

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

School Name: MELALEUCA ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Deborah Maupin

SAC Chair: Carlos Castro

Superintendent: Wayne Gent

Date of School Board Approval: TBD

Last Modified on: 11/8/2012

## 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)
Assis Principal	Kelly Negri	Bachelor of Arts-Elementary & Special Education-State University of New York at Geneseo Masters of Education in Literacy Studies-Hofstra University Certification in Educational Leadership-Florida Atlantic University CERTIFICATION: Educational Leadership (all Levels), Elementary Education K-6, ESE K-12, Reading K-12			2011-2012-Discovery Key Elementary School: Grade A, Reading Mastery: 90%, Math Mastery: 70%, Science Mastery: 86%, Writing Mastery 81%, Learning Gains Reading: 74%, Learning Gains Math: 71%, Adequate Progress Lowest 25% Reading: 67%, Adequate Progress Lowest 25% Math: 65%.

Principal	Deborah Maupin	<p>Bachelor of Arts-Elementary Education, University of Florida;</p> <p>Master of Education, University of Florida;</p> <p>Doctor of Education, Curriculum &amp; Instruction, Florida Atlantic University</p> <p>CERTIFICATION:</p> <p>Education Leadership- All Levels</p> <p>Elementary Education K-6;</p> <p>Emotionally Handicap K-12;</p> <p>School Principal (all Levels).</p>	1	8	<p>Principal Melaleuca Elementary. 2011-2012 School Grade= C. High Standards in reading: 34%; High Standards in math: 41%; Writing: 76%; Science: 34%. Learning Gains in reading: 67%; Learning gains in Math: 77%; Lowest 25% in reading learning gains: 74%; Lowest 25% in math learning gains: 78%.</p> <p>Assistant Principal of Freedom Shores Elementary in 2010-2011: Grade: A. High Standards in Reading: 86%, High Standards in Math: 83%, High Standards in Science: 75%, High Standards in Writing: 94%. AYP: Met 77%, Did not meet AYP Math in all subgroups except White. Did not meet AYP Reading in Black, Econ. Disadv. and SWD.</p> <p>2009-2010: Grade: A. High Standards in Reading: 86%, High Standards in Math: 89%, High Standards in Science: 74%, High Standards in Writing: 88%. AYP: Met 85%, Did not meet AYP Math or Reading in Black, ELL and SWD.</p> <p>2008-2009: Grade: A, High Standards in Reading: 86%, High Standards in Math: 85%, High Standards in Science: 65%, High Standards in Writing: 95%. AYP: Met 92%, met AYP all subgroups in Reading. Did not meet AYP in Black, Econ. Disadv., and SWD Math.</p> <p>2007-2008: Grade: A, High Standards in Reading: 80%, High Standards in Math: 81%, High Standards in Science: 56%, High Standards in Writing: 90%. AYP: Met 92%, Did not meet AYP in ELL Reading. Did not meet AYP in Black and ELL Math.</p> <p>2006-2007: Grade: A, High Standards in Reading: 80%, High Standards in Math: 78%, High Standards in Science: 57%, High Standards in Writing: 82%. AYP: Met 90%, Did not meet AYP in SWD Reading. Did not meet AYP in Black, Econ. Disadv. and SWD Math.</p>
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## 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)
Reading Coach	Michelle Martinez	<p>Bachelor of Arts – Elementary Education, Saint Edwards University;</p> <p>Master of Arts – Reading, Nova Southeastern University</p> <p>CERTIFICATION:</p> <p>Professional Educators:</p> <p>Elem. Ed. 1-6;</p> <p>K-12 Reading;</p> <p>ESOL Endorsement</p>	23	7	<p>Reading Coach at Melaleuca Elementary 2005-2012</p> <p>2011-2012: School Grade= C. High Standards in reading: 34%; High Standards in math: 41%; Writing: 76%; Science: 34%. Learning Gains in reading: 67%; Learning gains in Math: 77%; Lowest 25% in reading learning gains: 74%; Lowest 25% in math learning gains: 78%.</p> <p>2010-2011: Grade B, AYP Criteria met: 69% Reading: Proficiency: 62% Learning Gains: 56% Lowest 25%: 56% All subgroups did not make AYP</p> <p>2009-2010: Grade A, AYP Criteria not met: 69%, All Subgroups did not make AYP Reading : Proficiency: 67%, Learning Gains: 63% Lowest 25%: 67%</p> <p>2008-2009: Grade A, All AYP subgroups met proficiency according to AYP and Safe Harbor Guidelines Reading: Proficiency: 70%, Learning Gains: 71%, Lowest 25% Gains: 61%</p> <p>2007-2008: Grade B</p>

					Mastery: 63%, Learning Gains: 63%, Lowest 25% Gains: 63%
Math Resource Teacher	Cheryl Collier	Bachelor of Arts – Elementary Education, University of Florida; Master of Arts – Elementary Education, University of Florida CERTIFICATION: Professional Educators: Elem. Ed. 1-6 K-12 Reading ESOL Educational Leadership National Board Middle Childhood Generalist	3	3	Math Resource Teacher at Melaleuca Elementary  School Grade= C. High Standards in reading: 34%; High Standards in math: 41%; Writing: 76%; Science: 34%. Learning Gains in reading: 67%; Learning gains in Math: 77%; Lowest 25% in reading learning gains: 74%; Lowest 25% in math learning gains: 78%.  2010-2011: Grade B, AYP Criteria met: 69% Math: Proficiency: 64%, Learning Gains: 58%, Lowest 25%: 65%, All subgroups did not make AYP  2009-2010: Grade A, AYP Criteria met: 69% Hispanic, Black, Economically Disadvantaged, ELL, and ESE subgroups did not make AYP. Math: Proficiency: 69%, Learning Gains: 59%, Lowest 25%: 75%

### 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	Educator Support Program	Assistant Principal	June 2013	
2	Book Study	Reading Coach	June 2013	
3	District Job Fairs	Administrators	June 2013	
4	Regular meetings of new teachers with Principal	Principal	June 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
No data submitted	

### Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
69	4.3%(3)	24.6%(17)	40.6%(28)	34.8%(24)	23.2%(16)	98.6%(68)	5.8%(4)	4.3%(3)	84.1%(58)

### 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
Rachel Moreno	Danielle Giacomarra	Both teachers teach 3rd grade	Palm Beach County Educator Support Program: Monthly meeting to review walk through data, common planning time provided, and LTMS teaching of Marzano's Art and Science of Teaching and evaluation tools.

## 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 funding is used at the school to purchase a reading coach and a math resource teacher. The reading coach and math resource teacher provide coaching and professional development development to teachers. The funding provides professional development, tutorials and additional funding for family involvement resources.

#### Title I, Part C- Migrant

Support services are provided by District personnel.

#### Title I, Part D

N/A

#### Title II

Programs and Professional Development provided by Safe Schools – Single School Culture; Academic, Behavior and Climate Programs, Bullying Prevention, Character Education

#### Title III

Support for ELL students: Intensive Support Teachers, ESOL Coordinator, Language Facilitators: Spanish, Creole; Bilingual Guidance Counselor

#### Title X- Homeless

Support services are provided by District personnel.

#### Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction (SAI) is provided by an SAI instructor to students in grades 2-5.

#### Violence Prevention Programs

Programs and Professional Development provided by Safe Schools – Single School Culture; Academic, Behavior and Climate Programs, Bullying Prevention, Character Education.

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

#### Nutrition Programs

100% Accessible Breakfast Program. Free and Reduced Lunch for qualifying students. The school provides "Commit to Be Fit" agendas as a part of the curriculum to provide instruction in nutrition and health awareness.

#### Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Melaleuca currently has a grant with the Mary & Robert Pew Foundation for \$25,000. The purpose of the grant is to support the implementation of Readers and Writers workshop in grades 3-5. The grant provides funding for materials, including books and classrooms supplies as well as professional development for teachers.  
Required instruction listed in Fla. Stat. 1003.42(2), as applicable to appropriate grade levels.

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

#### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school-based MTSS/RTI Leadership team is comprised of the following members: principal, assistant principal, ESE contact, ELL coordinator, school psychologist, classroom teacher, reading/math/science coaches, RTI/Inclusion Facilitator, Learning Team Facilitator (LTF), guidance staff, SAI Teacher, School Nurse, Multicultural Psychologist.

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 the RTI processes
- assessment of RTI skills of school staff is conducted
- fidelity of implementation of intervention support is documented
- adequate professional development to support RTI implementation is provided
- effective communication with parents regarding school-based RTI plans and activities occurs

The RtI facilitator at Melaleuca assists in the design and implementation of progress monitoring, collecting and analyzing data, contributing to the development of intervention plans, implementing Tier 2 and Tier 3 interventions, and offers 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 MTSS/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 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 MTSS/RTI Leadership team.

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 2012-2013 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 RTI/ Inclusion Facilitator will provide professional development for the SAC members on the RTI process.

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 2284) which identifies a student's specific areas of deficiencies and appropriate research- based intervention 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, RTI/Inclusion Facilitator, 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 intervention 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

### 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-4 Literacy Assessment System
- Diagnostic Assessment for Reading (DAR)
- Progress Monitoring and Reporting Network (PMRN)
- Comprehensive English Language Learning Assessment (CELLA)
- Office Discipline Referrals
- Retentions
- Absences

Midyear data:

- Florida Assessment for Instruction in Reading (FAIR)
- Diagnostic Assessment for Reading (DAR)
- Palm Beach County Winter Diagnostics
- Palm Beach Writes
- Progress Monitoring and Reporting Network (PMRN)
- K-4 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 RTI/Inclusion Facilitator will provide in- service to the faculty on designated professional development days (PDD). These in-service opportunities will include, but are not limited to, the following:

- Problem Solving Model

- Consensus building
- Positive Behavioral Intervention and Support (PBIS)
- Data-based decision-making to drive instruction
- Progress monitoring
- Selection and availability of research-based intervention
- 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.

The MTSS/RTI process will be supported in a variety of ways:

- 1) Continuous professional development will be provided to ensure that all stakeholders understand and implement the process with fidelity.
- 2) The MTSS/RTI Leadership team will meet regularly with the administration to discuss progress and additional needs.
- 3) A MTSS/RTI facilitator will be hired to assist with the process.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Dr. Deborah Maupin, Principal  
 Kelly Negri, Assistant Principal  
 Michelle Martinez, Reading Coach  
 Rachel Hartmann, Second grade teacher  
 Lindsay Coppola, Third Grade Teacher  
 Cara Abaldo, Fourth Grade Teacher  
 Carlos Castro, Fifth Grade Teacher  
 Cathie Nichols, ESOL Teacher  
 Juliana Fleck, SAI Teacher  
 Susan Dmytro, Media Specialist

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

The Literacy Leadership Team creates capacity of reading knowledge within the school and building and focuses on literacy concerns around the school. The team meets regularly with administration to discuss the team's goals and progress. They brainstorm new strategies and activities to implement in order to address the identified areas of concern.

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

Training teachers in the Readers' and Writers' Workshop models in K-5. The team will also address the areas in need of improvement based on school report card.

## Public School Choice

Supplemental Educational Services (SES) Notification  
[View uploaded file](#) (Uploaded on 10/2/2012)

## \*Elementary Title I Schools Only: Pre-School Transition

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

Melaleuca Elementary has various programs and strategies in place to help children transition from early childhood to elementary school. Guided school tours are offered as needed Melaleuca provides a Kindergarten Orientation in the Spring, as well as a Meet your Teacher Day. Agenda items include K Readiness, reading at home, ELL programs including dual language, Melaleuca's Parent Resource Center, family involvement and parent trainings. All information is offered in English, Spanish, and Creole.

We will initiate activities to promote collaboration between our feeder preschools and our kindergarten teachers in a variety of ways. We will seek to build relationships with our feeder preschools to involve them in our day and evening literacy events.

### \*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:	To increase the number of students who perform at or above proficiency (level 3) on the Reading FCAT to 65%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (75)	65% (274)

#### 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	Teaching practices may not be properly aligned to student achievement needs to assure that the appropriate goals are being met.	Share best practices of Iobservation/Marzano's Art of Teaching and Learning Village with teachers to align teaching practices to learning goals.	Administrators	Administration will monitor implementation through classroom walkthroughs	Results will be determined through on-going assessments including, Diagnostic Testing, Core K-12 assessments, and 2013 FCAT data.
2	Instruction may not be adequately aligned to academic standards (Common Core/NGSSS)	Grade level teams will develop instructional focus calendars that identify the content and standards to be taught throughout the school year.	Administrators, teachers, team leaders, coach/resource teacher	Instructional focus calendars will be collected and reviewed in learning team meetings.	Results will be determined through on-going assessments such as Diagnostic Testing, Core K-12 assessments, and 2013 FCAT data.
3	Student progress may not be tracked according to the NGSSS.	Frequent formative assessments will be administered to continually measure student progress towards the standards.	Coach/resource teacher, administrators, team leaders.	Core K-12 data will be analyzed during learning team meetings.	Core K-12.
4	Teachers may not have the opportunity to develop curriculum plans that focus on classroom data/student needs	Provide teachers with the opportunity to plan collaborative and participate in shared discussions regarding student data.	LTF/Coach/Resource teacher, administrators, team leaders	Analyze student data and instructional focus calendars to ensure that collaborative opportunities are effective.	Results will be determined through on-going assessments including, Diagnostic Testing, Core K-12 assessments, and 2013 FCAT data.
5	Students may not understand their own strengths and weaknesses and how to improve upon them.	Teachers will conduct data chats with students and help them set goals for improvement.	LTF/Resource teacher, reading coach, administration, teachers	Analysis of student data at various points during learning team meetings will take place.	Results will be determined through on-going assessments including diagnostic Testing,

					Core K-12 assessments, and 2013 FCAT data.
6	Instruction not meeting the needs of the students. Assessments may not match the instruction.	Continue implementation of Readers' Workshop. Teachers will meet weekly in Learning Team Planning Meetings to plan focus lessons, discuss challenges, brainstorm solutions, and to clarify issues they are facing with implementation.	Reading Coach, Classroom Teachers, District K-2 Reading Resource Teacher	Administration will be aware of the Readers' Workshop model, and the upcoming focus of K-5 Reader's Workshop lessons and will monitor implementation through classroom walkthroughs.	Effectiveness will be determined through on-going assessments such as Reading Running Records and conferencing with students.
7	Instruction not meeting the needs of the students. Assessments may not match the instruction.	Each student scoring Level 1 and 2 on the FCAT or SSS Diagnostic Reading will receive additional intensive instruction in Reading each day for a minimum of 30 minutes in a small group setting.	Administrators, Reading Coach, Teachers, reading resource teacher	Administration will monitor implementation through classroom walkthroughs. The staff will conduct learning team meetings on a scheduled basis to perform data analysis in order to monitor student progress. The progress of students will be monitored using the SSS Diagnostic Test, the Fountas & Pinnell K-5 Assessment.	Effectiveness will be determined through on-going assessments such as FAIR, Diagnostic Tests, and the Fountas & Pinnell K-5 Assessment.
8	Having enough books that match the reading level of the reader. Motivating students.	Motivate and Encourage Home Reading with our Book Buddies and Racing to Read Reading programs	Teachers, Book Buddy Coordinator	Monitor student participation and class participation in Reading Counts Program	Monthly Reading Logs
9	Teachers lack adequate staff development to implement the "Readers Workshop Model" with fidelity	The reading coach, select teachers and administrators will receive training through Teachers College, Columbia University to implement Readers and Writers Workshop K-5 using the "collaborative coaching model."	Reading coach, administration, teachers	School will continually monitor and track student assessment data to determine effectiveness of the workshop model to improve student achievement.	FAIR data, RRR, district diagnostic testing data and reading logs, classroom portfolio information.
10	Students may lack the motivation to read independently at home.	A Reading Counts incentive program will be developed and implemented to award students for their reading progress.	Media Specialist, Literacy Leadership Team, Assistant Principal	The Literacy Leadership Team will monitor the implementation of the program and the number of books/points earned by students.	Reading Counts Data, Reading Logs
11	Students may lack the motivation to read independently at home.	A Reading Counts incentive program will be developed and implemented to award students for their reading progress.	Media Specialist, Literacy Leadership Team, Assistant Principal	The Literacy Leadership Team will monitor the implementation of the program and the number of books/points earned by students.	Reading Counts Data, Reading Logs
12	Students entering the tested grades lacking foundational reading skills.	Primary teachers will continually monitor the progress and adjust instruction based on students' needs.	Administration, teachers, reading coach	Administration will conduct data chats and walkthroughs throughout the school year.	Progress monitoring logs, FAIR data, RRR, district diagnostic testing data and reading logs, classroom portfolio information.
13	Students may move from one grade level to the next with skill gaps/deficits.	Provide summer reading instruction for students in grades k-2.	Reading coach, administration	School will monitor and track students who are consistently performing below grade level.	RRR data, progress monitoring logs.

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:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					

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:	To increase the number of students who perform at levels 4 and 5 on the Reading FCAT to 25% (104).
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (50)	25% (98)

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	Appropriately leveled books. Necessary materials. Differentiated instruction not being implemented with fidelity.	Teachers will use "just right" books at the level of the student, engage the students with high complexity questions and enrichment activities including book clubs, literature circles, reading response journals, and accountable talk.	Reading Coach, Grade Level Teachers, Literacy Leadership Team	Administration will monitor implementation through classroom walkthroughs, and checking student book baggies.	Effectiveness will be determined through on-going assessments such as Fountas & Pinnell Literacy Assessment, FAIR, Diagnostic Testing, and 2013 FCAT data.
2	Students may not receive instruction at their current level of performance.	Teachers will implement small group structures such as strategy and skill groups to support the reading development of level 4 and 5 readers.	Reading Coach, Grade level teachers, literacy Leadership Team, Administration.	Administration will monitor implementation through classroom walkthroughs, data chats and learning team meetings.	Effectiveness will be determined through on-going progress monitoring including Fountas & Pinnell literacy Assessment, FAIR, Diagnostic Testing and 2013 FCAT Data.

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	
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reading. Reading Goal #2b:	N/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	n/A

Problem-Solving Process to Increase Student Achievement

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

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:	To increase the percentage of students making learning gains to 75% on the 2013 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (159)	75% (295)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of time in the school day to provide students with remediation to accelerate student learning.	Tutorial services will be offered to students who are not meeting proficiency	Administrators, Teachers, Reading Coach, Literacy Leadership Team	Teachers will collaborate during Learning Team Meetings to assess their current reading data. Teachers will participate in data chats with the administrators.	FCAT Reading 2013, ongoing formal and informal assessments
2	Limited student conferencing and small group strategy work does not meet individual student instructional needs in reading.	Implement individual student conferencing during independent reading time, collect conferencing data, and use data to plan and implement small group strategy work (1-3 students) in K-5 classrooms using data generated to implement small group instruction with 1-4 students.	Reading Coach Classroom Teachers	School will monitor assessment data, and student work to determine effectiveness of the workshop model to improve student achievement. Student shows mastery when retested on the targeted benchmark	FAIR data, RRR, OPM data, and district diagnostic testing data along with student work folders and reading logs, classroom library orders and student academic history and assessment folders
3	Classroom instruction not focused on individual student needs.	Teachers will match students to "just right" books and incorporate instructional strategies that help each student make progress.	Teachers, administrators	Administrators will conduct classroom walkthroughs.	Observation, classroom walkthroughs.
	Students may not receive instruction at	Teachers will differentiate instruction	Teachers, administrators,	Administrators will conduct classroom	Data chat logs, progress

4	their instructional level.	through the use of small group structures including, guided reading, skill and strategy groups.	Reading Coach	walkthroughs and data chats to review student data.	monitoring logs, Fountas & Pinnell.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	To increase the percentage of students making learning gains to 75% on the 2012 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67 (48)	75% (294)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1 Students in the lowest 25% may require additional time/instruction in reading.	Tutorial services will be offered to students who are not meeting proficiency. Supplemental Educational Services will utilize their own research-based materials provided by their providers.	Administrators, Teachers, Tutors, Reading Coach, Literacy Leadership Team	Teachers will collaborate during Learning Team meetings to discuss their students' current achievement data.	FCAT Reading 2013 data, ongoing formal and informal assessments
2 Students may need additional instruction/remediation to master content	The school will provide supplemental instruction and tier 2 interventions (iii) using word work, fluency work or other reading interventions.	Reading Coach  School Based Team	Students will be monitored for their progress towards individual benchmarks and learning	FAIR data, RRR, OPM (ongoing progress monitoring) data, district diagnostic testing accumulated in

			goals.	student academic history and assessment folders.	
3	Students need to be continuously monitored in order to adjust instruction and meet their needs.	Identify and track students who scored in the lowest 25%. Teachers will have data chats with students and set individual goals. Teachers will tailor instructional practices to meet the needs of targeted students.	Classroom teachers, Principal, AP, reading coach	Review and analyze tracking charts to determine instructional practices to meet the needs of the students.	Tracking charts, SAL-P, Fountas & Pinnell, LTP agendas/Minutes, common assessments, conference notes.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # In six years, Melaleuca Elementary will reduce the achievement gap by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	48	52	53	58	63	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	The following subgroups did not meet 2012 reading targets: White, Black, Hispanic. All subgroups will meet 2013 Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 52% Black: 75% Hispanic: 66%	White: 42% Black: 60% Hispanic: 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	In order to adjust and differentiate instruction, student progress must be continuously monitored.	Identify and track students within the the different ethnicity subgroups. Teachers will have data chats with students and set individual goals. Teachers will tailor instructional practices to meet the needs of targeted students.	Administrators, Reading Coach, Reading Resource classroom teachers, Literacy Leadership Team	Tracking charts will be reviewed through the Learning team planning process.	learning team agendas, tracking charts
2	Some students require additional time and instruction to master content.	Tutorial services will be offered to students who are not meeting proficiency	Administrators, Tutors, Teachers, Reading Coach	Teachers will collaborate to discuss their students' current achievement data during Learning Team Meetings. Teachers and administrators will participate in data chats.	FCAT Reading 2013 data, diagnostic testing data, ongoing formal and informal 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 did not meet 2012 reading target. The ELL subgroup will meet 2013 Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77%	ELL: 62%

**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 time to chat with all students. Not all teachers are ESOL endorsed. Students may have difficulty acquiring English language skills.	Each student scoring Level 1 and 2 on the FCAT or SSS Diagnostic Reading will receive additional intensive instruction in Reading each day for a minimum of 30 minutes in a small group setting.	Administrators, Reading Coach, Reading teachers, Teachers, Media Specialist, Literacy Leadership Team, ESOL Teachers, ESOL Coordinator	The staff will conduct learning team meetings on a scheduled basis to perform data analysis in order to monitor student progress. The progress of students will be monitored using the SSS Diagnostic Test, the Fountas & Pinnell Running Record System, given as scheduled by the district.	Tracking will be implemented during Learning Team Meetings. CELLA, Oral Language Assessment, Pre-LAS
2	Scheduling time to chat with all students. Not all teachers are ESOL endorsed. Students may have difficulty acquiring English language skills.	ELL Students instruction will focus on academic and vocabulary development through research based strategies.	Administrators, ESOL Contact, ESOL Teachers, Literacy Leadership Team	The progress of students will be monitored using the SSS Diagnostic Test, the Fountas & Pinnell Running Record System, given as scheduled by the district. Classroom walkthroughs and professional discussions during learning team meetings.	Tracking will be implemented during Learning Team Meetings. OLA, CELLA
3	Some students may require additional time and opportunity to master grade level content.	Tutorial services will be offered to ELL students who are not meeting proficiency.	Administrators, ESOL Contact, Tutors, ESOL Teachers, Literacy Leadership Team	ELL teachers and tutors will collaborate during Learning Team Meetings to review current student achievement data. Teachers will participate in data chats with administration.	FCAT 2012 data, ongoing formal and informal assessments
4	Some students may not have the oral language required to read at proficient levels.	Teachers will implement strategies to encourage oral language development through the readers workshop model, including (turn and talk, grand conversation, fish bowl conversation, etc).	Administrators, reading coach, teachers	Students will be monitored using Fountas and Pinnell assessments on a regular basis.	Fountas and Pinnell, EDW reports, conference notes.
5	Students may lack the decoding skills to read proficiently.	Teachers will implement the Words their Way program during readers workshop.	Teachers, reading coach, administrators	Students will be monitored using Fountas and Pinnell assessments on a regular basis.	Fountas and Pinell, EDW, conference notes.

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.	To ensure that the Students with Disabilities (SWD) subgroups that did not meet the reading target in 2012,
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Reading Goal #5D:	meet this target on the 2013 reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
84%	66%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers may not match instruction with individual needs of the student.	Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of SSS Diagnostics and Fountas and Pinnell (3rd, 4th,5th), and common assessments and will include explicit instruction, modeled instruction, guided practice and independent practice.	Principal, Assistant Principal, ESE Contact, ESE Teachers, Reading (Classroom) Teachers, Literacy Leadership Team	The staff will conduct learning team meetings on a scheduled basis to perform data analysis in order to monitor student progress. The progress of students will be monitored using the SSS Diagnostic Test and the Fountas & Pinnell K-4 Literacy Assessment	Tracking will be implemented during Learning Team Meetings.
2	Students may lack the decoding skills to read proficiently.	Teachers will implement "Words their Way" during reading workshop.	Teachers, administrators, reading coach	Students will be monitored using Fountas and Pinnell.	Fountas and Pinnell, EDW, conference notes.

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:	To ensure that the Economically Disadvantaged subgroups that did not meet the 2012 reading target will meet this target on the 2013 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
84%	66%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents may not have the resources to assist their child with homework/learning.	Motivate and encourage parents to utilize the Title I Parent Resource Center available to them on campus.	Administrators, Parent Liaison	Monitor parental participation	Sign -in sheets
2	Student attendance	Tutorial services will be offered to students who are not meeting proficiency	Administrators, Teachers, Tutors, Reading Coach, Math Coach	Teachers will collaborate during Learning Team Meetings to discuss current student achievement data. Teachers and administrators will participate in data chats.	FCAT 2013 data, ongoing formal and informal assessments
	Students may lack the	Teachers will implement	teachers, reading	Students will be	Fountas and



3	decoding skills to read proficiently.	"Words their Way" during reading workshop.	coach, administrators	monitored using Fountas and Pinnell.	Pinnell, EDW, conference notes.
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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
Readers Workshop	k-5	Teachers College	All K-5 reading teachers.	Three times during the school year.	Classroom walkthroughs, learning walks will be used to monitor implementation/follow up.	Administrators, reading coach, teachers.
Effective small group/strategy instruction	K-5	Reading Coach	K-5 teachers	early release days	Classroom walkthroughs, learning walks will be used to monitor implementation/follow up.	Administrators, reading coach, teachers.
Reading Running Records	K-5	District provided	K-5 Reading teachers not level 1 trained.	First trimester of school.	Running records, Learning team meetings.	Administrators, reading coach, teachers.
Unit planning and collaboration.	K-5	Reading Coach	K-5 Teachers	each trimester and at least 3 times a year.	Classroom walkthroughs, learning walks will be used to monitor implementation/follow up and learning team meetings.	Administrators, reading coach, teachers.

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implementation of Foundations/Wilson reading to increase student phonics.	Foundations Kit (multilevel)	Title I	\$1,000.00
Model and coach effective reading strategies.	.5 Reading Coach	Title I	\$33,794.00
Small group, direct supplemental instruction.	.5 RtI resource teacher.	Title I	\$31,822.00
Small group, direct supplemental instruction.	.5 RtI resource teacher.	Title I	\$31,822.00
Update classroom libraries with appropriately leveled books.	classroom library books	Title I	\$3,300.00
Tutorial for students scoring at levels 1-2	Tutorial teachers	Title I	\$12,500.00
Provide materials for tutorial	Florida Ready consumable workbooks, pencils, notebooks, and other material for tutorial.	Title I	\$1,500.00
Provide Saturday Tutorial for students scoring at levels 1 and 2	Tutorial teachers	Title I	\$5,764.00
			Subtotal: \$121,502.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

Provide professional development in readers workshop.	Teachers college consultant.	Title I	\$14,000.00
Provide opportunities to attend workshops at Teachers College	Teachers College Saturday Reunion, Summer Institute	Title I	\$10,084.00
Provide opportunities for teachers to collaborate and plan curriculum.	Funding for substitutes	Title I	\$8,500.00
Provide professional development materials for teachers/coaches.	books, ink, chart paper, notebooks,etc.	Title I	\$5,000.00
Provide substitutes for release time for Title I funded positions	Substitutes	Title I	\$600.00
			Subtotal: \$38,184.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Classroom supplies to support reading workshop.	Ink, paper, chart paper, post-it notes, etc.	Title I	\$7,000.00
			Subtotal: \$7,000.00
			<b>Grand Total: \$166,686.00</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:		Increase the number of students scoring proficient in listening/speaking to 60%.			
2012 Current Percent of Students Proficient in listening/speaking:					
38% (127)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not have the opportunity to engage in conversations.	Primary teachers will implement effective oral language strategies.	Reading coach, teachers, administrators	Strategy will be reviewed and discussed during learning team meeting.	Fountas and Pinell assessment/oral language checklist.
2	Students may not have the opportunity to engage in listening and speaking activities.	Teachers will engage students in grand conversations.	Reading coach, teachers, administrators	Strategy will be reviewed and discussed during learning team meeting.	Fountas and Pinell assessment/oral language checklist.

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:	By 2013, the number of students proficient in reading based on the CELLA will increase to 60%.
2012 Current Percent of Students Proficient in reading:	
23%(77)	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not access to high interest, challenging reading material that increases in text complexity as their reading skills increase.	Update classroom libraries to include a variety of leveled texts.	Teachers, reading coach, administration	Annually review the classroom library inventories.	Classroom library inventories.
2	Students may not receive instruction at their reading level.	Teachers will provide differentiated instruction through small groups (guided reading, skill/strategy groups).	Teachers, reading coach, administration	Small group lesson plans will be discussed and reviewed during learning teams.	Fountas and Pinnell, FCAT 2013

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

3. Students scoring proficient in writing.

CELLA Goal #3:

The number of students scoring proficient in writing on the CELLA will increase to 65%.

2012 Current Percent of Students Proficient in writing:

20%(66)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers may have difficulty differentiating instruction for student that are not proficient in writing.	Teachers will engage in meaningful conferences that help students make progress in writing.	Teachers, administrators	Progress monitoring logs will be created, reviewed, and analyzed during learning team meetings.	Progress monitoring logs, PBW, Melaleuca Writes (on demand writing assessments).

CELLA Budget:

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

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

*End of CELLA Goals*

# Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	To increase the number of students who perform at or above proficiency (level 3) on the Math FCAT to 65%
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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26% (97)	65%(274)
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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	Teaching practices may not be properly aligned to student achievement needs to assure that the appropriate goals are being met.	Share best practices of Iobservation/Marzano's Art of Teaching and Learning Village with teachers to align teaching practices to learning goals.	Administrators	Administration will monitor implementation through classroom walkthroughs	Results will be determined through on-going assessments including, Diagnostic Testing, Core K-12 assessments, and 2013 FCAT data.
2	Instruction may not be adequately aligned to academic standards (Common Core/NGSSS)	Grade level teams will develop instructional focus calendars that identify the content and standards to be taught throughout the school year.	Administrators, teachers, team leaders, coach/resource teacher	Instructional focus calendars will be collected and reviewed in learning team meetings.	Results will be determined through on-going assessments such as Diagnostic Testing, Core K-12 assessments, and 2013 FCAT data.
3	Student progress may not be tracked according to the NGSSS.	Frequent formative assessments will be administered to continually measure student progress towards the standards.	Coach/resource teacher, administrators, team leaders.	Core K-12 data will be analyzed during learning team meetings.	Core K-12.
4	Teachers may not have the opportunity to develop curriculum plans that focus on classroom data/student needs	Provide teachers with the opportunity to plan collaborative and participate in shared discussions regarding student data.	LTF/Coach/Resource teacher, administrators, team leaders	Analyze student data and instructional focus calendars to ensure that collaborative opportunities are effective.	Results will be determined through on-going assessments including, Diagnostic Testing, Core K-12 assessments, and 2013 FCAT data.
5	Students may not understand their own strengths and weaknesses and how to improve upon them.	Teachers will conduct data chats with students and help them set goals for improvement.	LTF/Resource teacher, reading coach, administration, teachers	Analysis of student data at various points during learning team meetings will take place.	Results will be determined through on-going assessments including diagnostic Testing, Core K-12 assessments, and 2013 FCAT data.
	NGSSS may not be	Provide structured	Administrators, Math	Focused walkthroughs by	On-going

6	implemented with fidelity. Teachers may have difficulty effectively using the new textbook and resources.	professional development in the implementation of best instructional practices such as use of manipulatives, applying mathematics to the world, journal writing, small group instruction, CRA Model, and think aloud problem solving process through ongoing PD with math resource teacher.	resource teacher	administration will be used to ensure all math teachers are using manipulatives and small group instruction.	assessments, core K-12 assessments, and FCAT 2013 data
7	NGSSS may not be implemented with fidelity. Teachers may have difficulty effectively using the new textbook and resources.	Students will receive daily instruction and practice with classroom tasks and assessments that match the format and rigor of FCAT.	Administrators, math resource teacher	Focused walkthroughs by administration will be used to ensure all math teachers are using manipulatives and reteaching logs to monitor instruction.	On-going assessments, core K-12 assessments, and FCAT 2013 data
8	Instruction does not meet the individual needs of students.	Teachers will differentiate their instruction using small group instruction.	Administrators, math resource teacher	Focused walkthroughs by administration will be used to ensure all math teachers are differentiating their instruction using small groups.	Classroom walkthrough data
9	Students may not have the opportunity to engage in focused practice of previously learned skills.	Teachers will utilize technology (IXL program) to support instruction of tested math skills/concepts.	Administrators, math teachers.	IXL reports will be analyzed during learning team meeting.	IXL Reports, Core K-12 Assessments, 2013 FCAT data.
10	Students in tested grade levels may not have opportunities to engage in computer based math activities.	Implementation of computer lab where students can participate in structured math activities.	Administrators, math resource teacher	Student progress will be reviewed during learning team meetings.	Core k-12 reports, diagnostic data, 2013 FCAT data.
11	Students may not be consistently engaged in classroom activities.	Teachers will employ strategies to encourage student engagement such as the use of individual white boards, CPS clickers, etc.	Administrators, math resource teachers, math teachers	Focused walkthroughs by administration will be used to ensure all math teachers are using a variety of methods to increase student engagement.	classroom walkthrough data, Core K-12 Reports, 2013 FCAT data.

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	To increase the number of students who perform at levels 4 and 5 on the Math FCAT to 25%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (55)	25% (98)

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 may not implement differentiated instruction with fidelity. They might have difficulty using the new textbook and resources.	Develop and implement an Instructional Focus Calendar to identify students in the core curriculum needing enrichment	K-5 Math Teachers	Focused Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	Core k-12 assessments, Fall and Winter Diagnostics, 2013 FCAT.
2	Students may not receive differentiated instruction during the math block.	Teachers will incorporate small group math lessons into their curriculum to provide students with instruction that meets their needs.	K-5 math teachers	Teachers will monitor student achievement across individual benchmarks.	fall and winter diagnostics, Core k-12 assessments, student portfolios/work samples
3	Students may not have the opportunity to practice with more challenging problems.	Teachers will implement the IXL math software into instruction.	3-5 math teachers, math resource teacher, administration.	IXL reports may be reviewed and discussed during LTMs.	IXL reports, Core K-12 Reports, winter diagnostics, 2013 FCAT data.
4	Teachers may require additional assistance with integrating higher order thinking skills.	Provide professional development in DOK, Algebra concepts, understanding word problems, etc.	K-5 math teachers, administration	Classroom walkthroughs	fall and winter diagnostics, Core k-12 assessments, student portfolios/work samples

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students may not receive instruction at	Teachers will implement differentiated instruction	Administration, teachers	Student data will be reviewed at various	Results will be determined

1	their instructional level.	through small group structures.	points of the school year during learning team meetings.	through on-going assessments such as Diagnostic Testing, Core K-12 assessments, and 2013 FCAT data and student work folders.
2				

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal # 3a:	To increase the percentage of students making learning gains on the Math FCAT to 85%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72%% (182)	85% (334)

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 may not implement differentiated instruction with fidelity.	Each student scoring level 1 and 2 on the FCAT Mathematics Test will receive immediate intensive mathematics instruction each day in small groups utilizing.	Administrators, math resource teacher, Teachers	Learning Team Meetings will focus on developing intensive lessons for level 1 and 2 students.	On-going assessments, core k-12 assessments, and FCAT 2012 data
2	Student participation/attendance	An afterschool and Saturday tutorial programs will be provided for students in grades 3-5 performing in the lowest 25th percentile.	Administrators, math resource teacher, Teachers	Administrators and tutorial teachers will collaborate to analyze and assess effectiveness based on observations and informal assessments.	Development and implementation of intensive lessons. Documentation of leveled small group instruction.
3	Teachers may not implement the NGSSS with fidelity. Teachers may have difficulty teaching with the new textbooks and resources.	Teachers of students in grades K-5 will participate in weekly Learning Team Meetings with administration to evaluate student work and analyze student performance data such as the district Diagnostic assessments which are based on the SSS standards, informal, formative and summative assessments. Teachers will use this data in conjunction with their instructional focus calendars to guide instruction and target interventions. Teachers will create mini lessons on identified areas of weaknesses to spiral through the instructional focus calendars. Learning	Administrator, math resource teacher, Teachers	Learning Team Meetings will focus on analyzing the data for level 1 and 2 students.	Fall and winter diagnostic scores, and ongoing assessments.



	Team Meetings will also be used for professional development on creating quality teacher developed assessments.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	To increase the percentage of the lowest 25% students who make learning gains in mathematics to 80%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY12 72% (51)of grade 3-5 students in the lowest 25% made learning gains on the FCAT math subtest.	In FY13 80% (314)of grade 3-5 students in the lowest 25% will make learning gains on the FCAT math subtest.

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	Instruction not meeting the needs of the students. Assessments may not match the instruction.	Tier 1, Tier 2, and Tier 3 interventions will be implemented either by the classroom teacher, ESE teachers, and RTI teacher.	Classroom teachers, Math Coach, School Based Team member, Principal, and Assistant Principal	The School based team will meet weekly to discuss the progress of the Tier 1, 2, and 3 students and to revise their plans as needed.	On-going assessments and FCAT 2013 data
2	Students may require additional time and differentiated instruction to ensure adequate progress towards grade level targets.	Differentiated instruction and small group math instruction will be implemented in the classroom.	Classroom Teacher	Classroom walkthroughs	Principal, Assistant Principal, Math Coach
	Students may require instruction using various modalities to understand	Increase the use of manipulatives and hands-on	Assistant principal, math coach, math committee	Classroom Walk-throughs, common assessments	Fall and Winter Diagnostics, common

3	and master math concepts.	activities to reinforce mathematics concepts.	members		assessments, portfolios/work samples.
4	Students who did not demonstrate learning gains may require additional time and instruction.	Provide after school tutorial for students in grades 3-5 who did not make learning gains the previous year.	Assistant principal, Math Coach	Assistant Principal and teachers will review attendance and individual student progress during after school tutorial	Attendance records, strand common assessment results.

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, Melaleuca Elementary will reduce the achievement gap by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	47	52	57	61	66	

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: White, Black, Hispanic. All subgroups will meet 2013 Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Proficiency White: 42% Black: 73 Hispanic: 57	White: 54% Black: 42% Hispanic: 56%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may need additional instruction/remediation to master content	Targeted students will receive tiered interventions implemented either by the classroom teacher, ESE teachers, and/or RTI teacher.	Principal, Assistant Principal, math resource teacher	The School Based Team will meet weekly to discuss the progress of the Tier 1, 2, and 3 students and to revise their plans as needed. Teachers will meet with administrators for data chats regarding the progress of their students who not meeting proficiency. Teachers will discuss best practices, challenges, and successes they are facing with meeting the needs of their students who are not proficient.	On-going assessments and FCAT 2013 data
2	Students do not learn and make progress at the same rate.	Teachers will implement differentiated instruction through the use of math centers/stations and small group instruction.	Principal, Assistant Principal, Math resource teacher	Classroom walkthroughs	On-going assessments and FCAT 2013 data
	The NGSSS/Common Core	Teachers will teach math	Principal, Assistant	Classroom walkthroughs	On-going

3	standards are still fairly new to teachers.	concepts in depth using the Concrete-Representational-Abstract model.	Principal, Math Coach		assessments and FCAT 2013 data
4	Students need to be continuously monitored in order to adjust instruction and meet their needs.	Identify and track students who scored in the lowest 25%. Teachers will have data chats with students and set individual goals. Teachers will tailor instructional practices to meet the needs of targeted students.	Classroom teachers, Principal, AP	Review and analyze tracking charts to determine instructional practices to meet the needs of the students.	Tracking charts, SAL-P, Fountas & Pinnell, LTP agendas/Minutes, common assessments
5	Some students require additional time and instruction to master content.	Participate in after school tutorial program starting in October.	Assistant Principal	AP will review attendance and individual student progress during after school and Saturday tutorial programs	Attendance records, strand common assessment 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	To ensure that the ELL subgroups that did not make Adequate Yearly Progress on the 2011 Math FCAT, meet this target on the 2012 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (38)	AYP: 93% (116)

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	Instruction not meeting the needs of the students. Assessments may not match the instruction.	Each student scoring level 1 and 2 on the FCAT Mathematics Test will receive immediate intensive mathematics instruction in small groups utilizing manipulatives	Administrators, Mathematics resource teacher, ESOL Contact, classroom teachers	The staff will conduct learning team meetings on a scheduled basis to perform data analysis in order to monitor student progress. The progress of students will be monitored using the SSS Diagnostic Test, and ongoing assessments.	Informal and formal assessments
2	Students may require additional practice with vocabulary and concepts related to testing format.	Students will receive instruction and practice each week with classroom tasks and assessments that are the format and rigor of FCAT.	Administrators, Mathematics resource teacher, Learning Team Facilitator, ESOL Contact, classroom teachers	Focused walkthroughs by administration will be used to ensure all math teachers are focusing on academic and vocabulary development through research based strategies such as cooperative learning groups. Also, the staff will conduct learning team meetings on a scheduled basis to perform data analysis in order to monitor student progress. The progress of students will be monitored using the SSS Diagnostic Test and ongoing assessments.	Informal and formal assessments, reports generated from walkthroughs, and lesson plans
	Student progress	Identify and	AP, ELL teacher	Maintain a record of	Increased

3	towards grade level mastery needs to continuously monitored.	closely monitor the progress of the ELL students consistently; revise instruction and intervention groups as indicated by student progress.	strategies and intervention ELL students.	achievement between assessments.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	To ensure that the Students with Disabilities (SWD) subgroups that did not make Adequate Yearly Progress on the 2012 Math FCAT, meet this target on the 2013 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (17)	AYP: 93% (56)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not learn math concepts at the same rate or may require alternative methods of instruction.	ESE teachers will work collaboratively with classroom teachers to teach math concepts in depth using the Concrete-Representation-Abstract method. They will ensure that differentiated instruction in being implemented with fidelity with the ESE students.	Principal, Assistant Principal, Math resource teacher	Classroom Walkthroughs	Ongoing assessments and FCAT 2013 data
2	Students require a variety of instructional methods.	Implement best instructional practices such as use of manipulatives, applying mathematics to the world, journal writing, small group instruction, think aloud problem solving process.	Administrator, Mathematics resource teacher, classroom teachers	Focused walkthroughs by administration will be used to ensure all math teachers are using manipulatives and reteaching logs to monitor instruction.	Reports generated from walkthroughs and documented lesson plans
3	Some students may require additional time/learning opportunities to master grade level standards.	Tutorial opportunities are provided that address individual student needs (based on specific math strands and student weaknesses)	Assistant Principal	Assistant Principal will review attendance and individual student progress during after school tutorial	Increased achievement on pre/post test assessment at conclusion of tutorial session. Attendance logs of tutorial.

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	To ensure that the Economically Disadvantaged subgroups that did not make Adequate Yearly Progress on the 2012 Math FCAT, meet this target on the 2013 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:

39% (130)			AYP 93% (328)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some students require additional time and instruction in order to master grade level standards.	Tutorial opportunities are provided by Melaleuca Elementary and Supplemental Education Services that address individual student needs	Principal, Assistant Principal, Math resource teacher, tutorial teachers	Assistant Principal will review attendance and individual student progress during after school tutorial. Teacher will monitor progress of students during tutorial.	Ongoing assessments and 2013 FCAT data
2	Teachers may not implement with fidelity	Implement best instructional practices such as use of manipulatives, applying mathematics to the world, journal writing, small group instruction, think aloud problem solving process.	Teachers, resource teacher	Classroom Walkthroughs	Ongoing assessments and 2013 FCAT data
3	The pacing or instruction may need to be adjusted in order to meet the needs of students.	Teachers will assist students who are not proficient in a small group or one-on-one setting.	Teachers, resource teacher	Classroom walkthroughs	Ongoing assessments and 2013 FCAT data

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
FCIM and instructional focus calendars	K-5/math	math resource teacher, administration	K-5 math teachers	November learning team meetings	review of IFCs	Administration
Differentiated instruction/math stations	K-5	Math Resource teacher	K-5 math teachers	October/November early release days	classroom walkthroughs, learning team meetings	Administrators, resource teacher
Hands on Equations training	4-5 grade teachers	Making Algebra Child's Play Workshop	4th Grade Math Teachers	December	Action Plan for implementation	4th grade team leader

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement after school and Saturday Tutorial	Tutorial teachers	Title I	\$10,000.00
			Subtotal: \$10,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Implement the IXL software			

program in classrooms, computer lab, and with students at home.	IXL program	Title I	\$2,100.00
Increase student engagement through the use of CPS Clickers.	40 CPS clickers and extra receiver	Title I	\$2,350.00
			Subtotal: \$4,450.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Hire a math resource teacher to assist teacher with the implementation of math curriculum	math resource teacher	Title I	\$63,644.00
Substitutes for release time for Title I funded teachers.	Substitutes	Title I	\$557.00
Registration for "Making Algebra Child's Play" workshop	Grade 4 algebra workshop	Title I	\$350.00
			Subtotal: \$64,551.00
<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: \$79,001.00</b>

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.		To increase the number of students who perform at or above proficiency (level 3) on the 2013 Science FCAT to 50%.			
Science Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
26% (35)		50% (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	In order to make science meaningful, student must have the opportunity to participate in hands on activities.	Provide hands on labs on a regular scheduled basis using the 5E model labs.	Principal, Assistant Principal	Grade level teams will review embedded assessment data to determine progress toward specific benchmarks.	Improvement on ongoing assessments
2	Students require a variety of instructional methods to master a concept.	Increase the use of manipulatives when learning and practicing new science concepts.	Teachers	Teacher will evaluate students through observation during hands on lessons.	Improvement on ongoing assessments

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

1b. Florida Alternate Assessment:	
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Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	In 2013, the number of students in levels 4,5, and 6 in science will remain at 100%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(1)	100%(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				

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:	To increase the number of students who perform at levels 4 and 5 on the Science FCAT will increase to 25%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (11)	25% (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	Students may require differentiated approaches in order to reach their academic potential.	Teachers will engage students in high complexity tasks and enrichment activities.	Teachers	Classroom walkthroughs	Improvement on high complexity questions on ongoing assessments
2	Teachers not implementing with fidelity	Teachers will differentiate their instruction.	Teachers	Classroom walkthroughs	Improvement on high complexity questions on ongoing assessments
3	Instruction needs to be differentiated so that students are receiving the appropriate level of challenge within the classroom.	Utilize hands-on laboratory experiments three times per week using the 5E model, science stations.	Principal, Assistant Principal, Science Committee	The created lesson plans/activities implemented with fidelity and monitored by the Principal/	Lesson plan, classroom walkthroughs
4	There is a need to increase the use of technology in the classroom.	Teachers will integrate the use of Gizmos (technology) to enhance the learning environment and instructional practices.	AP, ITSA, teachers	Lesson plans	Common assessments, Fall and Winter Diagnostics

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.  Science Goal #2b:				
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
Teachers will participate in technology related science programs (GIZMOS)	3-5	Gizmos trained teachers, math resource teacher	3-5 math teachers	September - November learning team meetings	Gizmos reports, learning team meeting discussions.	Administration, math resource teachers.

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide classroom supplies for hands on science activities.	Consumable materials, science equipment, books, copy paper, science journals.	Title I	\$1,000.00
Provide Saturday science tutorial for students in grades 5.	Tutorial teachers	Title I	\$1,500.00
			Subtotal: \$2,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00



			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,500.00

*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:	To increase the number of students who perform at or above proficiency on the 2013 Writing FCAT to 95%
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (81)	95% (111)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need opportunities to participate in authentic writing activities.	Teachers will teach writing using the Writer's Workshop model.	Literacy Leadership Team, Principal, Assistant Principal, District Writing Resource Teacher	Teachers will discuss the issues that they are facing with the implementation of the Writer's Workshop model during LTM meetings and Professional Development sessions.	Ongoing assessments
2	Writing instruction needs to be focused and implemented consistently across grade levels.	Continue implementation of Lucy Calkins Units of Study Writing Program in K-4.	Administration, District Writing Coach, Classroom Teachers	Teachers will participate in Lucy Calkins Units of Study Professional Development on an ongoing basis.	Palm Beach Writes, Classroom Assessments, Analysis of Student Writing during LTM's
3	Effective writing strategies must be modeled throughout the writing process.	The revision and editing process will be explicitly taught and seen in student writing drafts.	Reading Coach, Principal,	TeachersAdministration will monitor revision and editing process by reviewing student drafts collaboratively in LTMs.	Progress seen through monthly prompt writing (Melaleuca Writes).
4	In order to adjust instruction student progress needs to be continuously monitored	Students will participate in individual and/or small group conferring on a weekly basis	Classroom Teacher	Teachers will monitor progress of formal writing and rich language associated with good pieces of writing.	Palm Beach Writes, Classroom Assessments, Analysis of Student Writing during LTM's
5	Students need opportunity to engage in all facets of the writing process.	Teachers will provide students with opportunity to revise, edit, and publish writing pieces.	Literacy Leadership Team, Principal, Assistant Principal, District	TeachersAdministration will monitor revision and editing process by reviewing student drafts collaboratively in	Finished writing pieces.

			Writing Resource Teacher	LTM's	
6	Students have few opportunities to complete on demand writing samples.	Teachers will implement on demand writing assessments on an ongoing basis.	Teachers, administration	Teachers will monitor progress of students using on demand assessments.	Progress monitoring logs.

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:	The number of students scoring at 4 or higher in writing will increase to 100%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0(0)	100%(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
1	Students may not receive direct instruction in writing at their level.	Teachers will provide students with focused writing instruction through small groups.	ESE teacher, classroom teacher	Student progress monitoring logs	FAA writing assessment, progress monitoring logs.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writers workshop	K-5	District writing support	K-5 teachers	September - December (learning team meeting, PDD)	Classroom walkthroughs, learning team meetings	administration, teachers.

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Writers workshop materials	writing journals, paper, ink, chart paper, markers.	Title I	\$3,000.00
Provide Saturday Tutorial for students scoring at level 1-3 on writing assessments.	Tutorial Teachers	Title I	\$2,000.00
			Subtotal: \$5,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<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: \$5,000.00</b>

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:		To increase our attendance rate to 90%.			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
65%		90%			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
331		150			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
155		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	Parents may not attend the meeting and may be unresponsive to the counselor's request for change.	The school counselor will work with the data processor to ensure that all parents of students with excessive absences have met with the school counselor to attempt to rectify decrease the absences and tardies.	School Counselor, Data Processor	Administrators will monitor attendance and tardies.	Conference logs, attendance data
2	Students with excessive tardies or absences may not understand the need for regular attendance.	Identify students with more than 3 tardies, or 5 absences and refer to guidance counselor.	School counselor	Administrators will monitor attendance, and tardies.	Conference logs, attendance data

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

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

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

Attendance Budget:

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

*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:	To decrease in and out of school suspension rates by 50%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
25	12

2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
22	11
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
56	28
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
35	17

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers may not implement with fidelity.	The CHAMPS behavior management program will continue to be implemented school-wide.	Teachers, District CHAMPS facilitator, Administrators	Administrators will monitor suspension rate.	Suspension data
2	Teachers may not implement with fidelity.	The Positive Behavior Support Team will work collaboratively to create school-wide expectations for common areas such as the cafeteria, a quiet signal, and positive reward system.	Positive Teachers, Behavior Support Team, Administrators	Administrators will monitor office referrals and suspension rate.	Suspension rate and office referrals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teaching with Love and Logic	K-5	Administration, coach, LTF	K-5 teachers, fine arts	September - October	Office referrals, suspension rate	administration

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
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<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: \$0.00</b>

End of Suspension Goal(s)

## Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		To increase parent involvement during the 2012-2013 school year.			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
50% (400)		75% (592)			
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 barrier, lack of transportation	Encourage families to actively participate in scheduled conferences discussing reading strategies.	Parent liaison, Reading Coach, Leadership Team	Collect participation data and survey families.	Improved scores on assessments.
2	Language barrier, lack of transportation	Parent workshops will be offered to all parents in English, Spanish, and Creole and incorporated in school sponsored events to recognize and promote and appreciation for the multicultural diversity of our school community	Reading Coach, Parent Liaison, Community Leaders, Leadership Team, and Language Facilitators	Collect participation data and survey families.	Parent attendance sign in sheets
	Language barrier, lack of transportation	Parents will be encouraged to attend	Administrators, Classroom	Collect participation data and survey	Parent attendance sign

3		open house and/or curriculum nights and home visits will also be conducted.	teachers, and Language Facilitators	families.	in sheets
4	Language barrier, lack of transportation	Parent Liaison communication to coordinate parent meetings and trainings with a focus on the home school connection recognizing the multicultural diversity of our school community.	Parent liaison, Principal	Collect participation data and survey families.	Parent attendance sign-in sheets and improved scores on ongoing formal and informal assessments.
5	Business partners many not want to continue supporting our school.	To continue the partnership with our current business partners: Bill Betts, Chick-Fil-A, Steve Whalen, Tequila Cancun	Business Partner Liason	Communicate on a regular basis with business partners.	Donations, partnership agreement forms
6	Parents may not have transportation	La Fiesta De Los Libros for decreasing "summer slide" reading level loss.	Reading Coach, Principal	Collect participation data and also fall reading level data.	Book check out records from the summer. Running Record data in the fall.
7	Incoming students are not sufficiently prepared for new expectations	Parents will provided with information and materials through kindergarten round up.	Principal, assistant principal, kindergarten teachers	Collection of data from Sign in sheets, parent evaluations and communication with incoming parents.	parent evaluations, sign in sheets, FLKRS, FAIR.
8	Parents may not have the language skills to understand presentations presented in English.	Provide electronic translation equipment during meetings.	Administrators, CLFs	Logs for signing out translation equipment will be reviewed along with attendance sheets from workshops/meetings.	Logs, attendance sheet.

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
provide a parent liaison to staff the resource room and reach out to parents.	Salary for Parent liaison	Title I	\$4,640.00
			Subtotal: \$4,640.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

Provide translation headsets/equipment during meetings.	Translation transmitter, headphones, etc.	Title I	\$1,000.00
			Subtotal: \$1,000.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Provide refreshments/materials for family involvement activities	refreshments, paper, cartridges, ink, colored paper.	Title I	\$3,500.00
Provide postage for mailing out letters or information to parents	Postage & Freight	Title I	\$250.00
			Subtotal: \$3,750.00
			<b>Grand Total: \$9,390.00</b>

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	Implementation of Foundations/Wilson reading to increase student phonics.	Foundations Kit (multilevel)	Title I	\$1,000.00
Reading	Model and coach effective reading strategies.	.5 Reading Coach	Title I	\$33,794.00
Reading	Small group, direct supplemental instruction.	.5 RTI resource teacher.	Title I	\$31,822.00
Reading	Small group, direct supplemental instruction.	.5 RTI resource teacher.	Title I	\$31,822.00
Reading	Update classroom libraries with appropriately leveled books.	classroom library books	Title I	\$3,300.00
Reading	Tutorial for students scoring at levels 1-2	Tutorial teachers	Title I	\$12,500.00
Reading	Provide materials for tutorial	Florida Ready consumable workbooks, pencils, notebooks, and other material for tutorial.	Title I	\$1,500.00
Reading	Provide Saturday Tutorial for students scoring at levels 1 and 2	Tutorial teachers	Title I	\$5,764.00
Mathematics	Implement after school and Saturday Tutorial	Tutorial teachers	Title I	\$10,000.00
Science	Provide classroom supplies for hands on science activities.	Consumable materials, science equipment, books, copy paper, science journals.	Title I	\$1,000.00
Science	Provide Saturday science tutorial for students in grades 5.	Tutorial teachers	Title I	\$1,500.00
Writing	Writers workshop materials	writing journals, paper, ink, chart paper, markers.	Title I	\$3,000.00
Writing	Provide Saturday Tutorial for students scoring at level 1-3 on writing assessments.	Tutorial Teachers	Title I	\$2,000.00
Parent Involvement	provide a parent liaison to staff the resource room and reach out to parents.	Salary for Parent liaison	Title I	\$4,640.00
				Subtotal: \$143,642.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Implement the IXL software program in classrooms, computer lab, and with students at home.	IXL program	Title I	\$2,100.00
Mathematics	Increase student engagement through the use of CPS Clickers.	40 CPS clickers and extra receiver	Title I	\$2,350.00
Parent Involvement	Provide translation headsets/equipment during meetings.	Translation transmitter, headphones, etc.	Title I	\$1,000.00
				Subtotal: \$5,450.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount

Reading	Provide professional development in readers workshop.	Teachers college consultant.	Title I	\$14,000.00
Reading	Provide opportunities to attend workshops at Teachers College	Teachers College Saturday Reunion, Summer Institute	Title I	\$10,084.00
Reading	Provide opportunities for teachers to collaborate and plan curriculum.	Funding for substitutes	Title I	\$8,500.00
Reading	Provide professional development materials for teachers/coaches.	books, ink, chart paper, notebooks, etc.	Title I	\$5,000.00
Reading	Provide substitutes for release time for Title I funded positions	Substitutes	Title I	\$600.00
Mathematics	Hire a math resource teacher to assist teacher with the implementation of math curriculum	math resource teacher	Title I	\$63,644.00
Mathematics	Substitutes for release time for Title I funded teachers.	Substitutes	Title I	\$557.00
Mathematics	Registration for "Making Algebra Child's Play" workshop	Grade 4 algebra workshop	Title I	\$350.00
				Subtotal: \$102,735.00
<b>Other</b>				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Classroom supplies to support reading workshop.	Ink, paper, chart paper, post-it notes, etc.	Title I	\$7,000.00
Parent Involvement	Provide refreshments/materials for family involvement activities	refreshments, paper, cartridges, ink, colored paper.	Title I	\$3,500.00
Parent Involvement	Provide postage for mailing out letters or information to parents	Postage & Freight	Title I	\$250.00
				Subtotal: \$10,750.00
				<b>Grand Total: \$262,577.00</b>

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

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

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

[View uploaded file](#) (Uploaded on 9/23/2012)

## 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
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RACING TO READ INCENTIVE PROGRAM	\$1,000.00
SATURDAY TUTORIAL	\$2,000.00
REFRESHMENTS FOR SAC MEETINGS (FOOD, NAPKINS, CUPS, PLATES)	\$250.00
Provide funding and materials for after school or summer tutorial program.	\$2,000.00

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

The School Advisory Council will meet on the first Wednesday of each month at 5:30 in the media center. One section of the School Improvement Plan will be discussed at each meeting. SAC members will give their input at each meeting. The School Advisory Council will also give their input as to how the School Improvement Funds are spent. FCAT data as well as diagnostic testing data will be discussed as it becomes available.

# 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 MELALEUCA ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	62%	64%	89%	51%	266	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	59%	58%			117	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	56% (YES)	65% (YES)			121	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					504	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District MELALEUCA ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	69%	86%	40%	262	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	63%	59%			122	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	67% (YES)	75% (YES)			142	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					526	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested