

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

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

School Name: PALM CITY ELEMENTARY SCHOOL

District Name: Martin

Principal: Nancy Marin

SAC Chair: Kelly Pelletier

Superintendent: Nancy Kline

Date of School Board Approval: November 20, 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.*

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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	Nancy Marin	Masters in Science Education - Educational Leadership, Bachelors of Arts in English	38	36	2011-2012 - Grd A 2010-2011 - Grd. A - met AYP 2009-2010 - Grd. A - did not meet AYP 2008-2009 - Grd. A - met AYP 2007-2008 - Gr. A - met AYP 2006-2007 - Grd. A - meet AYP

Assis Principal	Christopher Jones	ABD Doctorate, Educational Leadership and Curriculum Development; Master of Education, Exceptional Student Education; Bachelor of Arts Psychology Educational Leadership K-12, Elementary Education K-6, Exceptional Student Education K-12, ESOL, Reading	1	5	2012 B 2011 A No AYP- Met 90% Met Math: for Hispanic Students; students who are ED; and SWD. Met Reading for ED. Did not meet: Math ELL; Reading ELL; and Reading SWD. 2010 B No AYP- Met 82% SWD did not meet in math, ED, ELL and Hispanic students did not meet in reading or math 2008 B Total No AYP- 79% Subgroup specific data: White: Yes AYP Hisp: No AYP ED: Yes AYP ELL: No AYP SWD: No AYP Black: N/A Asian: N/A Am Ind.: N/A
-----------------	-------------------	--	---	---	--

## 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)
MTSS	Casey Vasko	Educational Leadership-Master's Certification-Elementary Ed 1-6 Educational Leadership Reading Endorsed ESOL Endorsed	3	3	2011-2012 - Grd A 2010-2011 - Grd. A - met AYP 2009-2010 - Grd. A - did not meet AYP
Reading	Elizabeth Galasso	Bachelors Degree in Elementary Education Masters Degree in Reading and Special Education Certifications include: Elementary Education 1-6, Reading K-12, Varying Exceptionalities K-12	3	4	2011-2012 - Grd A 2010-2011 - Grd. A - met AYP 2009-2010 - Grd. A - did not meet AYP

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Pay careful attention to the applicant pool 2. Maintain communication with contacts at the local university teacher preparatory program 3. Interview numerous candidates for all open positions when possible.	Principal Assistant Principal	May 2013	

## 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
7%(3)	The OOF teachers are pursuing coursework toward meeting HQT status  Teacher/Peer Mentoring

### 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
44	4.5%(2)	13.6%(6)	45.5%(20)	34.1%(15)	29.5%(13)	93.2%(41)	9.1%(4)	18.2%(8)	56.8%(25)

### 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
Amanda Moore	Rita Kryzda	First year teacher with a veteran teacher of the Gifted	Regular meeting with mentor to include:  Best instructional practices LLI implementation F.A.I.R. data analysis Classroom management issues Curriculum maps Pacing guides  Ongoing mentor meetings coordinated by administration
Bernadette Kronk	Ahmad Hussein	First year teacher with a NBCT veteran teacher of the Gifted	Regular meeting with mentor to include:  Best instructional practices LLI implementation F.A.I.R. data analysis Classroom management issues Curriculum maps Pacing guides  Ongoing mentor meetings coordinated by administration
Phyllis Green	Mary Ayres	First year teacher with certified Clinical Educator; veteran teacher at the same grade level	Regular meeting with mentor to include:  Best instructional practices LLI implementation F.A.I.R. data analysis Classroom management issues Curriculum maps Pacing guides  Ongoing mentor meetings coordinated by administration

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Nancy Marin - Principal  
Christopher Jones - Assistant Principal  
Kim Thorne - Mainstream Consultant  
Debbie Freese - Guidance Counselor  
Ilene Goldstein - ESE Teacher  
Cheryl Miranda - ESE Teacher  
Casey Vasko - RtI Coach  
June Cavette - SLP  
Alice LeMonde - School Psychologist

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 team meets weekly to monitor student progress toward meeting intervention goals. The team ensures that teachers have the support necessary to implement the interventions, collect accurate data, and to meet the individual needs of the students. The school administrators are both active members of the MTSS team. Administration monitors and responds to issues in "core instruction" in classrooms to ensure that teachers are differentiating instruction and providing interventions appropriately.

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?

Each member of the MTSS Team is also a member of a School Improvement Committee team. These committees helped develop the goals and strategies for the School Improvement Plan. Team members attend monthly SIP review meetings to monitor progress of the established goals.

### 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.

This year we will be using the FAIR reporting system, District Benchmark Assessments, reading running record data, and the RtIB Database that each have charts and graphs for reporting and managing student academic and behavioral progress.

Describe the plan to train staff on MTSS.

All staff received a refresher training on MTSS during the pre-school days in September 2012. A PowerPoint was made available as a reference tool for the staff and the MTSS team is available to assist as needed.

Describe the plan to support MTSS.

MTSS team members will be kept abreast of legislative and district policy changes through our monthly meetings. All members of the MTSS team will, as members of other professional learning communities, be provided with on-going professional development in "instructional best-practices" and up to date research in curriculum development as it becomes available.

### Literacy Leadership Team (LLT)

#### School-Based Literacy Leadership Team

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

Nancy Marin  
Christopher Jones  
Lisa Woodruff  
Kathryn White  
Susan Brown  
Stephanie Dale

Ilene Goldstein  
Jeanmarie Oset  
Liz Galasso  
Debbie Sharrow

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

The LLT committee meets monthly to review the progress of individual students (participating in LLI) as well as the trends that occur across groups in the school community (through reading running record data collected school-wide). Data from other state, district, and school-wide assessments will be distributed, analyzed, and used to determine instructional decision-making.

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

The use of interactive read-aloud strategies were a focus of the school community's ongoing work toward improved balanced literacy instruction last year (2012). This year (2013), we will build on the previous work and begin to address the need for reader's workshop through the introduction of mini-lessons. We will also work to develop teachers' understanding of the instructional implications of data gathered using reading running records. The Continuum of Literacy Learning will be used as a guide to help teachers improve their students' outcomes in guided reading groups based on the identified strengths and weaknesses in the running records.

## 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:	The percent of students in FCAT Level 1 and 2 will decrease by 2%. The percentage of students in FCAT Level 4 and 5 will increase by 4% resulting in 19% of students scoring FCAT Level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (75 students) achieved proficiency: Grade 3 - 21% (22 students), Grade 4 - 24% (25 students), Grade 5 - 23% (28 students)	19% of students will achieve reading proficiency (68 students).

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Need for continued training to ensure that rigorous instructional practices are maintained and consistently implemented across curricula school-wide	Provide staff development in the area of best practices in reading, math, and science to all K-5 teachers in order to facilitate increased student performance in the content areas.	Principal Assistant Principal	Classroom observations aligned with the Marzano Framework	iObservation Student assessment data
2	Need for on-going support in developing effective instructional practices	Professional Learning Communities facilitated by teacher leaders and followed by peer support	Administration Reading Coach Media Specialist Teacher Leaders	Modeled lessons, Classroom observations, Lesson plan development and monitoring	Lesson Plans iObservation
3	Teachers are continuing to develop their understanding of the CCSS. This year will bring full implementation of the Common Core Standards to Kdg, 1st grade and in the Content areas in 2nd grade	Provide staff development to K-2 Teachers introduce/reinforce teachers' knowledge of the CCSS (and content area literacy) during Early Release PD and Grade Level meetings	Principal Assistant Principal Teacher Leaders	Review teachers' lesson plans, observe instruction, monitor student outcomes	Lesson Plans The Marzano Framework
4	Inconsistencies exist in guided reading instruction across grade levels	Provide teachers with PD and on-going support in Literacy including mini-lessons; interactive read-aloud; and use of the continuum of literacy learning. Gather and maintain a spreadsheet of running records for all students in grades K-5.	Principal Assistant Principal Reading Coach	Lesson Study, Classroom observations, student data	Samples from Lesson Study, Guided Reading Levels, District Benchmark Assessment Data
5	Inconsistent handling of off task student behaviors	Implementation of the school-wide PBIS	All Staff	Progress monitoring through the RtI-B database, RtI meetings	2012 FCAT Results, students and staff survey results

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:	%60(213)of students will score above proficiency on the 2012-13 FCAT Reading assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (198 students) scored above proficiency: Grade 3 59% (61); Grade 4 52% (69);Grade 5 57% (68)	%60(213) will score above proficiency on the FCAT Reading assessment.

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	Need for increased problem based/ authentic learning experiences in math, science, and reading.	Book Study: Number Talks by Sherry Parrish. Professional development in content area literacy and using "labs" to increase knowledge acquisition in science.	Administration Teacher Leaders District Science and Math Coordinators	Inservice evaluation forms Monitoring for changes to instructional practices Lesson plan monitoring	Inservice evaluation forms iObservation Teacher Plan books.
2	Increased rigor of FCAT 2.0 increases difficulty of maintaining learning gains at levels 4 and 5	Target student instructional needs and provide small group instruction that results in one year's growth for all students	Classroom Teachers Principal Assistant Principal	Monitor student progress through Performance Matters reports, Fountas & Pinnell Benchmark Assessment, FAIR performance using PMRN, and bi-weekly Data meetings with teachers.	iObservation District Benchmark Assessments, FAIR Assessments, Fountas & Pinnell Benchmark Assessments, and student work samples
3	Limited enrichment activities for higher performing students	Implement classroom strategies (including Daily 5; Reader's Workshop; etc.) to foster increased reading ability and stamina.	Classroom Teachers Principal Assistant Principal	Observations Data monitoring will be used to monitor the effectiveness of instruction	Lesson Plans FAIR FCAT Benchmark Tests
	Targeting reading skill	Implement classroom	Principal	Observations	Lesson Plans

4	deficiencies at all ability levels.	strategies to foster independence and stamina.  Provide cross-curricular test-taking strategies to increase comprehension	Assistant Principal	Data monitoring will be used to monitor the effectiveness of instruction	FAIR FCAT Benchmark Tests
---	-------------------------------------	---	---------------------	--	---------------------------------

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:	%77(274) of students will make a learning gain in reading on the 2013 FCAT Reading assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (267students) made a learning gain in FCAT reading assessment	%77 of students will make a learning gain in FCAT reading 2013 (274 students).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Need for improved core classroom management of student behavior	Continued implementation of the PBIS	All Staff	Monthly PBIS Team Meetings; MTSS/RtI Meetings	FCAT, Progress Monitoring on the RtI-B database
2	Individualize and personalize each students' goals for FCAT	Meet with each 3-5 teacher to plan goal setting for students and discuss test taking strategies for FCAT	Administration	Schedule and log meetings of each student.	FCAT
3	Need for increased use of effective and appropriate learning goals across instruction in all k-5 classrooms.	Continue to learn and apply best instructional practices through a study of Marzano's work.	All staff	classroom observations	iObservation

4	A glut of data must be collected and analyzed to ensure that students are making progress toward their learning goals	Establish the use of uniform Data Binders for all teachers to organize relevant data. Meet monthly with teachers to review student progress across data collection tools. Refine instructional plans based on the formative data collected.	Administration	Steadily improving student performance.	District benchmark assessments, FAIR, Reading Running Records, Curriculum based measures.
5	Achieving adequate growth in independent reading to facilitate making learning gains	Provide PD for teachers to teach how to develop student comprehension skills and increase reading levels and ability. Analyze results of benchmark and Fountas and Pinnell assessments. Use the Continuum of Literacy Learning to target necessary skills through small group instruction at higher levels of complexity. Provide high yield strategies to demonstrate comprehension.	Classroom Teachers Principal Assistant Principal Students	Observations Data monitoring will be used to monitor the effectiveness of instruction  Data notebooks  Conferencing	FAIR FCAT Benchmark Tests Lesson Plans
6	Student reading loss: students lose 1-3 reading levels during extended periods away from school such as winter recess and summer break when not engaging in daily reading at home	Provide take home texts and logs of student reading to increase time spent reading at home and parent involvement. Provide Literacy Focused Curriculum Night to promote parent support of at home reading  Assess students' incoming reading levels and provide independent and instructional level text	Administration	Analysis of Independent Reading Levels	FCAT

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

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

Problem-Solving Process to Increase Student Achievement

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

No Data Submitted

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	%72(64) of students in the lowest quartile will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (62) students made learning gains in reading	%72(64 students) of students will make a learning gain on FCAT reading 2013.

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	Need for additional differentiated instruction strategies in reading and math in 4th and 5th grades	Lesson Study work in literacy and math strategies among 4th and 5th grade teachers.	All Staff	Teacher evaluation forms  Classroom observation Student performance outcomes	FCAT, student surveys, inservice evaluation forms
2	Students entering school performing below grade level or reading below grade level need to make more than one year's growth in reading level in order to demonstrate adequate gains	Provide targeted small group instruction based on student assessment to increase student reading level Provide reading intervention to students in Q4. Provide Leveled Literacy Instruction through the MTSS/RtI framework to students	Classroom Teachers Principal Assistant Principal MTSS/RtI Team	Running record Review MTSS/RtI outcome racking	F & P Benchmark Tests Ongoing progress monitoring
3	Limited resources and access to professional development to provide interventions and differentiated instruction.	Provide an intervention block during the academic day.  Provide staff with training in research-based strategies and interventions. (LLI and Balanced Literacy)	Staff Principal Assistant Principal	Observations Data monitoring will be used to monitor the effectiveness of instruction	FAIR FCAT Benchmark Tests

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 #					
	Percentage of students scoring in the proficient range will increase to 83% in 2013.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	79	83	85	86	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 reading.	
--	--

Reading Goal #5B:				
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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:				
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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:				
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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	
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
Balanced Literacy (the Continuum of Literacy Learning)	K-5	Teacher Leaders; Administration; Reading Coach	K-5 Teachers	Early Release and PLC dates	Classroom Observations; Plan Book review	Reading Coach, Administration
LLI Training	K-3	Reading Coach	K-3 Teachers	Pre-service days, early release	review of student progress data	Administration; MTSS Team
Making connections between Best Practices and the Common Core Standards	K-5	Administration; Teacher Leaders; Reading Coach; Consultant	K-5 Gen Ed and ESE teachers	Early Release, PLC dates, Professional training dates	Modeled lessons, Classroom observations	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
LLI	Research based process for reading remediation	MCSD (already acquired)	\$0.00

			Subtotal: \$0.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
CPALMS	Common Core resource database	FLDOE	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Making connections between best instructional practices and the Common Core State Standards through Reader's Workshop	Professional Development through Teachers' College	Target grant; PTA	\$4,400.00
			Subtotal: \$4,400.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$4,400.00</b>

*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:				
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
No Data Submitted				

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading.	
CELLA Goal #2:	
2012 Current Percent of Students Proficient in reading:	

Problem-Solving Process to Increase Student Achievement

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

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

3. Students scoring proficient in writing.

CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

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





# 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:	The percent of students in FCAT Level 1 and 2 will decrease by 2%. The percentage of students in FCAT Level 4 and 5 will increase by 4% resulting in 23% of students scoring FCAT Level 3
2012 Current Level of Performance:	2013 Expected Level of Performance:
25 % (89 students) achieved proficiency: Grade 3 - 29% (30 students); Grade 4 - 24% (32 students); Grade 5 - 14% (27 students)	23%(82) of students will achieve proficiency

### 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	Need for continued training to ensure that rigorous instructional practices are maintained and consistently implemented across curricula school-wide	Provide staff development in the area of best practices in reading, math, and science to all K-5 teachers in order to facilitate increased student performance in the content areas.	Principal Assistant Principal	Classroom observations aligned with the Marzano Framework	iObservation Student assessment data
2	Need for on-going support in developing effective instructional practices	Professional Learning Communities facilitated by teacher leaders and followed by peer support	Administration Reading Coach Media Specialist Teacher Leaders	Modeled lessons, Classroom observations, Lesson plan development and monitoring	Lesson Plans iObservation
3	Students' clear understanding of learning goals and expectations is inconsistent	The teachers will provide clear learning goals for each instructional session to ensure the students' understanding of learning goals, expectations, and how to track learning progress	Principal Assistant Principal	Classroom observations, monitoring student progress	iObservation FCAT Benchmark Tests

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:	74% will achieve above proficiency on the FCAT mathematics 2012
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (174 students) achieved above proficiency: Grade 3 - 49% (50 students); Grade 4 - 47% (63 students); Grade 5 - 51% (61 students).	53% will achieve above level proficiency on the FCAT Mathematics 2013

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	Need for increased problem based/ authentic learning experiences in math, science, and reading.	Book Study: Number Talks by Sherry Parrish. Professional development in content area literacy and using "labs" to increase knowledge acquisition in science.	Administration Teacher Leaders District Science and Math Coordinators	Inservice evaluation forms Monitoring for changes to instructional practices Lesson plan monitoring	Inservice evaluation forms iObservation Teacher Plan books.
2	Understanding of differentiating instruction strategies pertaining to high achieving students is inconsistent	Professional development that focuses is on higher achieving students.	District Math Curriculum Specialist	Monitor student progress on District Benchmark Tests and Chapter and Unit Tests  Classroom Observations	FCAT Benchmark Tests  Chapter and Unit Tests
3	Behaviors that interfere with student achievement	Continue the implementation of the school-wide PBIS	Principal Assistant Principal  Staff	Track Parent Communicator and Behavior Tracking Form  RtI-B Database	FCAT RtI-B Database  PBIS Staff and Student surveys

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:	75% of students will make a learning gain on the 2012 FCAT math assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (274 students) made learning gains on FCAT math.	79% of students (281 students) will make learning gains.

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	Need for improved core classroom management of student behavior	Continued implementation of the PBIS	All Staff	Monthly PBIS Team Meetings; MTSS/RtI Meetings	FCAT, Progress Monitoring on the RtI-B database
2	Individualize and personalize each students' goals for FCAT	Meet with each 3-5 teacher to plan goal setting for students and discuss test taking strategies for FCAT	Administration	Schedule and log meetings of each student.	FCAT
3	Need for increased use of effective and appropriate learning goals across instruction in all k-5 classrooms.	Continue to learn and apply best instructional practices through a study of Marzano's work.	All staff	classroom observations	iObservation
4	A glut of data must be collected and analyzed to ensure that students are making progress toward their learning goals	Establish the use of uniform Data Binders for all teachers to organize relevant data. Meet monthly with teachers to review student progress across data collection tools. Refine instructional plans based on the formative data collected.	Administration	Steadily improving student performance.	District benchmark assessments, FAIR, Reading Running Records, Curriculum based measures.
5	Students need exposure to a variety of learning strategies to maintain a positive learning trajectory. Teachers need additional training in highly effective research based instructional practices.	Provision of on-going training and support from the district math coordinator.  PLC led by teacher leaders who are knowledgeable in math instruction  Research in best-practices by school administrators who will guide school-wide professional development	District Math Coordinator  K-5 teachers  Principal  Assistant Principal	Data meetings with teachers, Classroom observations	FCAT iObservation Benchmark Testing

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:	70% of students in the lowest quartile will make learning gains on the 2012 FCAT math assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (59 students) made learning gains	72% (64 students) will make a learning gain on the FCAT math assessment 2013.

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	Need for additional differentiated instruction strategies in reading and math in 4th and 5th grades	Lesson Study work in literacy and math strategies among 4th and 5th grade teachers.	All Staff	Teacher evaluation forms  Classroom observation Student performance outcomes	FCAT, student surveys, inservice evaluation forms
2	There is a need for students who struggle in math to receive additional support so that they can meet their learning goals.	Provide a daily intervention block to address the needs of students in Q4	K-5 Teachers  Administration	Lesson plans, Benchmark tests, chapter tests and unit tests	FCAT  Benchmark Tests
3	Effective utilization of the MTSS/RtI process	Training and support for teachers to maximize the benefits of the MTSS/RtI process and access the knowledge held by the MTSS/RtI team members to meet the needs of students in Q4	RtI Coach  Teachers	Progress monitoring through Benchmark tests, chapter tests	FCAT  Benchmark Tests

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 # Percentage of students scoring in the proficient range will increase to 83% in 2013.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	79	83	85	86	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.  Mathematics Goal #5B:	
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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	
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 subgroup:

5D. Students with Disabilities (SWD) not making	
---	--

satisfactory progress in mathematics. Mathematics Goal #5D:				
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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:				
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				

*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
Use of best						

instructional strategies to meet the needs of students with a variety of learning needs.	K-5	District Math Coordinator Teacher Leaders Administration	K-5 Teachers	Early Release Days	Classroom Observations of implementation of newly learned strategies	Administrators
Use of the CPALMS interactive website to gather resources and increase knowledge in the the expectations articulated in teh NGSSS and the CCSS	K-5	Assistant Principal Teacher Leaders	K-5 Teachers	Early Release Days	Lesson Plan review	Administrators
PLC: Number Talks by Sherry Parrish Book Study	K-5	Teacher Leaders	K-5 Teacher Reps	SIP Team meetings	classroom walk-thorughs	Administrators

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
PLC: Number Talks Book Study	Professional Literature surrounding research based practices	SIP	\$450.00
			Subtotal: \$450.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use of interactive resource/data warehouse	CPALMS	FLDOE	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Mentoring/Coaching/workshop	Use of best practices to meet the varied needs of learners in math	District Math Coordinator	\$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: \$450.00

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.	The percentage of students in FCAT Level 1 and 2 will decrease by 4%. The percentage of students in FCAT



Science Goal #1a:	Level 4 and 5 will increase by 4% resulting in 89% of student scoring FCAT science Level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
85% of students (142 students) were proficient.	89% of students (149 students) will be proficient on the FCAT science assessment.

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	Need for continued training to ensure that rigorous instructional practices are maintained and consistently implemented across curricula school-wide	Provide staff development in the area of best practices in reading, math, and science to all K-5 teachers in order to facilitate increased student performance in the content areas.	Principal Assistant Principal	Classroom observations aligned with the Marzano Framework	iObservation Student assessment data
2	Need for on-going support in developing effective instructional practices	Professional Learning Communities facilitated by teacher leaders and followed by peer support	Administration Reading Coach Media Specialist Teacher Leaders	Modeled lessons, Classroom observations, Lesson plan development and monitoring	Lesson Plans iObservation
3	Need for hands-on learning experiences to make science content more meaningful	Purchase of school-wide Brain Pop subscription  Use of "Labs" hands on activities to support science instruction	Media Specialist  K-5 Teachers  District Science Coordinator	Monitor the use of BrainPop program  Lesson Plans  classroom observations	Science Benchmarks  5th Grade Benchmark Tests  iObservation
4	Limited time in the instructional block for upper grades teachers to teach each content area separately	Professional development in the use of content area literacy strategies	District Science Curriculum Specialist  Reading Coach	Lesson Plans  Progress monitoring of Benchmark Tests  Classroom observations	5th grade FCAT  Science Benchmark tests
5	Teachers in K-2 are implementing CCSS in science this year. Teachers in 3-5 will be implementing CCSS science standards in the near future.	Train the teachers to use the CPALMS website/data warehouse to access information about the NGSSS and the CCSS. Teachers will also be trained to locate instructional resources through this FLDOE website.	District Science Coordinator  Principal  Assistant Principal	Classroom observations  Lesson Plans	iObservation

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:	33% of students will achieve above proficiency on the 2012 FCAT science assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (49 students) scored above proficiency on the FCAT science.	33% (55 students) will score above proficiency on the 2012 FCAT science assessment.

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	Need for increased problem based/ authentic learning experiences in math, science, and reading.	Book Study: Number Talks by Sherry Parrish. Professional development in content area literacy and using "labs" to increase knowledge acquisition in science.	Administration Teacher Leaders District Science and Math Coordinators	Inservice evaluation forms Monitoring for changes to instructional practices Lesson plan monitoring	Inservice evaluation forms Observation Teacher Plan books.
2	Lack of interest in the science curriculum and the scientific method.	Promote and incentivize participation in the school's Science Fair club.  Add teacher support to the science fair process by increasing their instructional guidance to students' projects	Science Fair Coordinator  3-5 teachers	Monitor the progress of completion of progress  Lesson Plans	Science Benchmarks Participation rosters for science fair club
3	Understanding of the 5E model of Science delivery of instruction	Train teacher in utilizing the 5E model in their science instructional delivery	Science District Curriculum Specialist	Lesson Plans  Classroom observations	2012 FCAT Science Benchmarks

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

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	95% of 4th graders will score 4.0 or higher on the 2012 FCAT Writing assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
93% (111 students) scored 4.0 or greater	95% (114 students) will score 4.0 or greater on the 2012 FCAT writing assessment.

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	A need exists for school-wide professional development in writing. The students need to begin to learn effective writing skills in primary grades so that they will be better prepared to demonstrate successful writing habits later in their academic career.	Establish a PLC with grade level teacher representatives to study the Units of Study for Primary Writing and the Units of Study for Teaching Writing in Grades 3-5  Use of monthly parallel writing prompts to support the development of the writing process across grades	Classroom Teachers  Reading Coach  Administration  Literacy Committee	Teacher observation  Student writing samples	Exemplar grade level texts
2	Students have had limited exposure to the connections that exist between texts that they have read, and the writing that they produce.	Provide teachers with access to a list of mentor texts and when possible, access to the texts through the media center and the reading resource room.	Classroom Teachers  Reading Coach	Student Work Samples	Exemplar grade level texts
3	Teachers need to increase their ability to guide students to write in response to fictional and non-fiction texts across the curriculum in response to expectations identified in the CCSS.	Provide teachers with professional development using the Units of Study and CPALMS	Principal Assistant Principal Reading Coach	Student Work Samples Teacher observation Peer Mentoring	Exemplar texts The Marzano Framework

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
Balanced Literacy Professional Development	K-2	Assistant Principal Reading Coach Outside consultant	K-2 representatives	Monthly meetings after school	Classroom observations	Administration
PLC: Units of Study for teaching Writing Grades 3-5	3-5 teachers	Reading Coach Assistant Principal	3-5 representatives	Monthly meetings after school	Classroom observations	Administration

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
Balanced LIteracy Instruction for K-2 Teachers	A Curriculum Plan for the Reading Workshop- Calkins A Curriculum Plan for the Writing Workshop- Calkins Professional Developer from Teachers' College E. Martinez	Discretionary training budget	\$4,400.00
PLC: A Curricular Plan for the Writing Workshop- Lucy Calkins	Curriculum planning to align best practices and the CCSS	Reprographics account	\$50.00
			Subtotal: \$4,450.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

## Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance		Increase the percent of daily average attendance to 98%			
Attendance Goal # 1:					
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
97% of students make up the daily average attendance.		98% of students will attend school daily.			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
23% (135) of students are absent 10 or more days.		21% or less of students will be absent 10 or more days.			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
35% (208) students have excessive tardies.		23% of or less will have tardies of 10 or more.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents lack of understanding about the effect chronic absences have on student achievement	Provide information through parent newsletter of the importance of being at school on time daily.	Administration Guidance Counselor	Monitor of daily student attendance through TERMS reports	Superintendent's monthly attendance report
2	Need for students to increase their understanding of the importance of self-monitoring daily attendance.	Recognition of students each nine weeks who are in attendance 98% or greater.	Administration Data Entry Specialist	Monitor students daily attendance through TERMS reports.	Maintain a log of students who attain "perfect attendance"
3	Students with chronic attendance issues need support for daily attendance to improve.	Provide phone calls from the principal or assistant principal to families when students with chronic (more than 10 days) are late/absent.	Principal Assistant Principal	Monitor daily attendance	TERMS data

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:	Decrease of out-of-school suspensions from 2 students to 0 students
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
5.5 days for 2 students	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
5	0

2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
.3%(2) students	0 students				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
.3% (2)	0% (0) students				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	Continue school-wide implementation of PBIS	Staff	Parent Communicator and Behavior Tracking Form	RtI-B database

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



## 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>	Overall, parent participation is very high at PCE. This year we will seek to increase the number of days that fathers are able to participate in events with their children.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Last school year, the Watch D.O.G.S. program was piloted in an effort to increase the number of fathers who are actively involved in the school community. The program was piloted in March resulting in a limited amount of time for father figures to become deeply involved in the school community.	Active involvement from one or more "dads" each day for 80% of school days.

### 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	PTA will sponsor the activity; lead outreach to fathers; coordinate scheduling; and maintain program promotion	Assistant Principal PTA	Program attendance records	School sign in database
2	Funding	As sponsors of the activity, PTA will fund T-Shirts; background screening; and ancillary expenses	Assistant Principal PTA	Expenditure reports	PTA budget analysis

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)

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	LLI	Research based process for reading remediation	MCS D (already acquired)	\$0.00
Mathematics	PLC: Number Talks Book Study	Professional Literature surrounding research based practices	SIP	\$450.00
				Subtotal: \$450.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	CPALMS	Common Core resource database	FLDOE	\$0.00
Mathematics	Use of interactive resource/data warehouse	CPALMS	FLDOE	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Making connections between best instructional practices and the Common Core State Standards through Reader's Workshop	Professional Development through Teachers' College	Target grant; PTA	\$4,400.00
Mathematics	Mentoring/Coaching/workshop	Use of best practices to meet the varied needs of learners in math	District Math Coordinator	\$0.00
Writing	Balanced Literacy Instruction for K-2 Teachers	A Curriculum Plan for the Reading Workshop- Calkins A Curriculum Plan for the Writing Workshop- Calkins Professional Developer from Teachers' College E. Martinez	Discretionary training budget	\$4,400.00
Writing	PLC: A Curricular Plan for the Writing Workshop- Lucy Calkins	Curriculum planning to align best practices and the CCSS	Reprographics account	\$50.00
				Subtotal: \$8,850.00
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: \$9,300.00

## Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
-----------------------------------	--------------------------------	----------------------------------	-----------------------------

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 9/12/2012)

# School Advisory Council

## School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
SAC will be asked to fund an author visit to support our Balanced Literacy goals (both reading and writing)	\$1,500.00
SAC will fund the Book Study of Number Talks, by Sherry Parrish. The cost is not expected to exceed \$500.00	\$450.00

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

Members of the School Advisory Council will be trained on topics supporting our school initiatives. These will include: An overview of the SIP development process and school data; Training in Common Core State Standards; and the use of effective/research based instructional practices to support the increased rigor associated with the CCSS.

SAC will hear updates from teachers and administrators throughout the school year on the progress teachers are making in their learning and in progress toward meeting our school improvement goals.

# 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

Martin School District PALM CITY ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	93%	93%	93%	85%	364	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%	71%			142	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?	66% (YES)	66% (YES)			132	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					638	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Martin School District PALM CITY ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	92%	92%	92%	75%	351	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	74%	70%			144	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?	68% (YES)	67% (YES)			135	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					630	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested