

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: DEL PRADO ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Carol A. Goode

SAC Chair: Sandra Giraldo

Superintendent: Wayne Gent

Date of School Board Approval:

Last Modified on: 10/22/2012

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

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

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	Carol A. Goode	BS Elementary Education MS in Elementary Educational Leadership	2	7	Mrs. Goode was a principal in Ohio. Prior to her assignment as Principal of Del Prado, she was the Assistant Principal at Waters Edge Elementary School for five years. Waters Edge ES was an "A" school and met "AYP" during those five years. In FY12, Del Prado gained a total of 17 percentage points on school grade and maintained its A rating.
Assis Principal	Lauren Newson	BA English BS Elementary Education ME Educational Leadership Reading Endorsed National Board Certified, English 6-12	2	2	Worked as an EDW Specialist from FY08-FY11, assisting all 41 schools in the South Area to improve their overall performance and increase individual student achievement through intensive analysis of data. In FY12, Del Prado gained a total of 17 percentage points on school grade and maintained its A rating.

INSTRUCTIONAL COACHES

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

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

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	Del Prado will follow the district recruitment process and interview qualified candidates when openings arise. Del Prado historically continues to retain its existing highly-qualified teachers and continues to hire teachers that have held interim positions or student teacher assignments.	Principal	On-going	
2	Implement the procedures and guidelines of the PBCSD Educator Support Program (ESP).	Assistant Principal	On-going	
3	Create mentorships for existing teachers that are new to a grade.	Assistant Principal	August, 2012	
4	Attend Job Fairs sponsored by the Palm Beach School District	Principal and/or Assistant Principal	On-going	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
N/A	N/A

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
59	1.7%(1)	20.3%(12)	37.3%(22)	40.7%(24)	44.1%(26)	94.9%(56)	5.1%(3)	8.5%(5)	74.6%(44)

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
		1.	

<p>1. Michele Cohen (4th Grade) 2. Fran Kokol (SAI)/Sharon Sapino (ESE) 3. Michele Duboff (1st Grade) 4. Carol Goldinger (1st Grade)</p>	<p>1. Lauren Diamond (4th Grade) 2. Susan Perl (SAI/ESE) 3. Ashley Bousanti (1st Grade) 4. Jame Simonsen-Martens (1st Grade)</p>	<p>Experienced teacher working with someone new to grade level 2. Experienced teachers working with someone new to Elementary 3. Experienced teacher working with someone new to grade level 4. Experienced teacher working with someone new to grade level</p>	<p>1. Collaborative planning to address instructional strategies & classroom management/data chats/ focus on scope & sequence/FCAT strategies 2. Collaborative planning/ data chats/ focus on scope & sequence/ FCAT strategies 3. Collaborative planning to address instructional strategies & classroom management/data chats/ focus on scope & sequence/FCAT strategies 4. Collaborative planning to address instructional strategies & classroom management/data chats/ focus on scope & sequence/FCAT strategies</p>
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ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

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

All third grade classes are taught a total of eight lessons. Students are taught strategies to deal with and report bullying incidents on our campus.

The PBST (Positive Behavior Support Team) creates a classroom environment that allows zero tolerance for bullying. Bully boxes are located in the media center and front office. Students anonymously report bullying situations in the boxes. The bully boxes are checked regularly. We also have a "Problem Solving Room" where teachers volunteer their time to mediate

behaviorial referrals from the classroom. Peer Mediation is offered as a forum for students to work together to mediate their own problems with the support of the guidance counselor.

At Del Prado, "P.A.W.S" is our acronym for behavior expectations: Positive Attitude, Always Responsible, Willing to Learn, Safe Choices. Mini- lessons were created and are taught school-wide during the first few weeks of school, and are revisited as necessary, focusing on expected behavior.

Nutrition Programs

N/A

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 FL Statute 1003.42 (2), as applicable to appropriate grade levels

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The RtI Leadership Team consists of Principal- Carol A. Goode, Assistant Principal-Lauren Newson , ESE Contact- K.Urbano, Guidance Counselor- S.Rambusch, School Psychologist-N. Styles,Speech and Language Pathologist- H. Wexler, School nurse- P. Kline, and Teacher as determined.

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?

RtI is high quality, research-based instructional and behavior support in general education. School-wide screenings are used to determine which students need closer monitoring or interventions. RtI has three tiers. Tier 1 is the core instruction that every student receives. Tier 2 provides the student with an additional 30 minutes of instruction that is matched to the student's needs. The instruction is delivered daily in a small group setting. Tier 3 adds an additional 30 minutes of intervention, for a total of 60 minutes. The group size at Tier 3 may not exceed 3 students. At both Tier 2 and 3, data that measures the focus of the intervention is collected weekly to determine if the interventions are effective in meeting the needs of students.

The School Based RtI Leadership Team (SBT) will meet weekly to review and monitor data. The team will identify students who are not meeting academic targets and determine effective, research-based strategies to move students toward proficiency. SBT will use the Problem Solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic or behavioral support. An intervention plan will be developed which identifies students' specific areas of deficiencies. The team will identify resources and the intervention will be implemented and monitored.

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 team will collaborate with SAC to develop the FY13 SIP. RtI strategy implementation will be aligned to the School Improvement Plan.

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: Previous year's Florida Comprehensive Assessment Test (FCAT) scores, Scholastic Reading Inventory (SRI), Curriculum Based Measurement, Florida Assessment for Instruction in Reading (FAIR), Palm Beach County Fall Diagnostics, Palm Beach Writes, K-4 Literacy Assessment System, Diagnostic Assessment for Reading (DAR), Progress Monitoring and Reporting Network (PMRN), Comprehensive English Language Learning Assessment (CELLA), EDW (Educational Data Warehouse) data, Office Discipline Referrals, Retentions, and Attendance reports.

Midyear data: Diagnostic Assessment for Reading (DAR), Palm Beach County Winter Diagnostics, Palm Beach Writes, K-4 Literacy Assessment System, Scholastic Reading Inventory (SRI), CELLA scores, EDW data, Office Discipline Referrals, Retentions, and Attendance reports

End of year data: Current year's Florida Comprehensive Assessment Test (FCAT) scores, Scholastic Reading Inventory (SRI), Curriculum Based Measurement, Palm Beach County Spring Diagnostics, Palm Beach Writes, K-4 Literacy Assessment System, EDW (Educational Data Warehouse) data, Office Discipline Referrals, Retentions, and Attendance reports

Frequency of required Data Analysis and Action Planning Days: Once a trimester

Describe the plan to train staff on MTSS.

The Professional Development team will provide in-service to the faculty on designated Professional Development Days (PDDs), Faculty Meetings, and Learning Team Meetings (LTMs). Individual training will be provided to classroom teachers, as needed.

Describe the plan to support MTSS.

Closely monitor and analyze student data, conduct data chats with teachers, parental notification and support implementation of research-based instructional strategies.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The members are Carol A. Goode (Principal); Lauren Newson (Assistant Principal); Lori Paquette (3rd Grade); Lenae Herman (Kindergarten); Gina Cannavale (2nd Grade); Jane Simonsen-Martens (1st Grade); Eileen O'Brien (2nd Grade), Raneé Odom (4th Grade), Lavilla Paul (4th Grade); Lauren Cash (Fine Arts); Emily Robbins (Kindergarten)

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

The LLT will meet monthly and will discuss ways to increase reading proficiency school wide with a focus on the lowest 25% and the Economically Disadvantaged students for reading here at Del Prado.

Our role is to create a shared literacy vision within our school that is clear and shaped by needs of Del Prado's school community.

We will work collaboratively to coordinate reading instruction, media center activities, and incentive programs to foster reading achievement and the joy of reading.

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

Book Clubs for students and teachers; Summer Reading lists & student incentives; fostering a rich literacy environment at the school for all students by encouraging book reviews and recommendations to their peers; on-going literacy support for parents, students, and teachers; development of a teacher resource room.

Public School Choice

Supplemental Educational Services (SES) Notification

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Students scoring at a level 3 will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (116)	24% (113)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited teacher resources.	Monitor closely the learning gains of all students to ensure progress in meeting the standards. Teachers will teach reading across content areas using fiction and nonfiction trade books which include multi-cultural themes, characters and authors. Determine instructional needs by reviewing assessment data for all students. Data folders will be maintained on all students throughout the year. LLT will establish a Teacher Resource Room for teacher access to materials across all grade levels Conduct student data chats & goal setting Implement incentive program, such as Reading Counts Students must be able to articulate academic targets, as established through data chats with teachers Teachers will share data chat information with parents via notices home	All teachers, SAI/ESE support staff, Administrators	Student progress will be monitored by ongoing Progress Monitoring. Percent of students making adequate progress toward the benchmark is calculated. Maintain records of strategies and interventions utilized to document learning gains. Lesson Plans will be reviewed by administration who will monitor implementation during classroom walkthroughs Conduct data chats with teachers	EDW reports, Diagnostic results, classroom walk observations
	Implementation of the CCSS & NGSSS with fidelity	Closely monitor instructional blocks-provide prescriptive feedback	All teachers, SAI/ESE support staff, Administrators	Student progress will be monitored by ongoing Progress Monitoring. Percent of students	EDW reports, Diagnostic results, classroom walk observations

2		Teachers will design lessons that meet the needs of all students DI evident in lesson planning Incorporate Blooms/ DOK questioning Conduct student data chats & goal setting Parents informed of student progress via conferences/mid-term progress reports a minimum of 3 times per school year		making adequate progress toward the benchmark is calculated. Maintain records of strategies and interventions utilized to document learning gains. Lesson Plans will be reviewed by administration who will monitor implementation during classroom walkthroughs	
3	Teacher training/ professional development opportunities	Teachers will share PD trainings with staff & grade level teams during PDD and grade level meetings LTM's will provide on-going training to support student achievement PD's will address the specific needs of our instructional team based on teacher survey.	All teachers, SAI/ESE support staff, Administrators	Student progress will be monitored by ongoing Progress Monitoring. Percent of students making adequate progress toward the benchmark is calculated. Maintain records of strategies and interventions utilized to document learning gains. Lesson Plans will be reviewed by administration who will monitor implementation during classroom walkthroughs Conduct data chats with teachers	EDW reports, Diagnostic results, classroom walk observations

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:	We currently have one student taking the FAA, and our goal is that he will be proficient.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	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				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Students achieving above proficiency will increase by 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

67% (355)

69% (326)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited teacher resources.	<p>Monitor closely the learning gains of all students to ensure progress in meeting the standards.</p> <p>Teachers will teach reading across content areas using fiction and nonfiction trade books which include multi-cultural themes, characters and authors.</p> <p>Determine instructional needs by reviewing assessment data for all students.</p> <p>Data folders will be maintained on all students throughout the year.</p> <p>LLT will establish a Teacher Resource Room for teacher access to materials across all grade levels</p> <p>Conduct student data chats & goal setting</p> <p>Implement incentive program, such as Reading Counts</p> <p>Students must be able to articulate academic targets, as established through data chats with teachers</p> <p>Teachers will share data chat information with parents via notices home</p>	All teachers, SAI/ESE support staff, Administrators	<p>Student progress will be monitored by ongoing Progress Monitoring. Percent of students making adequate progress toward the benchmark is calculated.</p> <p>Maintain records of strategies and interventions utilized to document learning gains.</p> <p>Lesson Plans will be reviewed by administration who will monitor implementation during classroom walkthroughs</p>	EDW reports, Diagnostic results, classroom walk observations
2	Implementation of the CCSS & NGSSS with fidelity	<p>Closely monitor instructional blocks- provide prescriptive feedback</p> <p>Teachers will design lessons that meet the needs of all students</p> <p>DI evident in lesson planning</p> <p>Incorporate Blooms/ DOK questioning</p> <p>Parents informed of student progress via conferences/mid-term progress reports a minimum of 3 times per school year</p> <p>Conduct student data chats & goal setting</p>	All teachers, Administration, and ESE contact & support teams	<p>Student progress will be monitored by ongoing Progress Monitoring. Percent of students making adequate progress toward the benchmark is calculated.</p> <p>Maintain records of strategies and interventions utilized to document learning gains.</p> <p>Lesson Plans will be reviewed by administration who will monitor implementation during classroom walkthroughs</p>	EDW reports, Diagnostic results, classroom walk observations
	Teacher training/ professional development opportunities	<p>Teachers will share PD trainings with staff & grade level teams during PDD and grade level meetings</p> <p>LTM's will provide on-going training to support</p>	All teachers, SAI/ESE support staff, Administrators	<p>Student progress will be monitored by ongoing Progress Monitoring. Percent of students making adequate progress toward the benchmark is calculated.</p>	EDW reports, Diagnostic results, classroom walk observations

3	student achievement PD's will address the specific needs of our instructional team based on teacher survey.	Maintain records of strategies and interventions utilized to document learning gains. Lesson Plans will be reviewed by administration who will monitor implementation during classroom walkthroughs Conduct data chats with teachers
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	We currently have one student taking the FAA, and our goal is that he will be proficient.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	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				

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:	Students making learning gains in reading will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (227)	83% (271)

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
Limited teacher resources	Monitor closely the learning gains of all students to ensure progress in meeting the standards. Teachers will teach reading across content areas using fiction and nonfiction trade books	All teachers, SAI/ESE support staff, Administrators	Student progress will be monitored by ongoing Progress Monitoring. Percent of students making adequate progress toward the benchmark is calculated. Maintain records of strategies and	EDW reports, Diagnostic results, classroom walk observations

1		<p>which include multi-cultural themes, characters and authors. Determine instructional needs by reviewing assessment data for all students. Data folders will be maintained on all students throughout the year.</p> <p>LLT will establish a Teacher Resource Room for teacher access to materials across all grade levels</p> <p>Conduct student data chats & goal setting</p> <p>Implement incentive program, such as Reading Counts</p> <p>Students must be able to articulate academic targets, as established through data chats with teachers</p> <p>Teachers will share data chat information with parents via notices home</p>		<p>interventions utilized to document learning gains. Lesson Plans will be reviewed by administration who will monitor implementation during classroom walkthroughs</p>	
2	Implementation of the CCSS & NGSSS with fidelity	<p>Closely monitor instructional blocks- provide prescriptive feedback</p> <p>Teachers will design lessons that meet the needs of all students</p> <p>DI evident in lesson planning</p> <p>Incorporate Blooms/ DOK questioning</p> <p>Parents informed of student progress via conferences/mid-term progress reports a minimum of 3 times per school year</p> <p>Conduct student data chats & goal setting</p>	All teachers, Administration, and ESE contact & support teams	<p>Student progress will be monitored by ongoing Progress Monitoring. Percent of students making adequate progress toward the benchmark is calculated. Maintain records of strategies and interventions utilized to document learning gains. Lesson Plans will be reviewed by administration who will monitor implementation during classroom walkthroughs</p>	EDW reports, Diagnostic results, classroom walk observations
3	Teacher training/ professional development opportunities	<p>Teachers will share PD trainings with staff & grade level teams during PDD and grade level meetings</p> <p>LTM's will provide on-going training to support student achievement</p> <p>PD's will address the specific needs of our instructional team based on teacher survey.</p>	All teachers, SAI/ESE support staff, Administrators	<p>Student progress will be monitored by ongoing Progress Monitoring. Percent of students making adequate progress toward the benchmark is calculated. Maintain records of strategies and interventions utilized to document learning gains. Lesson Plans will be reviewed by administration who will monitor implementation during classroom walkthroughs</p> <p>Conduct data chats with teachers</p>	EDW reports, Diagnostic results, classroom walk observations
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment:

Percentage of students making Learning Gains in reading. Reading Goal #3b:		We currently have one student taking the FAA, and our goal is that he will be proficient.		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		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				

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:		Students in the lowest 25% making learning gains in reading will increase by 1%.		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
90%		91% (47)		

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited teacher resources.	Monitor closely the learning gains of all students to ensure progress in meeting the standards. Teachers will teach reading across content areas using fiction and nonfiction trade books which include multi-cultural themes, characters and authors. Determine instructional needs by reviewing assessment data for all students. Data folders will be maintained on all students throughout the year. LLT will establish a Teacher Resource Room for teacher access to materials across all grade levels Conduct student data chats & goal setting	All teachers, SAI/ESE support staff, Administrators	Student progress will be monitored by ongoing Progress Monitoring. Percent of students making adequate progress toward the benchmark is calculated. Maintain records of strategies and interventions utilized to document learning gains. Lesson Plans will be reviewed by administration who will monitor implementation during classroom walkthroughs	EDW reports, Diagnostic results, classroom walk observations

		Implement incentive program, such as Reading Counts Students must be able to articulate academic targets, as established through data chats with teachers Teachers will share data chat information with parents via notices home			
2	Implementation of the CCSS & NGSSS with fidelity	Closely monitor instructional blocks-provide prescriptive feedback Teachers will design lessons that meet the needs of all students DI evident in lesson planning Incorporate Blooms/ DOK questioning Parents informed of student progress via conferences/mid-term progress reports a minimum of 3 times per school year Conduct student data chats & goal setting	All teachers, Administration, and ESE contact & support teams	Student progress will be monitored by ongoing Progress Monitoring. Percent of students making adequate progress toward the benchmark is calculated. Maintain records of strategies and interventions utilized to document learning gains. Lesson Plans will be reviewed by administration who will monitor implementation during classroom walkthroughs	EDW reports, Diagnostic results, classroom walk observations
3	Teacher training/ professional development opportunities	Teachers will share PD trainings with staff & grade level teams during PDD and grade level meetings LTM's will provide ongoing training to support student achievement PD's will address the specific needs of our instructional team based on teacher survey.	All teachers, SAI/ESE support staff, Administrators	Student progress will be monitored by ongoing Progress Monitoring. Percent of students making adequate progress toward the benchmark is calculated. Maintain records of strategies and interventions utilized to document learning gains. Lesson Plans will be reviewed by administration who will monitor implementation during classroom walkthroughs Conduct data chats with teachers	EDW reports, Diagnostic results, classroom walk observations

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, out school will reduce the achievement gap by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	87%	88%	90%	91%	92%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The following subgroups did not meet 2012 Reading Targets: White, ELL, FRL
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2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 12% ELL: 54% FRL: 21%	White: 10% ELL: 42% FRL: 17%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited teacher resources.	Monitor closely the learning gains of all students to ensure progress in meeting the standards. Teachers will teach reading across content areas using fiction and nonfiction trade books which include multi-cultural themes, characters and authors. Determine instructional needs by reviewing assessment data for all students. Data folders will be maintained on all students throughout the year. LLT will establish a Teacher Resource Room for teacher access to materials across all grade levels Conduct student data chats & goal setting Use ELL strategies with fidelity Implement incentive program	All ESOL Endorsed teachers, SAI/ESE support staff, Administrators	Student progress will be monitored by ongoing Progress Monitoring. Percent of students making adequate progress toward the benchmark is calculated. Maintain records of strategies and interventions utilized to document learning gains. Lesson Plans will be reviewed by administration who will monitor implementation during classroom walkthroughs	EDW reports, Diagnostic results, classroom walk observations
2	Implementation of the CCSS & NGSSS with fidelity	Closely monitor instructional blocks-provide prescriptive feedback Teachers will design lessons that meet the needs of all students DI evident in lesson planning Incorporate Blooms/ DOK questioning Parents informed of student progress via conferences/mid-term progress reports a minimum of 3 times per school year Conduct student data chats & goal setting	All teachers, Administration	Student progress will be monitored by ongoing Progress Monitoring. Percent of students making adequate progress toward the benchmark is calculated. Maintain records of strategies and interventions utilized to document learning gains. Lesson Plans will be reviewed by administration who will monitor implementation during classroom walkthroughs	EDW reports, Diagnostic results, classroom walk observations
3	Teacher training/ professional development opportunities	Teachers will share PD trainings with staff & grade level teams during PDD and grade level meetings LTM's will provide on-going training to support student achievement PD's will address the specific needs of our instructional team based	All teachers, SAI/ESE support staff, Administrators	Student progress will be monitored by ongoing Progress Monitoring. Percent of students making adequate progress toward the benchmark is calculated. Maintain records of strategies and interventions utilized to document learning gains.	EDW reports, Diagnostic results, classroom walk observations

	on teacher survey.	Lesson Plans will be reviewed by administration who will monitor implementation during classroom walkthroughs Conduct data chats with teachers
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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:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Our goal is to closely monitor the progress of the ELL students in order to close the gap and increase their proficiency in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (1)	25% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited teacher resources.	Monitor closely the learning gains of all students to ensure progress in meeting the standards. Teachers will teach reading across content areas using fiction and nonfiction trade books which include multi-cultural themes, characters and authors. Determine instructional needs by reviewing assessment data for all students. Data folders will be maintained on all students throughout the year. LLT will establish a Teacher Resource Room for teacher access to materials across all grade levels Conduct student data chats & goal setting Use ELL strategies with fidelity Implement incentive program	All ESOL Endorsed teachers, SAI/ESE support staff, Administrators	Student progress will be monitored by ongoing Progress Monitoring. Percent of students making adequate progress toward the benchmark is calculated. Maintain records of strategies and interventions utilized to document learning gains. Lesson Plans will be reviewed by administration who will monitor implementation during classroom walkthroughs	EDW reports, Diagnostic results, classroom walk observations
2	Implementation of the CCSS & NGSSS with fidelity	Closely monitor instructional blocks- provide prescriptive feedback Teachers will design lessons that meet the needs of all students DI evident in lesson planning Incorporate Blooms/ DOK questioning Parents informed of	All teachers, Administration, and ESE contact & support teams	Student progress will be monitored by ongoing Progress Monitoring. Percent of students making adequate progress toward the benchmark is calculated. Maintain records of strategies and interventions utilized to document learning gains. Lesson Plans will be	EDW reports, Diagnostic results, classroom walk observations

		student progress via conferences/mid-term progress reports a minimum of 3 times per school year Conduct student data chats & goal setting		reviewed by administration who will monitor implementation during classroom walkthroughs	
3	Teacher training/ professional development opportunities	Teachers will share PD trainings with staff & grade level teams during PDD and grade level meetings LTM's will provide on-going training to support student achievement PD's will address the specific needs of our instructional team based on teacher survey.	All teachers, SAI/ESE support staff, Administrators	Student progress will be monitored by ongoing Progress Monitoring. Percent of students making adequate progress toward the benchmark is calculated. Maintain records of strategies and interventions utilized to document learning gains. Lesson Plans will be reviewed by administration who will monitor implementation during classroom walkthroughs Conduct data chats with teachers	EDW reports, Diagnostic results, classroom walk observations

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:	SWD did make their target for 2012
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% did not make satisfactory progress	43% will not make satisfactory progress

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited teacher resources.	Monitor closely the learning gains of all students to ensure progress in meeting the standards. Teachers will teach reading across content areas using fiction and nonfiction trade books which include multi-cultural themes, characters and authors. Determine instructional needs by reviewing assessment data for all students. Data folders will be maintained on all students throughout the year. LLT will establish a Teacher Resource Room for teacher access to materials across all grade levels	All teachers, SAI/ESE support staff, Administrators	Student progress will be monitored by ongoing Progress Monitoring. Percent of students making adequate progress toward the benchmark is calculated. Maintain records of strategies and interventions utilized to document learning gains. Lesson Plans will be reviewed by administration who will monitor implementation during classroom walkthroughs	EDW reports, Diagnostic results, classroom walk observations

		Conduct student data chats & goal setting Use ESE strategies with fidelity Implement incentive program			
2	Implementation of the CCSS & NGSSS with fidelity	Closely monitor instructional blocks- provide prescriptive feedback Teachers will design lessons that meet the needs of all students DI evident in lesson planning Incorporate Blooms/ DOK questioning Parents informed of student progress via conferences/mid-term progress reports a minimum of 3 times per school year Conduct student data chats & goal setting	All teachers, Administration, and ESE contact & support teams	Student progress will be monitored by ongoing Progress Monitoring. Percent of students making adequate progress toward the benchmark is calculated. Maintain records of strategies and interventions utilized to document learning gains. Lesson Plans will be reviewed by administration who will monitor implementation during classroom walkthroughs	EDW reports, Diagnostic results, classroom walk observations
3	Teacher training/ professional development opportunities	Teachers will share PD trainings with staff & grade level teams during PDD and grade level meetings LTM's will provide on-going training to support student achievement PD's will address the specific needs of our instructional team based on teacher survey.	All teachers, SAI/ESE support staff, Administrators	Student progress will be monitored by ongoing Progress Monitoring. Percent of students making adequate progress toward the benchmark is calculated. Maintain records of strategies and interventions utilized to document learning gains. Lesson Plans will be reviewed by administration who will monitor implementation during classroom walkthroughs Conduct data chats with teachers	EDW reports, Diagnostic results, classroom walk observations

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The Economically Disadvantaged students did not make their target in Reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% did make make satisfactory progress	17% will not make satisfactory progress

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Limited teacher resources.	Monitor closely the learning gains of all students to ensure progress in meeting the standards. Teachers will teach reading across content	All teachers, SAI/ESE support staff, Administrators	Student progress will be monitored by ongoing Progress Monitoring. Percent of students making adequate progress toward the benchmark is calculated.	EDW reports, Diagnostic results, classroom walk observations

1		<p>areas using fiction and nonfiction trade books which include multi-cultural themes, characters and authors. Determine instructional needs by reviewing assessment data for all students. Data folders will be maintained on all students throughout the year. LLT will establish a Teacher Resource Room for teacher access to materials across all grade levels. Conduct student data chats & goal setting. Use ESE strategies with fidelity. Implement incentive program.</p>		<p>Maintain records of strategies and interventions utilized to document learning gains. Lesson Plans will be reviewed by administration who will monitor implementation during classroom walkthroughs.</p>	
2	Implementation of the CCSS & NGSSS with fidelity	<p>Closely monitor instructional blocks- provide prescriptive feedback. Teachers will design lessons that meet the needs of all students. DI evident in lesson planning. Incorporate Blooms/ DOK questioning. Parents informed of student progress via conferences/mid-term progress reports a minimum of 3 times per school year. Conduct student data chats & goal setting.</p>	All teachers, Administration, and ESE contact & support teams	<p>Student progress will be monitored by ongoing Progress Monitoring. Percent of students making adequate progress toward the benchmark is calculated. Maintain records of strategies and interventions utilized to document learning gains. Lesson Plans will be reviewed by administration who will monitor implementation during classroom walkthroughs.</p>	EDW reports, Diagnostic results, classroom walk observations
3	Teacher training/ professional development opportunity	<p>Teachers will share PD trainings with staff & grade level teams during PDD and grade level meetings. LTM's will provide ongoing training to support student achievement. PD's will address the specific needs of our instructional team based on data and surveys conducted.</p>	All teachers, SAI/ESE support staff, Administrators	<p>Student progress will be monitored by ongoing Progress Monitoring. Percent of students making adequate progress toward the benchmark is calculated. Maintain records of strategies and interventions utilized to document learning gains. Lesson Plans will be reviewed by administration who will monitor implementation during classroom walkthroughs. Conduct data charts with teachers.</p>	EDW reports, Diagnostic results, classroom walk observations

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading, Math, & Writing Common Core Standards PARCC	K-5	Sandra Giraldo & PDD team	School-wide	Early Release dates All day teacher PDD	Classroom Walkthroughs, Formal observations, lesson plans	Administration
Differentiated Instruction	K-5	FARTUN MOHAMUD	School-wide	December 6, 2012	Classroom Walkthroughs, Formal observations, lesson plans	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase tutorial resources for level 1 and 2 students as determined by diagnostics and/or previous FCAT scores	Florida Ready, grades 3-5	School Improvement	\$300.00
Reading Tutorials for level 1 and 2 students	Teachers work after school for a maximum of 60 hours total with selected students	K-12 Support Grant	\$2,500.00
			Subtotal: \$2,800.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,800.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:	% of students proficient in listening/speaking will increase by 3.
2012 Current Percent of Students Proficient in listening/speaking:	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited teacher resources.	<p>Monitor closely the learning gains of all students to ensure progress in meeting the standards.</p> <p>Teachers will teach reading across content areas using fiction and nonfiction trade books which include multi-cultural themes, characters and authors.</p> <p>Determine instructional needs by reviewing assessment data for all students.</p> <p>Data folders will be maintained on all students throughout the year.</p> <p>LLT will establish a Teacher Resource Room for teacher access to materials across all grade levels</p> <p>Conduct student data chats & goal setting</p> <p>Use ELL strategies with fidelity</p> <p>Implement incentive program</p>	All ESOL Endorsed teachers, SAI/ESE support staff, Administrators	<p>Student progress will be monitored by ongoing Progress Monitoring. Percent of students making adequate progress toward the benchmark is calculated.</p> <p>Maintain records of strategies and interventions utilized to document learning gains.</p> <p>Lesson Plans will be reviewed by administration who will monitor implementation during classroom walkthroughs</p>	EDW reports, Diagnostic results, classroom walk observations
2	Implementation of the CCSS & NGSSS with fidelity	<p>Closely monitor instructional blocks-provide prescriptive feedback</p> <p>Teachers will design lessons that meet the needs of all students</p> <p>DI evident in lesson planning</p> <p>Incorporate Blooms/ DOK questioning</p> <p>Parents informed of student progress via conferences/mid-term progress reports a minimum of 3 times per school year</p> <p>Conduct student data chats & goal setting</p>	All teachers, Administration, and ESE contact & support teams	<p>Student progress will be monitored by ongoing Progress Monitoring. Percent of students making adequate progress toward the benchmark is calculated.</p> <p>Maintain records of strategies and interventions utilized to document learning gains.</p> <p>Lesson Plans will be reviewed by administration who will monitor implementation during classroom walkthroughs</p>	EDW reports, Diagnostic results, classroom walk observations
3	Teacher training/ professional development opportunities	<p>Teachers will share PD trainings with staff & grade level teams during PDD and grade level meetings</p> <p>LTM's will provide on-going training to support student achievement</p> <p>PD's will address the specific needs of our instructional team based on teacher survey.</p>	All teachers, SAI/ESE support staff, Administrators	<p>Student progress will be monitored by ongoing Progress Monitoring. Percent of students making adequate progress toward the benchmark is calculated.</p> <p>Maintain records of strategies and interventions utilized to document learning gains.</p> <p>Lesson Plans will be reviewed by</p>	EDW reports, Diagnostic results, classroom walk observations

			administration who will monitor implementation during classroom walkthroughs Conduct data chats with teachers
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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:	% of students proficient in reading will increase by 3.
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2012 Current Percent of Students Proficient in reading:

42% (8)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited teacher resources.	<p>Monitor closely the learning gains of all students to ensure progress in meeting the standards. Teachers will teach reading across content areas using fiction and nonfiction trade books which include multi-cultural themes, characters and authors.</p> <p>Determine instructional needs by reviewing assessment data for all students. Data folders will be maintained on all students throughout the year. LLT will establish a Teacher Resource Room for teacher access to materials across all grade levels Conduct student data chats & goal setting Use ESE strategies with fidelity Implement incentive program</p>	All teachers, SAI/ESE support staff, Administrators	<p>Student progress will be monitored by ongoing Progress Monitoring. Percent of students making adequate progress toward the benchmark is calculated. Maintain records of strategies and interventions utilized to document learning gains. Lesson Plans will be reviewed by administration who will monitor implementation during classroom walkthroughs</p>	EDW reports, Diagnostic results, classroom walk observations
2	Implementation of the CCSS & NGSSS with fidelity	<p>Closely monitor instructional blocks-provide prescriptive feedback Teachers will design lessons that meet the needs of all students DI evident in lesson planning Incorporate Blooms/ DOK questioning Parents informed of student progress via conferences/mid-term progress reports a</p>	All teachers, Administration, and ESE contact & support teams	<p>Student progress will be monitored by ongoing Progress Monitoring. Percent of students making adequate progress toward the benchmark is calculated. Maintain records of strategies and interventions utilized to document learning gains. Lesson Plans will be reviewed by</p>	EDW reports, Diagnostic results, classroom walk observations

		minimum of 3 times per school year Conduct student data chats & goal setting		administration who will monitor implementation during classroom walkthroughs	
3	Teacher training/ professional development opportunities	Teachers will share PD trainings with staff & grade level teams during PDD and grade level meetings LTM's will provide on-going training to support student achievement PD's will address the specific needs of our instructional team based on teacher survey.	All teachers, SAI/ESE support staff, Administrators	Student progress will be monitored by ongoing Progress Monitoring. Percent of students making adequate progress toward the benchmark is calculated. Maintain records of strategies and interventions utilized to document learning gains. Lesson Plans will be reviewed by administration who will monitor implementation during classroom walkthroughs Conduct data chats with teachers	EDW reports, Diagnostic results, classroom walk observations

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

3. Students scoring proficient in writing.

CELLA Goal #3:

% of students who are proficient in writing will increase by 3.

2012 Current Percent of Students Proficient in writing:

47% (9)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited teacher resources.	Monitor closely the learning gains of all students to ensure progress in meeting the standards. Teachers will teach reading across content areas using fiction and nonfiction trade books which include multi-cultural themes, characters and authors. Determine instructional needs by reviewing assessment data for all students. Data folders will be maintained on all students throughout the year. LLT will establish a Teacher Resource Room for teacher access to materials across all grade levels Conduct student data chats & goal setting	All teachers, SAI/ESE support staff, Administrators	Student progress will be monitored by ongoing Progress Monitoring. Percent of students making adequate progress toward the benchmark is calculated. Maintain records of strategies and interventions utilized to document learning gains. Lesson Plans will be reviewed by administration who will monitor implementation during classroom walkthroughs	EDW reports, Diagnostic results, classroom walk observations

		Use ESE strategies with fidelity Implement incentive program			
2	Implementation of the CCSS & NGSSS with fidelity	Closely monitor instructional blocks-provide prescriptive feedback Teachers will design lessons that meet the needs of all students DI evident in lesson planning Incorporate Blooms/ DOK questioning Parents informed of student progress via conferences/mid-term progress reports a minimum of 3 times per school year Conduct student data chats & goal setting	All teachers, Administration, and ESE contact & support teams	Student progress will be monitored by ongoing Progress Monitoring. Percent of students making adequate progress toward the benchmark is calculated. Maintain records of strategies and interventions utilized to document learning gains. Lesson Plans will be reviewed by administration who will monitor implementation during classroom walkthroughs	EDW reports, Diagnostic results, classroom walk observations
3	Teacher training/ professional development opportunities	Teachers will share PD trainings with staff & grade level teams during PDD and grade level meetings LTM's will provide on-going training to support student achievement PD's will address the specific needs of our instructional team based on teacher survey.	All teachers, SAI/ESE support staff, Administrators	Student progress will be monitored by ongoing Progress Monitoring. Percent of students making adequate progress toward the benchmark is calculated. Maintain records of strategies and interventions utilized to document learning gains. Lesson Plans will be reviewed by administration who will monitor implementation during classroom walkthroughs Conduct data chats with teachers	EDW reports, Diagnostic results, classroom walk observations

CELLA Budget:

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

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	Students achieving above proficiency (FCAT level 3) in mathematics will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (138)	29% (137)

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	Inadequate minutes of instructional time	Integrate science instruction in all content areas	All K-5 teachers, Administration	Lesson plans Classroom observations Science & Math Lab usage	EDW reports Computer logs
2	Limited resources	Utilize technology programs – Science Court, Think Central, Brain-Pop, FCAT Explorer, in-house High Touch/High Tech field trips. Utilize lab and materials purchased for the new Science & Math Lab	Administration	Classroom Observations Lesson Plans	Assessment scores Usage Reports
3	Teacher implementation of CCSS & NGSSS with fidelity	Teachers will share instructional practices/data analyses during LTM meetings Data chats with students Science tutorial for all L1 & L2 students	Administration	Classroom Observations Lesson Plans	Lesson Plan Checks Assessment Scores
4	Inadequate minutes of instruction	Standardized instructional methodology. Teachers will follow the scope and sequence provided in Learning Village. Teachers will integrate math in all content areas. Increase use of manipulatives and hands-on activities to reinforce math concepts.	Principal and AP	Maintain a record of strategies and interventions utilized with the students needing intervention or enrichment. Lesson plans will be reviewed and administration will monitor implementation during classroom walkthroughs.	Classroom Walk Throughs and assessment data.
5	Limited time during which teachers can access computer lab	Teachers will use "Think Central" (Go Math), FCAT Explorer, Brainpop, RiverDeep within their classrooms and for homework Develop rotating schedules within classrooms for student computer use	Principal and AP	Lesson plans, computer lab log, and anecdotal records from the classroom	Use EDW data and lab records from math programs.
	Lack of availability of trainings for teachers	Utilize Action Research, share best practices, and	Principal and AP	Classroom Walk Throughs, lesson plans	Diagnostic assessments and

6	from the district	increase the use of higher order questioning techniques needed to teach multi-level word problems during Learning Team Meetings and PD.			2012 FCAT results
7	Implementation of the CCSS & NGSSS with fidelity	Closely monitor instructional blocks- provide prescriptive feedback Teachers will design lessons that meet the needs of all students DI evident in lesson planning Incorporate Blooms/ DOK questioning Parents informed of student progress via conferences/mid-term progress reports a minimum of 3 times per school year Conduct student data chats & goal setting	All teachers, SAI/ESE support staff, Administrators	Student progress will be monitored by ongoing Progress Monitoring. Percent of students making adequate progress toward the benchmark is calculated. Maintain records of strategies and interventions utilized to document learning gains. Lesson Plans will be reviewed by administration who will monitor implementation during classroom walkthroughs	EDW reports, Diagnostic results, classroom walk observations
8	Limited teacher resources	Monitor closely the learning gains of all students to ensure progress in meeting the standards. Determine instructional needs by reviewing assessment data for all students. Data folders will be maintained on all students throughout the year. Establish a Teacher Resource Room for teacher access to materials across all grade levels Conduct student data chats & goal setting Implement incentive program Students must be able to articulate academic targets, as established through data chats with teachers Teachers will share data chat information with parents via notices home PDD "Make and Take" Use of online teacher resources	All teachers, SAI/ESE support staff, Administrators	Student progress will be monitored by ongoing Progress Monitoring. Percent of students making adequate progress toward the benchmark is calculated. Maintain records of strategies and interventions utilized to document learning gains. Lesson Plans will be reviewed by administration who will monitor implementation during classroom walkthroughs Conduct data chats with teachers	EDW reports, Diagnostic results, classroom walk observations

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:	We currently have one student taking the FAA, and our goal is that he will be proficient.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	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				

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:	Students achieving above proficiency (FCAT levels 4 and 5) in mathematics will increase by 3%
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (304)	60% (283)

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	Inadequate minutes of instruction	Standardized instructional methodology. Teachers will follow the scope and sequence provided in Learning Village. Teachers will integrate math in all content areas. Increase use of manipulatives and hands-on activities to reinforce math concepts.	Principal and AP	Maintain a record of strategies and interventions utilized with the students needing intervention or enrichment. Lesson plans will be reviewed and administration will monitor implementation during classroom walkthroughs.	Classroom Walk Throughs and assessment data.
2	Limited time during which teachers can access computer lab	Teachers will use "Think Central" (Go Math), FCAT Explorer, Brainpop, RiverDeep within their classrooms and for homework Develop rotating schedules within classrooms for student computer use	Principal and AP	Lesson plans, computer lab log, and anecdotal records from the classroom	Use EDW data and lab records from math programs.
3	Lack of availability of trainings for teachers from the district	Utilize Action Research, share best practices, and increase the use of higher order questioning techniques needed to teach multi-level word problems during Learning Team Meetings and PD.	Principal and AP	Classroom Walk Throughs, lesson plans	Diagnostic assessments and 2012 FCAT results
	Implementation of the CCSS & NGSSS with fidelity	Closely monitor instructional blocks-provide prescriptive feedback Teachers will design lessons that meet the needs of all students	All teachers, SAI/ESE support staff, Administrators	Student progress will be monitored by ongoing Progress Monitoring. Percent of students making adequate progress toward the benchmark is calculated.	EDW reports, Diagnostic results, classroom walk observations

4		<p>DI evident in lesson planning</p> <p>Incorporate Blooms/ DOK questioning</p> <p>Parents informed of student progress via conferences/mid-term progress reports a minimum of 3 times per school year</p> <p>Conduct student data chats & goal setting</p>		<p>Maintain records of strategies and interventions utilized to document learning gains.</p> <p>Lesson Plans will be reviewed by administration who will monitor implementation during classroom walkthroughs</p>	
5	Limited teacher resources	<p>Monitor closely the learning gains of all students to ensure progress in meeting the standards.</p> <p>Determine instructional needs by reviewing assessment data for all students.</p> <p>Data folders will be maintained on all students throughout the year.</p> <p>Establish a Teacher Resource Room for teacher access to materials across all grade levels</p> <p>Conduct student data chats & goal setting</p> <p>Implement incentive program</p> <p>Students must be able to articulate academic targets, as established through data chats with teachers</p> <p>Teachers will share data chat information with parents via notices home</p> <p>PDD "Make and Take"</p> <p>Use of online teacher resources</p>	All teachers, SAI/ESE support staff, Administrators	<p>Student progress will be monitored by ongoing Progress Monitoring. Percent of students making adequate progress toward the benchmark is calculated.</p> <p>Maintain records of strategies and interventions utilized to document learning gains.</p> <p>Lesson Plans will be reviewed by administration who will monitor implementation during classroom walkthroughs</p> <p>Conduct data chats with teachers</p>	EDW reports, Diagnostic results, classroom walk observations

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:

<p>2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.</p> <p>Mathematics Goal #2b:</p>	<p>We currently have one student taking the FAA, and our goal is that he will be proficient.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>N/A</p>	<p>Proficient</p>

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:	Students making learning Gains in Mathematics will increase by 3%
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (209)	77% (243)

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	Inadequate minutes of instruction	Standardized instructional methodology. Teachers will follow the scope and sequence provided in Learning Village. Teachers will integrate math in all content areas. Increase use of manipulatives and hands-on activities to reinforce math concepts.	Principal and AP	Maintain a record of strategies and interventions utilized with the students needing intervention or enrichment. Lesson plans will be reviewed and administration will monitor implementation during classroom walkthroughs.	Classroom Walk Throughs and assessment data.
2	Limited time during which teachers can access computer lab	Teachers will use "Think Central" (Go Math), FCAT Explorer, Brainpop, RiverDeep within their classrooms and for homework Develop rotating schedules within classrooms for student computer use	Principal and AP	Lesson plans, computer lab log, and anecdotal records from the classroom	Use EDW data and lab records from math programs.
3	Lack of availability of trainings for teachers from the district	Utilize Action Research, share best practices, and increase the use of higher order questioning techniques needed to teach multi-level word problems during Learning Team Meetings and PD.	Principal and AP	Classroom Walk Throughs, lesson plans	Diagnostic assessments and 2012 FCAT results
4	Implementation of the CCSS & NGSSS with fidelity	Closely monitor instructional blocks- provide prescriptive feedback Teachers will design lessons that meet the needs of all students DI evident in lesson planning Incorporate Blooms/ DOK questioning Parents informed of student progress via conferences/mid-term progress reports a minimum of 3 times per school year Conduct student data chats & goal setting	All teachers, SAI/ESE support staff, Administrators	Student progress will be monitored by ongoing Progress Monitoring. Percent of students making adequate progress toward the benchmark is calculated. Maintain records of strategies and interventions utilized to document learning gains. Lesson Plans will be reviewed by administration who will monitor implementation during classroom walkthroughs	EDW reports, Diagnostic results, classroom walk observations

5	Limited teacher resources	<p>Monitor closely the learning gains of all students to ensure progress in meeting the standards.</p> <p>Determine instructional needs by reviewing assessment data for all students.</p> <p>Data folders will be maintained on all students throughout the year.</p> <p>Establish a Teacher Resource Room for teacher access to materials across all grade levels</p> <p>Conduct student data chats & goal setting</p> <p>Implement incentive program</p> <p>Students must be able to articulate academic targets, as established through data chats with teachers</p> <p>Teachers will share data chat information with parents via notices home</p> <p>PDD "Make and Take"</p> <p>Use of online teacher resources</p>	All teachers, SAI/ESE support staff, Administrators	<p>Student progress will be monitored by ongoing Progress Monitoring.</p> <p>Percent of students making adequate progress toward the benchmark is calculated.</p> <p>Maintain records of strategies and interventions utilized to document learning gains.</p> <p>Lesson Plans will be reviewed by administration who will monitor implementation during classroom walkthroughs</p> <p>Conduct data chats with teachers</p>	EDW reports, Diagnostic results, classroom walk observations
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p> <p>Mathematics Goal # 3b:</p>	<p>We currently have one student taking the FAA, and our goal is that he will be proficient.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>N/A</p>	<p>Proficient</p>

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:

<p>4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.</p> <p>Mathematics Goal #4:</p>	<p>Students in Lowest 25% making learning gains in mathematics will increase by 9%.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>

66%			75% (43)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					
2	Inadequate minutes of instruction	Standardized instructional methodology. Teachers will follow the scope and sequence provided in Learning Village. Teachers will integrate math in all content areas. Increase use of manipulatives and hands-on activities to reinforce math concepts.	Principal and AP	Maintain a record of strategies and interventions utilized with the students needing intervention or enrichment. Lesson plans will be reviewed and administration will monitor implementation during classroom walkthroughs.	Classroom Walk Throughs and assessment data.
3	Limited time during which teachers can access computer lab	Teachers will use "Think Central" (Go Math), FCAT Explorer, Brainpop, RiverDeep within their classrooms and for homework Develop rotating schedules within classrooms for student computer use	Principal and AP	Lesson plans, computer lab log, and anecdotal records from the classroom	Use EDW data and lab records from math programs.
4	Lack of availability of trainings for teachers from the district	Utilize Action Research, share best practices, and increase the use of higher order questioning techniques needed to teach multi-level word problems during Learning Team Meetings and PD.	Principal and AP	Classroom Walk Throughs, lesson plans	Diagnostic assessments and 2012 FCAT results
5	Implementation of the CCSS & NGSSS with fidelity	Closely monitor instructional blocks-provide prescriptive feedback Teachers will design lessons that meet the needs of all students DI evident in lesson planning Incorporate Blooms/ DOK questioning Parents informed of student progress via conferences/mid-term progress reports a minimum of 3 times per school year Conduct student data chats & goal setting	All teachers, SAI/ESE support staff, Administrators	Student progress will be monitored by ongoing Progress Monitoring. Percent of students making adequate progress toward the benchmark is calculated. Maintain records of strategies and interventions utilized to document learning gains. Lesson Plans will be reviewed by administration who will monitor implementation during classroom walkthroughs	EDW reports, Diagnostic results, classroom walk observations
	Limited teacher resources	Monitor closely the learning gains of all students to ensure progress in meeting the standards. Determine instructional needs by reviewing assessment data for all students. Data folders will be	All teachers, SAI/ESE support staff, Administrators	Student progress will be monitored by ongoing Progress Monitoring. Percent of students making adequate progress toward the benchmark is calculated. Maintain records of strategies and interventions utilized to	EDW reports, Diagnostic results, classroom walk observations

6	<p>maintained on all students throughout the year.</p> <p>Establish a Teacher Resource Room for teacher access to materials across all grade levels</p> <p>Conduct student data chats & goal setting</p> <p>Implement incentive program</p> <p>Students must be able to articulate academic targets, as established through data chats with teachers</p> <p>Teachers will share data chat information with parents via notices home</p> <p>PDD "Make and Take"</p> <p>Use of online teacher resources</p>	<p>document learning gains.</p> <p>Lesson Plans will be reviewed by administration who will monitor implementation during classroom walkthroughs</p> <p>Conduct data chats with teachers</p>
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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, we will reduce our achievement gap by 50%.				
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	82%	83%	85%	87%	88%	

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.	All subgroups met their math targets.
Mathematics Goal #5B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
All students made satisfactory progress.	All students made satisfactory progress.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of sufficient instructional time/ teacher resources	Standardized instructional techniques Vertical Planning across all grade levels Differentiated instruction Computer lab opportunities for students to engage in Think Central, Riverdeep, Go Math, Core K12 Engage students in	All teachers, Administration, and ESE contact & support teams	Student progress will be monitored by ongoing Progress Monitoring. Percent of students making adequate progress toward the benchmark is calculated. Maintain records of strategies and interventions utilized to document learning gains.	EDW reports, Diagnostic results, classroom walk observations

		hands-on math activities with materials in the new Science & Math Lab		Lesson Plans will be reviewed by administration who will monitor implementation during classroom walkthroughs	
2	Implementation of the CCSS & NGSSS with fidelity	Closely monitor instructional blocks- provide prescriptive feedback Teachers will design lessons that meet the needs of all students DI evident in lesson planning Incorporate Blooms/ DOK questioning Parents informed of student progress via conferences/mid-term progress reports a minimum of 2 times per school years Conduct student data chats & goal setting	All teachers, Administration, and ESE contact & support teams	Student progress will be monitored by ongoing Progress Monitoring. Percent of students making adequate progress toward the benchmark is calculated. Maintain records of strategies and interventions utilized to document learning gains. Lesson Plans will be reviewed by administration who will monitor implementation during classroom walkthroughs	EDW reports, Diagnostic results, classroom walk observations
3	Adequate opportunities for Professional development	Focus PDD's on Math instructional strategies	All teachers, Administration, and ESE contact & support teams	Student progress will be monitored by ongoing Progress Monitoring. Percent of students making adequate progress toward the benchmark is calculated. Maintain records of strategies and interventions utilized to document learning gains. Lesson Plans will be reviewed by administration who will monitor implementation during classroom walkthroughs	EDW reports, Diagnostic results, classroom walk observations

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:	The ELL subgroup did not meet its 2012 Math Target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% did not make satisfactory progress	44% will not make satisfactory progress

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of sufficient instructional time/ teacher resources	Standardized instructional techniques Vertical Planning across all grade levels Differentiated instruction Computer lab opportunities for students to engage in	All teachers, Administration, and ESE contact & support teams	Student progress will be monitored by ongoing Progress Monitoring. Percent of students making adequate progress toward the benchmark is calculated. Maintain records of	EDW reports, Diagnostic results, classroom walk observations

1		Think Central, Riverdeep, Go Math, Core K12 Engage students in hands-on math activities with materials in the new Science & Math Lab		strategies and interventions utilized to document learning gains. Lesson Plans will be reviewed by administration who will monitor implementation during classroom walkthroughs	
2	Implementation of the CCSS & NGSSS with fidelity	Closely monitor instructional blocks- provide prescriptive feedback Teachers will design lessons that meet the needs of all students DI evident in lesson planning Incorporate Blooms/ DOK questioning Parents informed of student progress via conferences/mid-term progress reports a minimum of 2 times per school years Conduct student data chats & goal setting	All teachers, Administration, and ESE contact & support teams	Student progress will be monitored by ongoing Progress Monitoring. Percent of students making adequate progress toward the benchmark is calculated. Maintain records of strategies and interventions utilized to document learning gains. Lesson Plans will be reviewed by administration who will monitor implementation during classroom walkthroughs	EDW reports, Diagnostic results, classroom walk observations
3	Adequate opportunities for Professional development	Focus PDD's on Math instructional strategies	All teachers, Administration, and ESE contact & support teams	Student progress will be monitored by ongoing Progress Monitoring. Percent of students making adequate progress toward the benchmark is calculated. Maintain records of strategies and interventions utilized to document learning gains. Lesson Plans will be reviewed by administration who will monitor implementation during classroom walkthroughs	EDW reports, Diagnostic results, classroom walk observations

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:	SWD did meet their 2012 Math Target
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% did not make satisfactory progress	41% will not make satisfactory progress

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of sufficient instructional time/ teacher resources	Standardized instructional techniques Vertical Planning across all grade levels Differentiated instruction Computer lab	All teachers, Administration, and ESE contact & support teams	Student progress will be monitored by ongoing Progress Monitoring. Percent of students making adequate progress toward the	EDW reports, Diagnostic results, classroom walk observations

1		opportunities for students to engage in Think Central, Riverdeep, Go Math, Core K12 Engage students in hands-on math activities with materials in the new Science & Math Lab		benchmark is calculated. Maintain records of strategies and interventions utilized to document learning gains. Lesson Plans will be reviewed by administration who will monitor implementation during classroom walkthroughs	
2	Implementation of the CCSS & NGSSS with fidelity	Closely monitor instructional blocks- provide prescriptive feedback Teachers will design lessons that meet the needs of all students DI evident in lesson planning Incorporate Blooms/ DOK questioning Parents informed of student progress via conferences/mid-term progress reports a minimum of 2 times per school years Conduct student data chats & goal setting	All teachers, Administration, and ESE contact & support teams	Student progress will be monitored by ongoing Progress Monitoring. Percent of students making adequate progress toward the benchmark is calculated. Maintain records of strategies and interventions utilized to document learning gains. Lesson Plans will be reviewed by administration who will monitor implementation during classroom walkthroughs	EDW reports, Diagnostic results, classroom walk observations
3	Adequate opportunities for Professional development	Focus PDD's on Math instructional strategies	All teachers, Administration, and ESE contact & support teams	Student progress will be monitored by ongoing Progress Monitoring. Percent of students making adequate progress toward the benchmark is calculated. Maintain records of strategies and interventions utilized to document learning gains. Lesson Plans will be reviewed by administration who will monitor implementation during classroom walkthroughs	EDW reports, Diagnostic results, classroom walk observations

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The Economically Disadvantaged students did meet their 2012 Math Target
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% did not make satisfactory progress	27% will not make satisfactory progress

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of sufficient instructional time/ teacher resources	Standardized instructional techniques Vertical Planning across all grade levels	All teachers, Administration, and ESE contact & support teams	Student progress will be monitored by ongoing Progress Monitoring. Percent of students	EDW reports, Diagnostic results, classroom walk observations

1		Differentiated instruction Computer lab opportunities for students to engage in Think Central, Riverdeep, Go Math, Core K12 Engage students in hands-on math activities with materials in the new Science & Math Lab		making adequate progress toward the benchmark is calculated. Maintain records of strategies and interventions utilized to document learning gains. Lesson Plans will be reviewed by administration who will monitor implementation during classroom walkthroughs	
2	Implementation of the CCSS & NGSSS with fidelity	Closely monitor instructional blocks- provide prescriptive feedback Teachers will design lessons that meet the needs of all students DI evident in lesson planning Incorporate Blooms/ DOK questioning Parents informed of student progress via conferences/mid-term progress reports a minimum of 2 times per school years Conduct student data chats & goal setting	All teachers, Administration, and ESE contact & support teams	Student progress will be monitored by ongoing Progress Monitoring. Percent of students making adequate progress toward the benchmark is calculated. Maintain records of strategies and interventions utilized to document learning gains. Lesson Plans will be reviewed by administration who will monitor implementation during classroom walkthroughs	EDW reports, Diagnostic results, classroom walk observations
3	Adequate opportunities for Professional development	Focus PDD's on Math instructional strategies	All teachers, Administration, and ESE contact & support teams	Student progress will be monitored by ongoing Progress Monitoring. Percent of students making adequate progress toward the benchmark is calculated. Maintain records of strategies and interventions utilized to document learning gains. Lesson Plans will be reviewed by administration who will monitor implementation during classroom walkthroughs	EDW reports, Diagnostic results, classroom walk observations

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
Differentiated Instruction	K-5	Fartun Mohamud	All Teachers	Dec. 6, 2012	Classroom Walkthroughs, Formal observations, lesson plans	Administration
Think Central Training	K-5	Staff	All Teachers	TBA	Classroom Walkthroughs, Formal observations, lesson plans	Administration
					Classroom	

Core K-12 Training	3-5	Staff	All 3-5 Teachers	TBA	Walkthroughs, Formal observations, lesson plans, reports through Core K-12	Administration
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Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Address needs for hands-on manipulatives and materials	Touch Math (Primary) Hands-On Equations (Intermediate)	Student Activity Funds	\$1,500.00
			Subtotal: \$1,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,500.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.		Percentage of students scoring a level 3 will increase by 2%.			
Science Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
38% (58)		40% (66)			
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	Inadequate minutes of instructional time	Integrate science instruction in all content areas	All K-5 teachers, Administration	Lesson plans Classroom observations Science & Math Lab usage	EDW reports Computer logs
	Limited resources	Utilize technology programs – Science	Administration	Classroom Observations	Assessment scores

2		Court, Think Central, Brain-Pop, FCAT Explorer, in-house High Touch/High Tech field trips. Utilize lab and materials purchased for the new Science & Math Lab		Lesson Plans	Usage Reports
3	Teacher implementation of CCSS & NGSSS with fidelity	Teachers will share instructional practices/data analyses during LTM meetings Data chats with students Science tutorial for all L1 & L2 students	Administration	Classroom Observations Lesson Plans	Lesson Plan Checks Assessment Scores

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:	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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Students achieving above proficiency (FCAT levels 4 and 5) in science will increase by 3%
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (73)	50% (83)

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	nadequate minutes of instructional time	Integrate science instruction in all content areas	All K-5 teachers, Administration	Lesson plans Classroom observations Science & Math Lab	EDW reports Computer logs

				usage	
2	Limited resources	Utilize technology programs – Science Court, Think Central, Brain-Pop, FCAT Explorer, in-house High Touch/High Tech field trips. Utilize lab and materials purchased for the new Science & Math Lab	Administration	Classroom Observations Lesson Plans	Assessment Scores Usage Reports
3	Teacher implementation of CCSS & NGSSS with fidelity	Teachers will share instructional practices/data analyses during LTM meetings Data chats with students Science tutorial for all L1 & L2 students	Administration	Classroom Observations Lesson Plans	Assessment Scores Classroom Observation

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:	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
DOK/Bloom's Integration	K-5	PD Team	All teachers	Early release and Teacher all-day PDD	Lesson plans Classroom observations	Administration
Hands-on Experiment Training	K-5	PD Team	All teachers	Early release and Teacher all-day PDD	Lesson plans Classroom observations	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Creation of science and math lab ("PAW-pular Science and Math Lab")	Textbooks, lab equipment, experiment materials	Golden Bell Foundation Grant	\$2,300.00
			Subtotal: \$2,300.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,300.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:		Students scoring a 3 or higher on FCAT Writes will increase by 3%			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
94% (161)		97% (156)			
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	Inadequate minutes of instructional time in the daily schedule	Writing across all content areas Teachers will develop assessments that require long and short responses Students will use posted rubrics/anchor charts as a reference in every classroom Writer's workshop will be implemented in	Teachers of writing Administration	Teachers will maintain writing portfolios for each student Writing portfolios will be available for administrators to review during classroom visits	EDW data, Palm Beach Writes student samples, and teacher made assessments

		every classroom The planning and editing process will be evident in all student work samples			
2	Varied approaches to writing school-wide	Implementation of the CCSS/NGSS with fidelity All PBW's will have two scorers based on calibrated sets established at each grade level Teachers will follow the scope and sequence for the writing curriculum in Learning Village Teachers will use prescriptive descriptive feedback when scoring Students will have writing portfolios	Teachers of writing Administration	Teachers will maintain writing portfolios for each student Writing portfolios will be available for administrators to review during classroom visits	EDW data, Palm Beach Writes student samples, and teacher made assessments
3	Limited resources	Writing Tool kit (Anchor charts) will be created by grade teams and implemented school-wide	Teachers of writing Administration	Teachers will maintain writing portfolios for each student Writing portfolios will be available for administrators to review during classroom visits	EDW data, Palm Beach Writes student samples, and teacher made assessments

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	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

Using the scoring rubric and anchor sets	K-5	PD Team/District trainer	K-5	Early release and teacher in-service days	Lesson plans Classroom observations Student work samples Palm Beach Writes samples	Administration
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Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	Increase attendance rate by 8%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
100% (857)	85% (728)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
0	20% (171)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
0	15% (129)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Students that are habitually late or absent	1.1 Provide incentives and reward recognition for students and classrooms with no tardies or absences.	AP Guidance Counselor	Daily attendance reports	Monthly attendance reports

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:	Reduce percentage of suspensions
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
8	1
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
8	1
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
10	0
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
6	0

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students challenging the rules despite understanding the consequences	Positive reinforcement for those adhering to rules Reinforce PAWS matrix through our PZT Use of mediation and Problem Solving Room Anti-bullying lessons	All staff	Reduction in number of suspensions	TERMS, EDW, number of referrals

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

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

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		Increase parental involvement through volunteering by 2% during the 2013 school year.			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
408 parents have registered as members.		Increase parental involvement through volunteering by 2% during the 2013 school year.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Maintaining teacher and parental involvement	1. Parents will be included in the development and implementation of the School Improvement Plan. 2. Parents will be invited to participate in orientation events, Curriculum Nights and be made aware of	Administration, SAC, PTA, Faculty and Staff	1. SAC agendas and minutes will be maintained. 2. Parent sign-in documents, PTA agendas, Executive Board agendas, and minutes will be collected. 3. Teacher's conference logs will be	1. SAC attendance sign-in sheets 2. Parent sign-in, PTA agendas and minutes 3. Teacher conference logs

		volunteering opportunities. 3. Parents will meet three times a year to discuss the student's individual progress and test results. 4. Hold an FCAT night in March for parents of third graders.		collected and reviewed by administration.	
2	Working Parents	1. Hold evening and weekend events that parents can volunteer for. 2. Provide questionnaire to find out if parents can assist us from home including days and times available.	Daily volunteer login	1.Events sign-up sheet 2.Volunteer sign-in sheet 3. Volunteer sign-up form 4. Volunteer questionnaire 5. Teacher's volunteer request form	1.Events sign sign-up sheet 2.Volunteer sign-in sheet 3. VIPS system

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
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

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

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. STEM				
STEM Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

STEM Budget:

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

Subtotal: \$0.00

Grand Total: \$0.00

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Purchase tutorial resources for level 1 and 2 students as determined by diagnostics and/or previous FCAT scores	Florida Ready, grades 3-5	School Improvement	\$300.00
Reading	Reading Tutorials for level 1 and 2 students	Teachers work after school for a maximum of 60 hours total with selected students	K-12 Support Grant	\$2,500.00
Mathematics	Address needs for hands-on manipulatives and materials	Touch Math (Primary) Hands-On Equations (Intermediate)	Student Activity Funds	\$1,500.00
Science	Creation of science and math lab ("PAW-pular Science and Math Lab")	Textbooks, lab equipment, experiment materials	Golden Bell Foundation Grant	\$2,300.00
				Subtotal: \$6,600.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$6,600.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input checked="" type="checkbox"/> Priority	<input checked="" type="checkbox"/> Focus	<input checked="" type="checkbox"/> Prevent	<input checked="" 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 (Uploaded on 9/19/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

Del Prado's School Advisory Council is responsible for monitoring the implementation of the SIP and collaborate in making changes if needed. The duties of the SAC members include regular attendance at each meeting. In FY13, SAC members will continue to work with the principal and the parent/teache to address the school's needs.

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 DEL PRADO ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	95%	93%	94%	85%	367	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	68%	69%			137	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	75% (YES)	66% (YES)			141	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					645	
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 DEL PRADO ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	96%	93%	93%	92%	374	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	81%	66%			147	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	79% (YES)	76% (YES)			155	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					676	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested