students are meeting grade level targets.	Analysis of common assessments to determine areas of needed improvement	ESE/Classroom teacher, Principal, AP, ESE Coordinator	Review of the common assessment data & instructional focus calendars.	Common assessment data.
2	Students do not have transportation for after-school/Saturday tutorial	At-risk students will participate in in-school tutorial sessions during Fine Arts block	AP, tutorial teachers, Principal	Walk throughs. Analysis of student data during Learning Team Planning Sessions	Classroom visits, common assessments
3	Some students may not respond to the core materials. There is a need to provide differentiated instruction using a variety of materials.	Implement Wilson/Fundations based on students' needs to provide intensive intervention.	ESE teacher	Student progress is assessed every two weeks.	Diagnostics, SRI, fountas & Pinnell assessment data
4	In order to adjust the curriculum and pacing, teachers must consistently monitor student progress.	Identify and closely monitor the progress of the lowest 25 % consistently; revise instruction and intervention groups as indicated by student progress.	AP, ESE Inclusion teacher, Principal, and LTF.	Maintain a record of strategies and interventions utilized with the lowest 25% & SWD.	Increased achievement between assessments.

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	60% students in the Econ. Disadvantaged subgroup will be proficient in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
All Econ.Disadv. Students: 60%	2013: 63% of All Econ. Disadv. students

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	The pacing or instruction may need to be adjusted in order to meet the needs of students.	Identify and closely monitor the progress of the lowest 25 percentile consistently; revise instruction and intervention groups as indicated by student progress.	Principal, Assistant principal, Classroom teacher, and LTF.	Maintain a record of strategies and interventions utilized with the lowest 25 percentile	Increased achievement between assessments.
2	Some students do not know their strengths and weaknesses and may need assistance with setting goals.	Selected students will participate in the "Popcorn Club" and Lunch Bunch with our Guidance Counselors. Students will focus on study skills and goal setting sessions.	Guidance Counselors	Monitor progress between Assessments	Formative and common assessments results
3	There is a need to continuously monitor student progress to ensure that students are mastering grade level content.	Identify and track students not meeting grade level performance standards.	Assistant Principal	Utilize Learning team planning meetings to review and analyze student data.	EDW, tracking charts, Learning Team Planning agendas.
4	Students may not have the financial resources to purchase books or have books at home.	Invite students & Parents to participate in the Read with Us book program. Provide copies of the books to encourage family participation.	Assistant Principal	Monitor participation rates of students in this subgroup.	Edline discussion forum. Reading Counts, SRI.
5	Student time spent reading independently may not be adequate.	Schedule media center to include open library times and provide before and after school access.	Media specialist	Media circulation logs, reading counts	media circulation logs, reading counts participation.
6	Students do not have transportation for after-school/Saturday tutorial	At-risk students will participate in in-school tutorial sessions during Fine Arts block.	AP, tutorial teachers	Guided reading walk throughs. Analysis of student data during Learning Team Planning Sessions	Classroom visits, common assessments
7	Some students require additional time and instruction in order to master grade level standards.	Tutorial opportunities are provided by Freedom Shores and Supplemental Education Services that address individual student needs (based on specific reading strands and student weaknesses)	AP, Supplemental Education Services Lead Teacher	Assistant Principal will review attendance and individual student progress during after school tutorial Supplemental Education Services Lead Teacher will monitor progress of students during tutorial.	Increased achievement on pre/post test assessment at conclusion of tutorial session. Attendance logs of tutorial.

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						

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide tutorial services for students in grades 3-5. Include supplies needed to run program.	Tutorial books, pencils, snacks, paper	Title 1	\$3,587.12
Professional development supplies needed for trainings.	Papers	Title 1	\$1,167.00
			Subtotal: \$4,754.12
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Implement Raz-Kids technology based reading program in grades K-2.	18 licences- one per teacher in grades K-2.	SAC and PSO	\$2,300.00
			Subtotal: \$2,300.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize Learning Team Facilitator to facilitate meetings in grades K-5 targeting needs according to updated data and student progress. Facilitator will assist to unpack CCSS standards in grades K and 1 and NGSSS in grades 2-5, analyze data, develop common assessments, and assist to implement effective instructional practices.	Salary for coach/resource teachers/LTF	Title 1	\$33,794.00
Provide reading tutorial services for students in grades 3-5 who were not proficient based on FCAT 2.0 and Diagnostics.	Salary for tutorial teachers	Title 1	\$26,250.00
			Subtotal: \$60,044.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$67,098.12

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:	33% proficient by 2013
2012 Current Percent of Students Proficient in listening/speaking:	
In 2012 we were 30% (14) proficient.	
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:	In 2013 our ELL students will be 28% proficient in reading
2012 Current Percent of Students Proficient in reading:	
In 2012 26% (12) students were 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:	In 2013, 35% of our ELL students will be proficient in writing.
2012 Current Percent of Students Proficient in writing:	
In 2012, 33% (15) ELL students were 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:

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 grades 3-5, 25% (109) will achieve proficiency in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012: 23% (100)	2013: 25% (109)

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 is a need for differentiated instruction.	Implement skill based groups in all classes.	Teacher, AP, Principal	Monitor implementation through classroom walk-throughs.	Classroom walk-through logs, lesson plans
2	Teachers may not be aware of current levels of student progress towards grade level standards.	Utilize Learning Team Facilitator to facilitate meetings in grades K - 5 targeting needs according to updated data and student progress. Facilitator will assist to unpack NGSSS in grades 2 - 5 and Common Core Standards in K and 1 analyze data, develop common assessments, and assist to implement effective instructional practices.	LTF, Principal and AP	Common Assessments	Common Assessments, Fall and Winter Diagnostics
3	Curriculum needs to be aligned to the instructional needs of the students and proper pacing needs to be determined to meet grade level targets.	Develop and implement an Instructional Focus Calendar to identify students in the core curriculum needing intervention	LTF, Principal, AP, and Classroom Teachers.	Common Assessments and monitoring implementation through classroom walk-throughs.	Common Assessments, Fall and Winter Diagnostics
4	There is a need for students to have hands-on opportunities in Reading, Math and Science.	Implement hands-on activities for all students school-wide in the areas of Reading, Math, and/or Science.	Teachers, LTF, Principal and AP	Monitor implementation through classroom walk-throughs.	Classroom walk-through logs, lesson plans
5	There is a need to increase the use the technology for instructional purposes.	Teachers will integrate technology to enhance the learning environment and instructional practices.	AP, ITSA	CWT	CWT Logs
6	Students may require a variety of instructional approaches in order to master grade level content.	Students will utilize FCAT Explore and complete Florida Achieves! mini-assessments throughout the school year according to Learning Village Focus Calendar. Students will complete the assessments during teacher-guided computer	AP	Monitor results of Florida Achieves! Mini-Assessments. Align focus calendars according to results from mini-assessments and common assessments	Florida Achieves! Mini- Assessments and Common Assessments

		lab.			
7	Student must have the opportunity to participate in hands on activities.	Schedule a Math and Science Family Night for all students to participate. Hands-on Math and Science Activities will be available for all grade levels.	Math and Science Councils	Participation during Math and Science Family Night	Attendance sign in sheets
8	Students do not have transportation for after-school/Saturday tutorial	At-risk students will participate in in-school tutorial sessions during Fine Arts block.	AP, tutorial teachers	Classroom walk throughs. Analysis of student data during Learning Team Planning Sessions.	Classroom visits, common assessments,

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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:	45% (199) of students in grades 3 - 5 will achieve FCAT Levels 4 and 5 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012: 43% (185)	2013 : 45% (199)

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 may require differentiated approaches in order to reach their academic potential.	Develop and implement an Instructional Focus Calendar to identify students in the core curriculum needing enrichment	LTF, Principal and AP	LTF/Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	Common assessments, Fall and Winter Diagnostics
	Students may require extended enrichment	Participate in after school enrichment clubs such as	Club Sponsors	Review data: Common assessments, Fall and	Common assessments, Fall

2	opportunities in order to be challenged academically.	Robotics, Academic Games, SECME and Chess		Winter Diagnostics	and Winter Diagnostics
3	There is a need to provide enrichment for students working above grade level.	Dual Language and Gifted teachers will participate in vertical planning to assist with scope and sequence, determine strengths and weaknesses by grade level, plan enrichment opportunities and create plan of action.	LTF, DL and Gifted Teachers, Principal	Monitor implementation through classroom walk-throughs, review scope and sequence, lesson plans	Lesson plans, CWT logs, formative and summative assessments
4	There is a need to provide enrichment for students working above grade level.	Gifted classes will participate in Sunshine Math activities.	Gifted Teachers	Gifted Teachers will assess weekly and provide feedback according to results.	Sunshine Math

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:	100%
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1)	100%

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:	78% (212) or students in grades 3 - 5 will make learning gains in mathematics as determined by FCAT 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012: 76% (205)	2013: 78% (212)

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
Students who did not demonstrate learning gains may require	Provide after school tutorial for students in grades 3-5 who did not	LTF, AP, Principal	Assistant Principal, Principal and teachers will review	Attendance records, strand common

1	additional time and instruction.	make learning gains the previous year.		attendance and individual student progress during after school tutorial	assessment, Florida Achieves and Core k-12. Mini assessment results.
2	Students need to be monitored continuously to ensure forward academic progress.	Identify and track students who dropped one or more levels the previous year.	Assistant Principal, Principal, classroom teachers, and LTF	Review tracking documents and set goals.	Student graphs and data chats using SAL-P reports.
3	Providing differentiated instruction and incorporating best practices	Plan supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by the review of assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice	SBT facilitator, Administration, SES Lead Teacher, Classroom Teacher, and Principal	Monitor progress of supplemental instruction/interventions through progress monitoring for all Tier 2 students	Progress monitoring probes; SSS Diagnostic tests; SRI, RRR; K-4 Assessment data; iObservation reports; Core k-12
4	Students may require instruction using various modalities to understand and master math concepts.	Increase the use of manipulatives and hands-on activities to reinforce mathematics concepts.	AP and Math Council Leader	Classroom Walk-throughs, common assessments	Grade level generated common assessments, Fall and Winter Diagnostics
5	Student may require additional time and differentiated instruction to ensure adequate progress towards grade level targets.	Students will complete FCAT Explorer and Riverdeep activities and Florida Achieves! mini-assessments throughout the school year according to Learning Village Focus Calendar. Students will complete the assessments during the Fine Arts computer lab wheel.	AP	Florida Achieves! Mini-Assessment results	Florida Achieves! Mini-assessments
6	Students who are not meeting proficiency in math based on FCAT 2.0 and Diagnostics may require additional time and instruction.	Provide tutorial opportunities for students in grades 3 - 5 who are not meeting proficiency in math based on FCAT 2.0 and the latest Diagnostics.	AP	AP reviews attendance and individual student progress during after school tutorial.	Attendance records, strand common assessment, mini assessments results
7	Teachers may not be aware of current levels of student progress towards grade level standards.	Utilize Learning Team Facilitator to facilitate meetings in grades K - 5 targeting needs according to updated data and student progress. Facilitator will assist to unpack NGSSS in grades 1 - 5 and Common Core Syandards in K, analyze data, develop common assessments, and assist to implement effective instructional practices.	LTF	CWT, Lesson Plans	Summative and formative assessments, Student Progress Charts

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:	N/A
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2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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:	78% (61)of students in Gr. 3 - 5 in the Lowest 25% will make learning gains in mathematics.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
2012: 76% (56)	2013: 78% (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	Students may need additional instruction/remediation to master content.	Targeted students receive additional intensive intervention in the academic area they are weak at.	Teacher, AP, Principal	Monitor implementation through classroom walkthroughs, Student Progress Chart reviews every six weeks.	Diagnostic Assessments, SRI, common assessments, Core k-12
2	Students need to be continuously monitored in order to adjust instruction and meet their needs.	Identify and track students who scored in the lowest 25%. Teachers will have data chats with students and set individual goals. Teachers will tailor instructional practices to meet the needs of targeted students.	Classroom teachers, Principal, AP, LTF	Review and analyze tracking charts to determine instructional practices to meet the needs of the students.	Tracking charts, SAL-P, Fountas & Pinnell, LTP agendas/Minutes, common assessments.
3	Student learning varies and core materials may need to be adjusted for pacing and to provide remediation.	Tier 1: Determine core instructional needs by reviewing common assessment data for all students within bottom quartile. Plan differentiated instruction using evidence-based instruction / intervention.	AP, LTF, and Principal	Grade-level teams will review results of common assessment data every 2 weeks to determine progress toward benchmark (75% on common assessment).	Common assessments tied to NGSSS and Common Core
	Some students require additional time and instruction in order to master core content.	Tier 2: Plan supplemental instruction/ intervention for students not responding to core	AP, LTF, and Principal	Grade-level teams will review results of common assessment data every 2 weeks to determine progress toward benchmarks	Common assessments tied to NGSSS and Common Core

4		instruction. Focus of instruction is determined by review of common assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice. Supplemental instruction is provided in addition to core instruction.		(75% on common assessment).	
5	Some students may require increased time/opportunity to master grade level content.	Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence based, and provided in addition to core instruction	School Based RTI Team, Leadership Team	Grade-level teams will review results of common assessment data bi-weekly to determine progress toward benchmark (75% on common assessment).	Common assessments tied to NGSSS and Common Core
6	Some students may require extended learning opportunities to meet grade level standards.	Tutorial opportunities are provided by Freedom Shores and Supplemental Education Services that address individual student needs (based on specific math strands and student weaknesses)	AP	Assistant Principal will review attendance and individual student progress during after school tutorial. Supplemental Education Services Lead Teacher will monitor progress of students during tutorial.	Increased achievement on pre/post test assessment at conclusion of tutorial session. Attendance logs of tutorial.
7	Students do not have transportation for after-school/Saturday tutorial	At-risk students will participate in in-school tutorial sessions during Fine Arts block.	AP, Tutorial Teachers	Classroom walk throughs. Analysis of student data during Learning Team Planning Sessions	Classroom visits, common 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 # In six years, our school will reduce their achievement gap by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	69%	72%	75%	77%	80%	

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:	47% students of the Black population not making satisfactory progress math. 29% students of the Hispanic population not making satisfactory progress math. 18% students of the Asian population not making satisfactory progress math. 17% students of the White population not making satisfactory progress math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012: 48% students of the Black population will be proficient in math. 68% students of the Hispanic population will be proficient in math. 81% students of the Asian population will	2013: 53% students of the Black population will be proficient in math. 71% students of the Hispanic population will be proficient in math. 83% students of the Asian population will

be proficient in math. 80% students of the White population will be proficient in math.

be proficient in math. 82% students of the White population will be proficient 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	In order to adjust and differentiate instruction, student progress must be continuously monitored.	Identify and track students within the Black subgroup. Teachers will have data chats with students and set individual goals. Teachers will tailor instructional practices to meet the needs of targeted students.	Classroom teacher, AP, Principal	Tracking charts will be reviewed through the Learning team planning process.	Learning Team agendas, Tracking charts
2	Some students require additional time and instruction to master content.	Participate in after school tutorial program starting in October.	AP	AP will review attendance and individual student progress during after school and Saturday tutorial programs	Attendance records, strand common assessment results
3	Students do not have transportation for after-school/Saturday tutorial	At-risk students will participate in in-school tutorial sessions during Fine Arts block.	Principal, AP, Tutorial teachers	Guided reading walk throughs. Analysis of student data during Learning Team Planning Sessions	Classroom visits, common assessments
4	Student progress will need to be continuously monitored in order to ensure progress towards meeting grade level standards.	Identify and closely monitor the progress of the lowest 25 percentile consistently; revise instruction and intervention groups as indicated by student progress.	Assistant principal, Classroom teacher	Maintain a record of strategies and interventions utilized with the lowest 25 percentile	Increased achievement between assessments.
5	Some students will require additional time and instruction in order to meet grade level targets.	Tutorial opportunities are provided that address individual student needs (based on specific math strands and student weaknesses)	AP	Assistant Principal will review attendance and individual student progress during after school tutorial	Increased achievement on pre/post test assessment at conclusion of tutorial session. Attendance logs of tutorial.
6	Students may not be aware of their strengths and weaknesses and may need instruction on goal setting.	Selected students will participate in the "Popcorn Club" and Lunch Bunch with our Guidance Counselors. Students will focus on study skills and goal setting sessions.	Guidance Counselors	Monitor progress between formative assessments	Formative assessment results
7	Students did not have transportation for after-school/Saturday tutorial	At-risk students will participate in in-school tutorial sessions during Fine Arts block.	AP, tutorial teachers	Classroom walk throughs. Analysis of student data during Learning Team Planning Sessions	Classroom visits, common assessments

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	46% of ELL students will be proficient in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012: 46%	2013: 51%

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	Student progress towards grade level mastery needs to continuously monitored.	Identify and closely monitor the progress of the ELL students consistently; revise instruction and intervention groups as indicated by student progress.	AP, ELL teachers, ELL Contact, Principal	Maintain a record of strategies and intervention ELL students.	Increased achievement between assessments.
2	Some students may require additional time and opportunity to master grade level content.	Tutorial opportunities are provided that address individual student needs	AP, Principal, and teachers.	Assistant Principal will review attendance and individual student progress during after school tutorial	Increased achievement on pre/post test assessment at conclusion of tutorial session. Attendance logs of tutorial.

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:	47% of SWD students will be proficient in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012: 47%	2013: 52%

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 need to know whether students are meeting grade level targets.	Analysis of common assessments to determine areas of needed improvement	ESE/Classroom teacher, Principal, AP, ESE Coordinator	Review of the common assessment data & instructional focus calendars.	Common assessment data.
2	Students do not have transportation for after-school/Saturday tutorial	At-risk students will participate in in-school tutorial sessions during Fine Arts block	AP, tutorial teachers, Principal	Walk throughs. Analysis of student data during Learning Team Planning Sessions	Classroom visits, common assessments
3	In order to adjust the curriculum and pacing, teachers must consistently monitor student progress.	Identify and closely monitor the progress of the lowest 25 % consistently; revise instruction and intervention groups as indicated by student progress.	AP, ESE Inclusion teacher, Principal, and LTF.	Maintain a record of strategies and interventions utilized with the lowest 25% & SWD.	Increased achievement between assessments.
4	Some students may require additional time/learning opportunities to master grade level standards.	Tutorial opportunities are provided that address individual student needs (based on specific math strands and student weaknesses)	AP	Assistant Principal will review attendance and individual student progress during after school tutorial	Increased achievement on pre/post test assessment at conclusion of tutorial session. Attendance logs of tutorial.

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	55% of Economically Disadvantaged students will be proficient in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012: 55%	2013: 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	The pacing or instruction may need to be adjusted in order to meet the needs of students.	Identify and closely monitor the progress of the lowest 25 percentile consistently; revise instruction and intervention groups as indicated by student progress.	Principal, Assistant principal, Classroom teacher, and LTF.	Maintain a record of strategies and interventions utilized with the lowest 25 percentile	Increased achievement between assessments.
2	Some students do not know their strengths and weaknesses and may need assistance with setting goals.	Selected students will participate in the "Popcorn Club" and Lunch Bunch with our Guidance Counselors. Students will focus on study skills and goal setting sessions.	Guidance Counselors	Monitor progress between Assessments	Formative and common assessments results
3	Some students require additional time and instruction in order to master grade level standards.	Tutorial opportunities are provided by Freedom Shores and Supplemental Education Services that address individual student needs (based on specific math strands and student weaknesses)	AP, Supplemental Education Services Lead Teacher	Assistant Principal will review attendance and individual student progress during after school tutorial Supplemental Education Services Lead Teacher will monitor progress of students during tutorial.	Increased achievement on pre/post test assessment at conclusion of tutorial session. Attendance logs of tutorial.
4	Some students require even greater time and instruction in the core content to meet learning targets.	Identified students within the subgroup will receive 30 minutes daily intervention by the ESE teacher.	Assistant Principal, ESE teacher	Assistant Principal will monitor progress on common assessments	Increased achievement between assessments

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
Training will be provided to introduce the use of technology in						

<p>all math classes using the Smartboard and Classroom Performance Systems. Math teachers will participate in the Standards in Practice process with a learning team facilitator to ensure rigorous assignments and assessments are being given in alignment with the NGSSS benchmarks, and Common Core Standards. Teachers will attend workshops created to help implement best practices in mathematics and technology into the classrooms. Teachers will receive training in interpreting data from diagnostic test results. Collegial sharing of best practices will take place. Teachers will train students to take math assessments using Corek12 on computers. A computer lab is needed to accommodate math testing requirements.</p>	All Grades	LTF, ITSA, and Math Council Representative.	All teachers	Monthly PDD days and LTMs	Review of Item Analysis data	Classroom Teacher, Principal, ITSA, AP, and LTF.
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Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase the use of manipulatives and hands-on activities to reinforce mathematics concepts.	Classroom Performance Systems (clickers)	Title I	\$8,413.80
			Subtotal: \$8,413.80
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
Increase the exposure to technology. Prepare students for assessments on the computer.	Desktop computers for 25 student computer lab	SAC (\$3000.00) PSO (\$4000.00) Title 1 (\$2,000)	\$9,000.00
			Subtotal: \$9,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Grand Total: \$17,413.80			

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:		38% (57) or students in grade 5 will be proficient in science as determined by FCAT 2013.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
All students: 36% (54)		All Students 2013: 38% (57)			
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	In order to make science meaningful, student must have the opportunity to participate in hands on activities.	All students will complete hands on activities on a weekly basis.	Assistant Principal, classroom teacher, team leader	Grade level teams will review results of common assessment data every 2 weeks to determine progress toward benchmarks.	Common Assessments, Diagnostics
2	Students need opportunities to demonstrate learning in authentic ways.	In grades 1-5, all classrooms will utilize science journals.	Principal, AP, Science Council	Science journals will be monitored for fidelity.	Science journals & lesson plans
3	Students may require additional instruction/enrichment using a variety of methods and materials to master grade level content.	Provide opportunities for students in grades K-5 to participate in hands on science lab through the Fine Arts rotation.	Principal, AP	Hands on lab activities and curriculum will be reviewed by the principal/assistant principal and monitored to ensure that it meets needs based on data gathered throughout the year.	Classroom walk-throughs and lesson plans
	Some students may require additional opportunities to review	Use inquiry based software programs including Gizmos	Principal, AP	Principal/Assistant Principal will monitor Gizmos Reports.	Computer lab schedule logs/

4	learned concepts and skills.	(grades 3-5) to provide enrichment/ supplemental instruction in science to review previously learned concepts.			
5	Students lack opportunities to apply the skills that they have learned in authentic ways.	Require student or class participation in the annual science fair.	Principal, AP, classroom teachers	Participation in school based science fair will be monitored by the administration.	Science Fair participation rates
6	Students lack opportunity to participate in hands on activities.	Schedule a Math and Science Family Night for all students to participate. Hands-on Math and Science Activities will be available for all grade levels.	Math and Science Council	Participation in the Math and Science Family Night.	Attendance sign-in sheets.

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

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:	30% (45) of students in grade 5 will achieve FCAT Levels 4 and 5 in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012: 28% (41)	2013: 30% (45)

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 may require extended learning opportunities in order	Provide after school science enrichment clubs/programs.	Assistant Principal	Club participation	Sign in sheets/logs.

	to meet their academic potential.				
2	Students are at different levels. The material may need to be differentiated in order to provide for a challenge.	Utilize hands-on laboratory experiments three times per week using the 5E model, science stations.	Principal, Assistant Principal, Science Council	The created lesson plans/activities implemented with fidelity and monitored by the Principal/ Assistant Principal.	Lesson plans & classroom walkthroughs
3	Students lack technology experience.	Teachers will integrate the use of Gizmos (technology) to enhance the learning environment and instructional practices.	AP, ITSA, teachers	Lesson plans	Common assessments, Fall and Winter Diagnostics

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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
No Data Submitted						

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

Implement hands-on experiments and demonstrations in all science classrooms and science lab during Fine Arts Wheel. All Science classrooms will utilize science journals.	Materials, Science journals, science equipment	Title 1	\$3,000.00
			Subtotal: \$3,000.00
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
Utilize 0.5 Resource teacher to incorporate hands on science in grades K-5 targeting needs and CCSS in grades K-1 and NGSSS in grades 2-5.	0.5 Resource teacher	Title 1	\$31,822.00
			Subtotal: \$31,822.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$34,822.00

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:	87% (112)of students in grade 4 will achieve proficiency with a score of 4 or higher in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012: 85% (102)	2013: 87% (112)

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 need opportunities to participate in authentic writing activities.	Students in grades K-4 will participate in the Freedom Writers' Program developed by Administration	Principal	Read stories submitted	Utilize Grade level writing Rubric
2	Writing instruction needs to be focused and implemented consistently across grade levels.	Students will use the writing process daily throughout all subject areas.	AP, Principal	Principal and assistant principal will conduct walkthroughs to ensure that writing is being integrated throughout all subject areas.	Palm Beach Writes prompts administered throughout the school year.
	In order to adjust instruction student	Teachers will develop and implement a	Principal, AP, Writing council	A school wide consistent method of	Palm Beach Writes Prompts

3	progress needs to be continuously monitored.	method of maintaining and monitoring growth over time of student writing.		maintaining student writing samples will be established. Teachers will submit samples of student writing to the administration on an ongoing basis.	
4	Effective writing strategies must be modeled throughout the writing process.	The revision and editing process will be taught explicitly and evidence of implementation will be clearly seen in student writing samples.	AP, Principal, Writing Council	Administration will monitor revision and editing process by reviewing student drafts periodically.	Grade level Rubric, Palm Beach Writes Prompts
5	Some students may require additional time and instruction in order to meet grade level standards.	Provide Saturday tutorial opportunities to students in grade 4 performing below a score of 4.0 as determined by the 4th grade writing rubric.	AP, Principal	Monitor student progress, writing rubric scores	Grade level Rubric, Palm Beach Writes Prompts
6	Students need opportunities to write for various purposes and audiences.	Students will submit weekly writing prompts to administration from January - March for recognition and feedback.	AP, Principal	Administration will read all student prompts weekly and provide feedback/recognition	Grade level Rubric, SMIRK/sticker
7	Parents may not have understanding in the requirements for on-grade level proficiency in Writing.	Schedule a Parent Writing Night for all students to share the requirements for on-grade level proficiency in Writing.	AP, Writing Council	Parents will complete an evaluation.	Attendance sign-in sheets and evaluations.
8	Some students have poor letter formation.	Provide Foundations in grades K-2 to assist with Manuscript according to the NGSS and CCSS.	Principal, AP, Classroom Teachers	Monitor students progress.	Grade level Rubrics
9	Some students do not have correct grammar usage.	Students will learn the proper use of grammar and grammar rules.	Principal, AP, Classroom Teachers	Monitor Student progress.	Assessments and Rubrics

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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						

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide Tutorial services to students in grades 4 who are not demonstrating proficiency in writing based on PB Writes.	Writing Paper, pencils	Title 1	\$200.00
Provide journals for every class K-5 in order to implement our Sparky Writing program.	Writing Journal, Fabric Bags, Sparky key chains	Title 1	\$2,333.00
Subtotal:			\$2,533.00
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 council leaders for each academic area to lead staff.	Stipends	Title 1	\$3,125.00
Subtotal:			\$3,125.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide Tutorial services to students in grades 4 who are not demonstrating proficiency in writing based on PB Writes.	Part-Time Staff	Title 1	\$625.00
Subtotal:			\$625.00
Grand Total:			\$6,283.00

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:	During the 2012-2013 school year, the attendance rate will increase by 10%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:

The current attendance rate is 82%(747)	The expected attendance rate is 90% (821)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
The number of students with excessive absences = 176	2013 expected number of students with excessive absences = 150
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
2012 number of students with excessive tardies = 183	2013 number of students with excessive tardies= 150

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	Tardiness and truancy have continued to hinder the academic progress of some students.	Identify students with multiple absences and conduct meetings with parents and students to develop an attendance plan.	Assistant principal, guidance counselor	attendance records will be reviewed on a weekly basis.	attendance records.
2	Tardiness and truancy have continued to hinder the academic progress of some students.	Identify student who are tardy 3 times and conduct meetings with parents to develop an action plan.	Assistant principal, guidance counselor	Attendance records will be reviewed on a weekly basis.	attendance records, parent contact logs.

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

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

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

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:		The Out of School Suspension rate will decrease by 1%.			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
2012 Total number of in school suspension= 14.		2013 Expected number of in- school suspensions = 14.			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
2012 The total number of students suspended in school= 12		2013 Expected number of students suspended in school=12			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
2012 The total number of out of school suspensions= 48		2013 The expected number of out of school suspensions= 48			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
2012 Total number of students suspended out of school =28		2013 total number of students suspended out of school= 28			
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	Academic engagement time is negatively impacted when classroom disruptions occur.	Infuse principles of Love & Logic into classroom practice. (Use of prevention and intervention strategies).	Assistant Principal	Discipline/office referrals will be monitored throughout the year.	Discipline referrals, edw.

2	Students need to feel that they are a part of a nurturing, supportive environment.	Continue the implementation of Capturing Kids Hearts.	Assistant Principal, Principal	Discipline/office referrals will be monitored throughout the year. In addition, CKH and love and logic will be reviewed periodically during faculty meetings.	Discipline referrals, office log, guidance logs, classroom walkthroughs.
3	Consistent behavior problems are often caused by other factors/issues.	Implement guidance support for students who are referred to the office repeatedly.	Assistant principal, guidance counselor.	Discipline/office referrals will be monitored throughout the year.	discipline referrals, guidance logs.
4	Consistent behavior problems may be avoided with the use of Love and Logic and Capturing Kids Hearts.	CKH and Love and Logic will be reviewed periodically during faculty meetings.	AP, Principal	Discipline/office referrals will be monitored throughout the year.	Discipline referrals, edw.

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

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

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

Suspension Budget:

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

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	School staff survey indicates that 75% of parents participate in school activities.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
School staff survey indicates that 75% of parents participate in school activities.	80% of parents will participate in school activities.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents need to have consistent, clear communication with the school.	Communicate with parents on a daily basis via school provided communication folder or student agenda. Encourage parents to participate in after school activities by sending Parent Link Call outs prior to events.	Teachers, AP, Principal	Attendance at events	Blue communication folders, student agendas, Parent Attendance sign in sheet
2	Some parents have language barriers that prevent them from fully participating in school events.	Send home parent invitations to events in English and Spanish at least two weeks in advance, use student agendas to send reminders	Teachers Principal	Collect participation data	Parent attendance sign in sheet
3	Some parents may not attend events due to lack of childcare.	When possible, provide child care during events for students	Principal, PSO	Collect Participation Data	Parent Sign in sheet
4	Communication between school and home needs to occur in a variety of ways.	As a result of the Parent Survey 2012, a new school-wide communication plan will be implemented. Teachers/Teams will communicate with parents on a daily or weekly basis depending on grade level. All scheduled assessment information will be shared with parents. Edline will be updated by school on a weekly basis. A minimum of two parent conferences are required for all teachers. Parents will be informed of the student's academic performance according to proficient levels at least three times a	Principal, Teachers, LTF	Communication Plan Edline Parent Survey	Forms, Parent Survey results

		year.			
5	Parents need to feel that they are a part of the school's academic program.	Participate in home activities such as Read With Us Program and Sparky Adventures	Teachers, AP, Principal	Edline Discussion, Sparky journals	Edline Discussion, end of the year Sparky Adventures book
6	Student must have the opportunity to participate in hands on activities.	Schedule a Math and Science Family Night for all students to participate. Hands-on Math and Science Activities will be available for all grade levels.	Math and Science Family Night	Collect participation data	Parent sign in sheets
7	Parents are unaware of the requirements and standards for each grade level tested.	Parents will be invited to attend a "Reaching Success Family Night" and "FCAT 2.0 Parent Night" focusing on expectations, grade level testing requirements, tutorial services available and other outreach programs within the community.	Principal, Guidance, AP	Collect Participation Data	Parent Sign in sheet
8	Parents may not be aware of volunteer opportunities at the school. Parents may need training with copiers, etc.	Parents, volunteers and business partners will be invited to participate in an orientation and periodic meetings throughout the school year. Volunteers will assist in the classroom, during special events, and throughout the campus. Volunteers will accumulate a minimum of 10,000 volunteer hours for the school year.	Parent Liaisons	Collect Participation Data	Parent Sign in sheet, Agenda
9	Parents and community business partners need to be involved with the decision-making policies and planning at the school.	Parents and community business partners will participate in the School Advisory Committee responsible for developing the School Improvement Plan to be implemented throughout the school year.	Principal, Parents, Community Business partners	Collect Participation Data, Parent Survey results	SAC Sign in sheets, agendas, Survey results

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						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement communication folders for students in grades K-5. Implement student agendas in grades 3-5. "Read with Us" books	Folders and student agendas Purchase and distribute selected "Read with Us" books to economically disadvantaged students and families.	Title 1	\$4,500.00
In order to reach all families items may need to be mailed.	Postage for Parent Communication	Title 1	\$338.00
			Subtotal: \$4,838.00
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
Increase percentage of volunteers by 5%. Provide evening family activities and trainings.	Part Time in system	Title 1	\$2,500.00
			Subtotal: \$2,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$7,338.00

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)

Guidance Department 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. Guidance Department Goal Guidance Department Goal #1:		Selected students in Gr. 3 - 5 identified as the low 25% in reading and math will be invited to participate in special events/programs.			
2012 Current level:		2013 Expected level:			
2012: Reading: 78% (58) ; Math: 76% (56)		2013: Reading: 78%(58) , Math: 76% (56)			
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 do not have an understanding of their strengths and weaknesses.	Selected students will participate in the "Popcorn Club" with our Guidance Counselors. Students will focus on study skills and goal setting sessions.	Guidance Counselors	Monitor student progress between formative tests	Student Tracking Charts, Formative and summative assessments

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

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

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

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide tutorial services for students in grades 3-5. Include supplies needed to run program.	Tutorial books, pencils, snacks, paper	Title 1	\$3,587.12
Reading	Professional development supplies needed for trainings.	Papers	Title 1	\$1,167.00
Mathematics	Increase the use of manipulatives and hands-on activities to reinforce mathematics concepts.	Classroom Performance Systems (clickers)	Title 1	\$8,413.80
Science	Implement hands-on experiments and demonstrations in all science classrooms and science lab during Fine Arts Wheel. All Science classrooms will utilize science journals.	Materials, Science journals, science equipment	Title 1	\$3,000.00
Writing	Provide Tutorial services to students in grades 4 who are not demonstrating proficiency in writing based on PB Writes.	Writing Paper, pencils	Title 1	\$200.00
Writing	Provide journals for every class K-5 in order to implement our Sparky Writing program.	Writing Journal, Fabric Bags, Sparky key chains	Title 1	\$2,333.00
Parent Involvement	Implement communication folders for students in grades K-5. Implement student agendas in grades 3-5. "Read with Us" books	Folders and student agendas Purchase and distribute selected "Read with Us" books to economically disadvantaged students and families.	Title 1	\$4,500.00
Parent Involvement	In order to reach all families items may need to be mailed.	Postage for Parent Communication	Title 1	\$338.00
				Subtotal: \$23,538.92
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Implement Raz-Kids technology based reading program in grades K-2.	18 licences- one per teacher in grades K-2.	SAC and PSO	\$2,300.00
Mathematics	Increase the exposure to technology. Prepare students for assessments on the computer.	Desktop computers for 25 student computer lab	SAC (\$3000.00) PSO (\$4000.00) Title 1 (\$2,000)	\$9,000.00
				Subtotal: \$11,300.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Utilize Learning Team Facilitator to facilitate meetings in grades K-5 targeting needs according to updated data and student progress. Facilitator will assist to unpack CCSS standards in grades K and 1 and NGSSS in grades 2-5, analyze data, develop common assessments,	Salary for coach/resource teachers/LTF	Title 1	\$33,794.00

	and assist to implement effective instructional practices.			
Reading	Provide reading tutorial services for students in grades 3-5 who were not proficient based on FCAT 2.0 and Diagnostics.	Salary for tutorial teachers	Title 1	\$26,250.00
Science	Utilize 0.5 Resource teacher to incorporate hands on science in grades K-5 targeting needs and CCSS in grades K-1 and NGSSS in grades 2-5.	0.5 Resource teacher	Title 1	\$31,822.00
Writing	Provide council leaders for each academic area to lead staff.	Stipends	Title 1	\$3,125.00
Parent Involvement	Increase percentage of volunteers by 5%. Provide evening family activities and trainings.	Part Time in system	Title 1	\$2,500.00
				Subtotal: \$97,491.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	Provide Tutorial services to students in grades 4 who are not demonstrating proficiency in writing based on PB Writes.	Part-Time Staff	Title 1	\$625.00
				Subtotal: \$625.00
				Grand Total: \$132,954.92

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment

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.



If NO, describe the measures being taken to Comply with SAC Requirement

Describe projected use of SAC funds	Amount

No data submitted

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

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 FREEDOM SHORES ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	86%	83%	94%	75%	338	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	76%	67%			143	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?	72% (YES)	54% (YES)			126	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					607	
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 FREEDOM SHORES ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	86%	89%	88%	74%	337	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	73%	73%			146	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?	54% (YES)	63% (YES)			117	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					600	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested