

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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School Name: CORAL REEF ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Bobbi Moretto

SAC Chair: Mark Ostrowski

Superintendent: Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 10/24/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
		Bachelor of Arts-Elementary Education, City University of New York; Master of Science in Education-ESE-			Assistant Principal of CRE 2011-2012: Grade A, Reading 75%, Math 75%, Writing 90%, Science, 68%, Read LG 67%, Math LG 61%, Read 25%LG 54%, Math 25%LG 45%. ----- Assistant Principal of CRE 2010-2011: Grade A, Reading 89%, Math 90%, Writing 87%, Science, 77%, met AYP 100%.

Assis Principal	Ms. Toni DiPietro	City University of New York; Educational Specialist, Nova Southeastern University- Educational Leadership, Elementary Education Certified K-6, Varying Exceptionalities Certified K-12, ESOL Endorsed, Gifted Endorsed	13	10	----- Assistant Principal of CRE 2009-2010: Grade B, Reading 87%, Math 87%, Writing 89%, Science 76%, AYP Not Met - 97% of criteria met. Economically Disadvantaged Students need improvement in Math. ----- Assistant Principal of CRE 2008-2009: Grade A, Reading 89%, Math 90%, Writing 90%, Science 64%, Met 100% AYP. ----- Assistant Principal of CRE 2007-2008: Grade A, Reading 88%, Math 90%, Writing 82%, Science 70%, Met 100% AYP. ----- Assistant Principal CRE 2006-2007: Grade A, Reading 90%, Math 89%, Writing 93%, Science 66%, Met 100% AYP.
Principal	Bobbi Moretto	Bachelor of Science- Elementary Education, Florida State University; Master of Science - Educational Leadership, Nova Southeastern University; Certified School Principal - All Levels, Elementary Education Certified K-6, ESOL Endorsed.	12	13	Principal of CRE 2011-2012: Grade A, Reading 75%, Math 75%, Writing 90%, Science, 68%, Read LG 67%, Math LG 61%, Read 25%LG 54%, Math 25%LG 45%. ----- Principal of CRE 2010-2011: Grade A, Reading 89%, Math 90%, Writing 87%, Science, 77%, met AYP 100%. ----- Principal of CRE 2009-2010: Grade B, Reading 87%, Math 87%, Writing 89%, Science 76%, AYP Not Met - 97% of criteria met. Economically Disadvantaged Students need improvement in Math. ----- Principal of CRE 2008-2009: Grade A, Reading 89%, Math 90%, Writing 90%, Science 64%, Met 100% AYP. ----- Principal of CRE 2007-2008: Grade A, Reading 88%, Math 90%, Writing 82%, Science 70%, Met 100% AYP. ----- Principal CRE 2006-2007: Grade A, Reading 90%, Math 89%, Writing 93%, Science 66%, Met 100% AYP

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	Regular meetings of new teachers with principal.	Principal	Ongoing	
2	Partnering new teachers with veteran staff	Assistant Principal	Ongoing	
3	Soliciting referrals from current employees	Principal	Ongoing	
4	Attend District Job Fairs	Principal	TBD	

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
0%	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
65	6.2%(4)	4.6%(3)	43.1%(28)	43.1%(28)	26.2%(17)	100.0%(65)	6.2%(4)	9.2%(6)	73.8%(48)

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
Susan Amateis	Bobbie Budd	New Teacher and Clinical Education Trained Teammate.	Model lessons, observations, team planning, daily communication
Keisha Hotaling	Erica Heinrichs	New Teacher and Clinical Education Trained Teammate.	Model lessons, observations, team planning, daily communication.
Dana Scott	Dara Harris	New Teacher and Clinical Education Trained Teammate	Model lessons, observations, team planning, daily communication.
Tiffany Lena	Lori Heath	Veteran teacher returning after leave.	Team planning and daily communication.
Marci Kaplun	Janice Jimenez	Experienced teacher new to county.	Team planning and daily communication.

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)

SAI teacher will service students in K-5 that are not performing on grade level in Language Arts as determined by the CST/SBT. The SAI Teacher will assist in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, and implement Tier 3 interventions.

Violence Prevention Programs

District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity. Required Instruction listed in 1003.42(2)F.S., as applicable to appropriate grade levels

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

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school-based RtI Leadership Team is comprised of the following members: principal, assistant principal, ESE contact, ESOL contact, school psychologist, classroom teacher, Supplemental Academic Instruction (SAI)Teacher and guidance staff. The principal provides a common vision for the use of data-based decision-making to ensure:
*a sound, effective academic program is in place
*a process to address and monitor subsequent needs is created
*the School Based Team (SBT) is implementing RtI processes
*assessment of RtI skills of school staff is conducted
*fidelity of implementation of intervention support is documented

- *adequate professional development to support RtI implementation is provided
- *effective communication with parents regarding school-based RtI plans and activities occurs.

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

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

The school-based RtI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team.

The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, SAI Teacher, guidance counselor) and report back on all data collected for further discussion at future meetings.

* Problem Solving Model

The four steps of the Problem Solving Model are:

1. Problem Identification entails identifying the problem and the desired behavior for the student.
2. Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
3. Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
4. Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

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

*Problem Solving & Response to Intervention Project 2008

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

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

Topics for discussion include, but are not limited to, the following:

FCAT scores and the lowest 25%, AYP and subgroups, strengths and weaknesses of intensive programs, mentoring, tutoring, and other services.

The Principal will provide professional development for the SAC members on the RtI process.

MTSS Implementation

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

Baseline data:

- Florida Comprehensive Assessment Test (FCAT)
- Curriculum Based Measurement
- Florida Assessment for Instruction in Reading (FAIR)
- Palm Beach County Fall Diagnostics
- Palm Beach Writes
- K-3 Literacy Assessment System
- Diagnostic Assessment for Reading (DAR)
- Progress Monitoring and Reporting Network (PMRN)
- Comprehensive English Language Learning Assessment (CELLA)
- Office Discipline Referrals

Retentions
Absences

Midyear data:

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

End of year data:

Florida Assessment for Instruction in Reading (FAIR)
Florida Comprehensive Assessment Test (FCAT)
FCAT Writes

Frequency of required Data Analysis and Action Planning Days:

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

Describe the plan to train staff on MTSS.

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

Problem Solving Model, consensus building, Positive Behavioral Intervention and Support (PBIS), data-based decision-making to drive instruction, progress monitoring, selection and availability of research-based interventions, tools utilized to identify specific discrepancies in reading.

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

Describe the plan to support MTSS.

Weekly School Based Team (SBT) meetings with administration and MTSS facilitator present. One on one, team and full faculty presentations regarding this process.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Bobbi Moretto, Principal, Jennifer Bolger and Wendi Zukoski, Kindergarten Reading Committee/Teacher, Krista Jabcuga and Janice Jimenez, First Grade Reading Committee/Teacher, Pamela Olson, Second Grade Reading Committee/Teacher, Joan Purdy Third Grade Reading Committee/Teacher, Judy Oates, Fourth Grade Reading Committee/Teacher, Amy Balassone and Allison Ahern, Fifth Grade Reading Committee/Teacher, Bonnie Stauffer, Reading Committee/SAI, Chris Matheson, Reading Committee/Art Teacher

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

Monthly Meetings take place and current progress of reading programs are discussed. The school book resource room is monitored and updated with new material by the LLT. Initiate Professional Development based on the data update from the K-4 assessment depending on the needs of the teachers and students.

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

To achieve a balanced supply of books for reading group instruction in primary and intermediate. In addition to K-4 assessment data updates, data analysis for reading instruction will take place weekly for students identified below level in reading. The following programs will be used to provide incentives for students to read: Sunshine State Readers Program (3-5), The Florida Reading Association (FRA) (K-2), Battle of the Books Club, Weekly Book Club, and the Reading Counts program.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*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 achieving proficiency (FCAT Level 3) in reading will be 26%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (125)	26%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Funding	Learning Gains Recognition	Administration Teacher	Feedback from students/faculty/staff	School Effectiveness Survey
2	Time for faculty and staff to integrate outside of regular duties	Remediation of lowest 25%	Administration Teachers Non Instructional Staff	Feedback from students/faculty/staff	School Effectiveness Survey
3	Funding Time for teachers to implement outside of regular duties	Small group tutoring	Administration	Data Analysis	Core K12 IBA's and MBA's and K-4 Literacy Assessment for Reading
4	Understanding newly adopted evaluation system	Implementation with fidelity of Marzano's Art and Science of Teaching Domain 1.0	Administration Teacher Professional Development Committee	Ongoing Professional Development	Feedback Forms per Professional Development Session
5	Motivation for participation	FCAT Sweet Success Event	Administration Teacher	Feedback from survey	Percentage of participation and survey results
6	Clustering of Students	Differentiate Instruction	Teacher	Data Analysis	Individual Assessments, EDW
7	Limited Resources	Skill grouping in class & with a colleague using Foundations, Wilson and/or Triumphs	Teacher	Data Analysis	Common Assessment
8	Limited Parent Involvement	Reading Logs	Teacher Student Parent(s)	Regularly scheduled collection and monitoring of logs	Completed and Signed Reading Log
9	Scheduling	Provide uninterrupted direct initial instruction in reading for a minimum of 90 minutes daily to include the 5 essential components of reading: phonemic awareness, phonics, vocabulary, fluency & comprehension	Administration Teacher	Principal will monitor master schedule implementation during classroom walkthroughs	Master Schedule
	Multicultural Awareness	Infusion of multicultural	Administration	Principal/Team Leaders	Lesson Plans to

10		diversity lessons within reading	Teacher Media Specialist	will monitor implementation through lesson plans	include Multi-Cultural Studies
11	Student Motivation	Individualized Student Goal Setting, Data Chats Incorporating Reading Counts and Sunshine State Young Reader Programs FL Reading Association, after school Book Club program	Teacher Student	Data Analysis	Common Assessments, Goal Setting Forms, Reading Counts and SRI reports
12	New Reading Clusters	Common Core/NGSSS Implementation	Teacher Administration	Data Analysis	Common Assessments, Diagnostics

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Students achieving proficiency (FCAT Level 4 & 5) in reading will be 52%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (271)	52%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Clustering of Students	Differentiated Instruction	Administration, Teacher	Data Analysis	Individual Assessments, EDW
2	Limited Resources	Skills grouping in class & with colleagues	Teacher	Data Analysis	Common Assessments
3	Limited Parent Involvement	Reading Log	Teacher Student Parent(s)	Collection and monitoring of Reading Logs	Completed and Signed Reading

					Logs
4	Scheduling	Provide uninterrupted direct initial instruction in reading for a minimum of 90 minutes daily to include the 5 essential components of reading: phonemic awareness, phonics, vocabulary, fluency & comprehension	Administration Teacher	Principal will monitor master schedule implementation during classroom walkthroughs	Master Schedule
5	Multicultural Awareness	Infusion of multicultural diversity lessons within reading	Administration Teacher Media Specialist	Principal/Team Leaders will monitor implementation through lesson plans	Lesson Plans to include Multi-Cultural studies
6	Student Motivation	Individualized Student Goal Setting, Data Chats Incorporating Reading Counts and Sunshine State Young Reader Programs FL Reading Association, after school Book Club	Teacher Student	Data Analysis	Common Assessments, Goal Setting Forms, Reading Counts and SRI reports
7	New Reading Clusters	Common Core/NGSSS Implementation	Teacher Administration	Data Analysis	Common Assessments, Diagnostics, Core K12, MBA's, IBA's

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Students achieving learning gains in reading will be 75%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (234)	75%

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	Clustering of Students	Differentiated Instruction	Administration Teacher	Data Analysis	Individual Assessments, EDW
2	Limited Resources	Skills Grouping in Class and with Colleagues	Teacher	Data Analysis	Common Assessments
3	Student Motivation	Individualized Student Goal Setting, Data Chats Incorporating Reading Counts and Sunshine State Young Reader Programs FL Reading Association	Teacher Student	Data Analysis	Common Assessments, Goal Setting Forms, Reading Counts and SRI reports
4	Scheduling	Provide uninterrupted direct initial instruction in reading for a minimum of 90 minutes daily to include the 5 essential components of reading: phonemic awareness, phonics, vocabulary, fluency & comprehension; intensive intervention instruction (iii) 30 minutes daily	Administration Teacher	Principal will monitor master schedule implementation during classroom walkthroughs	Master Schedule
5	Multicultural Awareness	Infusion of multicultural diversity lessons within reading	Administration Teacher Media Specialist	Principal/Team Leaders will monitor implementation through lesson plans	Lesson Plans to include Multi-Cultural Studies
6	New Reading Clusters	Common Core/NGSSS Implementation	Teacher Administration	Data Analysis	Common Assessments, Diagnostics, Core K12, MBA's, IBA's

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.	Students in lowest 25% achieving learning gains in reading
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Reading Goal #4:	will be 73%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (39)	73%

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	Clustering of Students	Differentiated Instruction incorporating the use of Foundations, Wilson Reading Program, Just Words, SRA Reading Mastery, Scott Foresman & MacMillan Triumphs for intensive intervention instruction	Administration, Teacher, RTI Facilitator, SAI Teacher, School Based Team (SBT) Leader	Data Analysis	Individual Assessments, EDW
2	Limited Resources	Skills grouping in class & with colleagues	Teacher	Data Analysis	Common Assessments
3	Limited Parent Involvement	Reading Log	Teacher Student Parent(s)	Collection and monitoring of Reading Logs	Completed and Signed Reading Logs
4	Student Motivation	Individualized Student Goal Setting, Data Chats Incorporating Reading Counts, FL Reading Association and Sunshine State Young Reader Programs, After School Book Club	Teacher Student	Data Analysis	Common Assessments, Goal Setting Forms, Reading Counts and SRI reports
5	Scheduling	Provide uninterrupted direct initial instruction in reading for a minimum of 90 minutes daily to include the 5 essential components of reading: phonemic awareness, phonics, vocabulary, fluency & comprehension; intensive intervention instruction (iii) for 30 minutes daily	Administration Teacher, School Based Team Leader	Principal will monitor master schedule implementation during classroom walkthroughs	Master Schedule
6	Multicultural Awareness	Infusion of multicultural diversity lessons within reading	Administration Teacher Media Specialist	Principal/Team Leaders will monitor implementation through lesson plans	Lesson Plans to include Multi-Cultural Studies
7	New Reading Clusters	Common Core/NGSSS Implementation	Teacher Administration	Data Analysis	Common Assessments, Diagnostics, Core K12
8	Prerequisite Skills	Teacher identifying the needed prerequisite skills	Teacher	Data Analysis	Prior Knowledge Assessments
9	Vocabulary Development	Interactive word walls, vocabulary notebook, Oral language lessons	Teacher	Data Analysis	Individual Assessments
10	Funding Time for teachers to implement outside of regular duties	Small group tutoring	Administration	Data Analysis	Core K12 IBA's and MBA's and K-4 Literacy Assessment for Reading

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Reading Goal # In six years our school will reduce the achievement gap by 50% 5A :			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	76%	78%	81%	83%	85%	

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: Asian and White. The following subgroups met 2012 Reading Targets: Black and Hispanic. All subgroups will meet the 2013 Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Percent of students not making satisfactory progress per subgroup: Asian 18% and White 22%	Expected Level of Performance by percent for students not making satisfactory progress for each subgroup: Asian 8% and White 19%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Vocabulary, development of reading strategies	use of English/Spanish Dictionary; English/French Dictionary; Vocabulary based Small group instruction (Word Works); Language Facilitator; Direct instruction by ELL teacher; Use of LLI, focused use of technology to expose students to English language	Teachers, CLF, Administrators, Area and District support	Marzano's classroom observations; analysis of individual student reading assessments/ portfolio; formal evaluations; Lesson Plans; Data Chats	Marzano's Evaluations/ observations; student data - (student progress monitoring form); mini/benchmark assessments, diagnostic assessment; Analysis of Fountas and Pinnel
2	Clustering of Students	Differentiated Instruction incorporating the use of Foundations, Wilson Reading Program, Just Words, SRA Reading Mastery, Scott Foresman & MacMillan Triumphs for intensive intervention instruction	Administration, Teacher, RtI Facilitator, SAI Teacher	Data Analysis	Individual Assessments, EDW
3	Limited Resources	Skills grouping in class & with colleagues	Teacher	Data Analysis	Common Assessments
4	Limited Parent Involvement	Reading Log	Teacher Student Parent(s)	Collection and monitoring of Reading Logs	Completed and Signed Reading Logs
5	Student Motivation	Individualized Student Goal Setting, Data Chats Incorporating Reading Counts, FL Reading Association and Sunshine State Young Reader Programs	Teacher Student	Data Analysis	Common Assessments, Goal Setting Forms, Reading Counts and SRI reports
	Scheduling	Provide uninterrupted direct initial instruction in	Administration Teacher	Principal will monitor master schedule	Master Schedule

6		reading for a minimum of 90 minutes daily to include the 5 essential components of reading: phonemic awareness, phonics, vocabulary, fluency & comprehension; intensive intervention instruction for 30 minutes		implementation during classroom walkthroughs	
7	Multicultural Awareness	Infusion of multicultural diversity lessons within reading	Administration Teacher Media Specialist	Principal/Team Leaders will monitor implementation through lesson plans	Lesson Plans to include Multi Cultural Studies
8	New Reading Clusters	Common Core/NGSSS Implementation	Teacher Administration	Data Analysis	Common Assessments, Diagnostics
9	Prerequisite Skills	Teacher identifying the needed prerequisite skills	Teacher	Data Analysis	Prior Knowledge Assessments
10	Vocabulary Development	Interactive word walls, vocabulary notebook, Oral language	lessons Teacher	Data Analysis	Individual Assessments

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The ELL subgroup did not meet the 2012 Reading Target. This subgroup will meet the 2013 Reading Target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Percent of ELL students not making satisfactory progress: 83%.	The expected Level of performance, by percent, for students not making satisfactory progress in the ELL subgroup: 40%.

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	Additional academic support outside of the school day	After school tutorial for ELL students	ELL teacher, Administration	Data analysis: SRI, RRR, Diagnostic, Core K12	Pre/Post Classroom Assessment

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The SWD subgroup did not meet 2012 Reading Targets. This subgroup will meet the 2013 targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Percent of students not making satisfactory progress for SWD subgroup: 55%.	Expected level of performance, by percent, for students not making satisfactory progress for SWD subgroup: 46%

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
	Developing reading	Additional small groups;	LLT, area, district,	Marzano's classroom	Marzano's

1	stamina of students; moving struggling students to proficiency	Extended school day, Immediate Intensive Instruction; Supplemental Academic Instruction; Reading Tutorial; Best Practices; Continue inservice in Readers Workshop, Item Specs, Scope and Sequence, Classroom modeling; Data Chats, Push in support. Reading teachers will participate in on-going professional development Readers Workshop - Lucy Calkins	and Teachers' College Staff Developers	observations; formal evaluations; Lesson Plans; Data Chats	summative; classroom observations; student data - (student progress monitoring form); CORE K-12 mini/benchmark assessments, diagnostic assessments
2	Strength and consistency of Reading strategy use by student/s	After school tutorial for ESE students	ESE teachers and Administration	Data Analysis: SRI, Reading Records, Core K12, Wilson	Pre/Post Classroom Assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The following subgroup did not meet 2012 Reading Targets: EC DIS. The EC DIS subgroup will meet the 2013 Reading Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Percent of student not making satisfactory progress for EC DIS: 41%	Expected level of performance for students not making satisfactory progress for EC DIS: 34%

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	Clustering of Students	Differentiated Instruction incorporating the use of Foundations, Wilson Reading Program, Just Words, SRA Reading Mastery, Scott Foresman & MacMillan Triumphs for intensive intervention instruction	Administration, Teacher, RTI Facilitator, SAI Teacher	Data Analysis	Individual Assessments, EDW
2	Limited Resources	Skills grouping in class & with colleagues	Teacher	Data Analysis	Common Assessments
3	Limited Parent Involvement	Reading Log	Teacher Student Parent(s)	Collection and monitoring of Reading Logs	Completed and Signed Reading Logs
4	Student Motivation	Individualized Student Goal Setting, Data Chats Incorporating Reading Counts, FL Reading Association and Sunshine State Young Reader Programs	Teacher Student	Data Analysis	Common Assessments, Goal Setting Forms, Reading Counts and SRI reports
5	Scheduling	Provide uninterrupted direct initial instruction in reading for a minimum of 90 minutes daily to include the 5 essential components of reading: phonemic awareness, phonics, vocabulary, fluency & comprehension;	Administration Teacher	Principal will monitor master schedule implementation during classroom walkthroughs	Master Schedule

		intensive intervention instruction 30 minutes daily.			
6	Multicultural Awareness	Infusion of multicultural diversity lessons within reading	Administration Teacher Media Specialist	Principal/Team Leaders will monitor implementation through lesson plans	Lesson Plans to include Multicultural Studies
7	New Reading Clusters	Common Core/NGSSS Implementation	Teacher Administration	Data Analysis	Common Assessments, Diagnostics
8	Prerequisite Skills	Teacher identifying the needed prerequisite skills	Teacher	Data Analysis	Prior Knowledge Assessments
9	Vocabulary Development	Interactive word walls, vocabulary notebook, Oral language	lessons Teacher	Data Analysis	Individual Assessments

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

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

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

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Tutorial Groups based on sub group goals	Classroom materials	School Improvement Funds for After School Tutorial Programs	\$2,500.00
			Subtotal: \$2,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Accreditation, Common Core K-1, K-1 Report Card, Running Records and Infusion Curriculum	District Professional Development opportunities	School Improvement funds for substitutes	\$250.00
			Subtotal: \$250.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Coordination of data collection and analysis, scheduling SBT meetings with parent, teacher/staff and administration and running the SBT meetings	Stipend for School Based Team Leader	School Improvement funds	\$500.00

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:			Students scoring proficient in listening/speaking will be 80% (31)		
2012 Current Percent of Students Proficient in listening/speaking:					
50% (24)					
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	Language Acquisition	Differentiated instruction throughout the day for ELL students.	Classroom teachers, ELL teacher, administration	Fountas and Pinnell assessments	CELLA

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:			Students scoring proficient in Reading will be 18% (10)		
2012 Current Percent of Students Proficient in reading:					
16% (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	Language Acquisition	Differentiated Instruction throughout the day for ELL students	Classroom teacher, ELL teacher, administration	Fountas and Pinnell assessment	CELLA

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring proficient in writing. CELLA Goal #3:			Students scoring proficient in writing will be 20% (11)		
2012 Current Percent of Students Proficient in writing:					

18% (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	Language acquisition	Differentiated instruction throughout the day for ELL students	Classroom teacher, ELL teacher, Administration	Palm Beach Writes, Fountas and Pinnell	CELLA

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

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 proficiency (FCAT Level 3) in Math will be 33%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (163)	33%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Funding	Learning Gains Recognition	Administration Teacher	Feedback from students/faculty/staff	School Effectiveness Survey
2	Time for faculty and staff to integrate outside of regular duties	Remediation of lowest 25%	Administration Teachers Non Instructional Staff	Feedback from students/faculty/staff	School Effectiveness Survey
3	Funding Time for teachers to implement outside of regular duties	Small group tutoring	Administration	Data Analysis	Core K12 IBA's and MBA's and K-4 Literacy Assessment for Reading
4	Understanding newly adopted evaluation system	Implementation with fidelity of Marzano's Art and Science of Teaching Domain 1.0	Administration Teacher Professional Development Committee	Ongoing Professional Development	Feedback Forms per Professional Development Session
5	Motivation for participation	FCAT Sweet Success Event	Administration Teacher	Feedback from survey	Percentage of participation and survey results
6	Clustering of Students	Differentiating Instruction	Teacher	Data Analysis	Common Assessments
7	Limited Resources	Skill Groups	Teacher	Data Analysis	Common Assessments
8	Limited Parent Involvement	Math Strategies and Publix Math Night	Grade Level Math Committee Representative	Attendance	Completed Math Answer Sheets
9	New Math Standards/Fair Game	Common Core/ NGSSS Implementation	Teacher and Administration	Data Analysis	Common Assessments/Diagnostic Test
10	Limited experience for 5th graders taking Math FCAT on the computer	Mini lessons and practice during technology/fine arts period and utilizing ePat	Teacher, Administration, Technology teacher	Data Analysis	2013 Diagnostic, FCAT and Common Assessment

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

1b. Florida Alternate Assessment:
Students scoring at Levels 4, 5, and 6 in mathematics.
Mathematics Goal # 1b:

2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Students achieving above proficiency (FCAT Levels 4 & 5) in Mathematics will be 46%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (232)	46%

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	Clustering of Students	Differentiating Instruction	Teacher	Data Analysis	Common Assessments
2	Limited Resources	Skill Groups	Teacher	Data Analysis	Common Assessments
3	New Math Standards/Fair Game	Common Core/NGSSS Implementation	Teacher and Administration	Data Analysis	Common Assessments/Diagnostic Test

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal # 3a:	The percentage of students making Learning Gains in Mathematics will be 69%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (214)	69%

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	Scheduling	Remedial Groups	Teacher	Data Analysis	Learning Gains on FCAT
2	New Math Standards/Fair Game	Common Core/NGSSS Implementation	Teacher and Administration	Data Analysis	Common Assessments/Diagnostic Test
3	Limited experience for 5th graders taking Math FCAT on the computer	Mini lessons and practice through technology/fine arts period, utilizing ePat	Teacher and Administration Technology teacher	Data Analysis	Diagnostics, 2013 FCAT and Common Assessments

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Students who will make Learning Gains in the lowest 25% of Mathematics will be 65%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (28)	65%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Prerequisite Skills	Remedial Groups	Teacher	Data Analysis	Learning Gains on FCAT
2	Scheduling	Skill Groups	Teacher	Data Analysis	Common Assessments
3	New Math Standards/Fair Game	Common Core/NGSSS Implementation	Teacher and Administration	Data Analysis	Common Assessments/Diagnostic Test
4	Vocabulary Knowledge	Interactive Word Walls, Oral Language Lessons, Math Notebook, School wide Math Word of the Day	Teacher	Data Analysis	Ongoing common assessments
5	Limited experience for 5th Graders taking Math FCAT on the computer	Mini Lessons and practice through technology/fine arts period, utilizing ePat	Teacher, Administrator and Technology teacher	Data Analysis	2013 FCAT, Diagnostics and Common Assessments
6	Funding Time for teachers to implement outside of regular duties	Small group tutoring	Administration	Data Analysis	Core K12 IBA's and MBA's

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #					
	In six years our school will reduce their achievement gap by 50%					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	77%	79%	81%	83%	85%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The following subgroups did not meet 2012 Math Targets: Asian, Hispanic and White. The following subgroups met 2012 Math Targets: Black. All subgroups will meet the 2013 Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:

Percent of students not making satisfactory progress for each subgroup: Asian 14%, Hispanic 34% and White 22%.	Expected level of performance by percent for students not making satisfactory progress for each subgroup: Asian 8%, Hispanic 27% and White 17%.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Prerequisite Skills	Skill Groups	Teacher	Data Analysis	FCAT Level 3 or Above for the Subgroup
2	Scheduling	Remedial Groups	Teacher	Data Analysis	FCAT Level 3 or Above for the Subgroup
3	New Math Standards/Fair Game	Common Core/NGSSS Implementation	Teacher and Administration	Data Analysis	Common Assessments/Diagnostic Test
4	Vocabulary Knowledge	Interactive Word Walls, Oral Language Lessons, Math Notebook	Teacher	Data Analysis	Common Assessments
5	Academic Language	Oral Language Lessons	Teacher	Data Analysis	Common Assessments

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The ELL subgroup did not meet 2012 Math Target. This Subgroup will meet the 2013 Math Target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Percent of students not making satisfactory progress for subgroup ELL: 71%	Expected level of performance, by percent, for students not making satisfactory progress for subgroup ELL: 33%

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The SWD subgroup did not meet 2012 Math Targets: This subgroup will meet the 2013 Math Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Percent of students not making satisfactory progress for subgroup ELL: 53%	Expected level of performance, by percent, for students not making satisfactory progress for subgroup ELL: 47%

Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Limited experience taking 5th grade FCAT Math on the computer	Mini lessons and practice through technology/fine arts period, utilizing ePat	teachers, administration and technology teacher	Data Analysis	Diagnostics, Common Assessments, Core K12
2	Prerequisite skills	Small group lessons, remedial groups, students will take review assessments on the computer	teacher	Data Analysis	Diagnostics, Common Assessments, Core K12

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 EC DIS subgroup did not meet 2012 Math Target. This subgroup will meet the 2013 Math Target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Percent of students not making satisfactory progress for subgroup EC DIS: 47%	Expected level of performance, by percent, for students not making satisfactory progress for subgroup EC DIS: 36%

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	Prerequisite Skills	Teacher Identifying Needed Prerequisite Skills	Teacher	Data Analysis	Prior Knowledge Assessments
2	Scheduling	Remedial Groups	Teacher	Data Analysis	FCAT Level 3 or Below for the Subgroup
3	Vocabulary Knowledge	Interactive Word Walls, Oral Language Lessons, Math Notebook	Teacher	Data Analysis	Individual Assessments
4	Academic Language	Oral Language Lessons	Teacher	Data Analysis	Individual Assessments
5	Limited experience for 5th graders taking the Math FCAT on the computer	Mini lessons and practice through technology/fine arts period, utilizing ePat	Teacher, Administration and technology teacher	Data Analysis	2013 FCAT, Diagnostics, Common Assessments

End of Elementary School Mathematics Goals

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

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

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

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Tutorial based on sub group goals	Classroom materials	School Improvement funds for after school tutorial teachers	\$2,500.00
			Subtotal: \$2,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Go Math Program and NGSSS Best Practices	District provided Professional Development Opportunities	School Improvement Funds for Substitute coverage	\$500.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Grand Total: \$3,000.00			

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:		Students achieving proficiency in Science (FCAT Level 3) will be 47%			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
43% (79)		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	Funding	Learning Gains Recognition	Administration Teacher	Feedback from students/faculty/staff	School Effectiveness Survey
2	Time for faculty and staff to integrate outside of regular duties	Remediation of lowest 25%	Administration Teachers Non Instructional Staff	Feedback from students/faculty/staff	School Effectiveness Survey
3	Funding Time for teachers to implement outside of regular duties	Small group tutoring	Administration	Data Analysis	Core K12 IBA's and MBA's and K-4 Literacy Assesment for

					Reading
4	Understanding newly adopted evaluation system	Implementation with fidelity of Marzano's Art and Science of Teaching Domain 1.0	Administration Teacher Professional Development Committee	Ongoing Professional Development	Feedback Forms per Professional Development Session
5	Motivation for participation	FCAT Sweet Success Event	Administration Teacher	Feedback from survey	Percentage of participation and survey results
6	K-5 science vocabulary development	Utilize a daily science notebook or journal, school wide Science Word of the Day	Classroom Teachers	Data Analysis	Common Assessments
7	Scheduling	K-5 monthly science activity rotations	Classroom Teachers	Data Analysis	Common Assessments
8	New Science Standards/Fair Game	Common Core/NGSSS Implementation	Classroom Teachers and Administration	Data Analysis	Common Assessments and Diagnostic Tests
9	Limited opportunities for Science Instruction in ATB	Implement Science Technology Engineering Math Program in ATB	Pat Felice, ATB Director, Nancy Karstens, and Academic Advisors	Feedback from parents/students	Counselor Effectiveness Rubric 1-5

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

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

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.
Science Goal #2a:

Students achieving above proficiency (FCAT Levels 4 & 5) in Science will be 28%.

2012 Current Level of Performance:

2013 Expected Level of Performance:

25% (47)

28%

Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Scheduling	Continue to utilize a science lab for school wide use	Science Committee	Data Analysis	Common Assessments

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$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
NGSSS and Science Fusion Best Practices	District Provided Professional Development	School Improvement Funds for substitute coverage	\$500.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Grand Total: \$500.00			

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 Level 3.0 or higher in writing will be: 96%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
90% (164)	96%

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	Training for teachers K-4 in implementation of Lucy Calkins Units of Study and Writing Workshop.	Utilize district writing specialists to provide support in modeling and training of Lucy Calkins sessions.	District Writing Personnel, teachers and administration.	Grade level review and feedback of Writing Workshop progress.	Student writing folders and teacher writing portfolio.
2	Student motivation	Continue using the Writing Process in all subjects daily Students receiving a 5 or higher will be recognized	Administration and teachers	Teachers will monitor writing process	Palm Beach Writes combined with classroom assessments, 2013 FCAT Writes results
3	Proficiency of Level 3 required on FCAT Writes.	Continue utilizing lessons developed through Learning Village for Writing in Grade 4.	Administration and teachers.	Teachers will monitor and review student writing samples.	Palm Beach Writes and individual student writing folders.
4	Prerequisite skills	Teacher will identify needed prerequisite skills.	Teachers	Teacher will analyze student's prior knowledge.	Prior knowledge assessments.
5	Vocabulary development	Interactive word walls, vocabulary notebooks and oral language lessons.	Teachers	Teachers will monitor students' writing samples for vocabulary development.	Palm Beach Writes combined with individual assessments.
6	Time for thorough/meaningful feedback	Conferring with Students Regularly	Teachers Administration	Review of Student Writing Notebooks	Classroom Walkthroughs and Team Collaboration

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Student incentives for FCAT Writing Proficiency	Incentive prizes	School Improvement Funds for prizes	\$200.00
			Subtotal: \$200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Best Practices for Common Core Curriculum and Lucy Calkins	District provided Professional Development	School Improvement funds for substitute teachers	\$800.00
			Subtotal: \$800.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

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:		The goal at Coral Reef is to have a high percentage of students attending school each day and to decrease the tardy rate for SY13.			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
78%		80%			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
242		186			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
125		93			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent Support	Student Incentives (i.e. Breakfast, SPLASH cash, Patrol Buddy, Mentors, Individual Contracts)	Homeroom Teacher, Non-Instructional Support Staff, Guidance Committee	Data Analysis	Attendance Records

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

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

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

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Attendance Incentives	Certificate, Rewards	School Improvement Funds	\$250.00
			Subtotal: \$250.00
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: \$250.00

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:	Total number of school suspensions will be reduced by 50%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
3	2
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
2	1
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

9	5				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
9	5				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited Resources	SBT support	SBT contact, Administration	Data Analysis	FBA

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

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

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

Suspension Budget:

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

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		Coral Reef will continue to meet 100% of the Five Star Criteria.			
2012 Current Level of Parent Involvement:			2013 Expected Level of Parent Involvement:		
Coral Reef met 100% of the Five Star Criteria.			Coral Reef expects to meet 100% of parent involvement based on the Five Star Criteria.		
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	Communication	Reef Review, Edline, Marquee Display, Individual Classroom Communications, Telephone call-outs, Dolphin Chatter, PTO website	Administration, Teachers, PTO, Counselor	Data Analysis	Sign-In Sheets
2	Childcare	School will provide childcare for school-aged children	Administration, Staff, PTO, Counselor, and ATB Director	Data Analysis	Sign-In Sheets
3	Limited Parent Resources	Hold a parent night (WAM), to provide parents the opportunity to learn Writing and Math strategies that are being implemented in the classrooms.	PTO, Staff, and Administration	Parent Feedback	Sign in Sheets

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

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

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

End of Parent Involvement Goal(s)

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

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

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

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

Single School Culture Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Single School Culture Goal Single School Culture Goal #1:		All teachers will participate in the Single School Culture (SSC) philosophy of instruction by utilizing the Florida Continuous Improvement Model (FCIM) as a strategy.			
2012 Current level:		2013 Expected level:			
In 2012, 100% of teachers will utilize FCIM in Learning Team Meetings.		In 2013, 100% of teachers will utilize FCIM in Learning Team Meetings.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers new to a grade level	Identifying strengths and weaknesses for differentiated instruction and remediation.	Team Leaders, Administration, and Grade Level Buddy	Collaboration, Regular Team Meetings and Learning Team Meetings	Walkthroughs, Classroom Observation and Lesson Plans

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

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

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

Budget:

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

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

End of Single School Culture Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Tutorial Groups based on sub group goals	Classroom materials	School Improvement Funds for After School Tutorial Programs	\$2,500.00
Mathematics	Tutorial based on sub group goals	Classroom materials	School Improvement funds for after school tutorial teachers	\$2,500.00
Science	N/A	N/A	N/A	\$0.00
Writing	Student incentives for FCAT Writing Proficiency	Incentive prizes	School Improvement Funds for prizes	\$200.00
Attendance	Attendance Incentives	Certificate, Rewards	School Improvement Funds	\$250.00
				Subtotal: \$5,450.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	\$0.00
Mathematics	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Accreditation, Common Core K-1, K-1 Report Card, Running Records and Infusion Curriculum	District Professional Development opportunities	School Improvement funds for substitutes	\$250.00
Mathematics	Go Math Program and NGSSS Best Practices	District provided Professional Development Opportunities	School Improvement Funds for Substitute coverage	\$500.00
Science	NGSSS and Science Fusion Best Practices	District Provided Professional Development	School Improvement Funds for substitute coverage	\$500.00
Writing	Best Practices for Common Core Curriculum and Lucy Calkins	District provided Professional Development	School Improvement funds for substitute teachers	\$800.00
				Subtotal: \$2,050.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Coordination of data collection and analysis, scheduling SBT meetings with parent, teacher/staff and administration and running the SBT meetings	Stipend for School Based Team Leader	School Improvement funds	\$500.00
Mathematics	N/A	N/A	N/A	\$0.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
				Subtotal: \$500.00
				Grand Total: \$8,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn 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

The School Advisory Council will support discussions surrounding district accreditation. The School Advisory Council will work with the teachers to support student achievement on FCAT.

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 CORAL REEF ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	89%	90%	87%	77%	343	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	70%	67%			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?	59% (YES)	70% (YES)			129	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					609	
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 CORAL REEF ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	87%	87%	89%	76%	339	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	71%	52%			123	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?	63% (YES)	47% (NO)			110	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					572	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested