# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
## 2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: ORCHARD VIEW ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Kathleen DePuma

SAC Chair: Jean Bayol

Superintendent: Wayne Gent

Date of School Board Approval: December, 2012

Last Modified on: 10/24/2012

# PART I: CURRENT SCHOOL STATUS

## STUDENT ACHIEVEMENT DATA

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

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

## ADMINISTRATORS

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

| Position | Name | Degree(s)/ Certification(s) | # of Years at Current School | # of Years as an Administrator | Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year) |
|---|---|---|---|---|---|
| | | | | | Orchard View Elementary 2011-2012: Grade B Reading: Proficiency 46% Learning gains 74% Lowest 25%: 84% Math: Proficiency 46% Learning Gains: 68% Lowest 25%: 75% Writing Proficiency: 88% Science Proficiency: 39% |
| | | | | | Orchard View Elementary2010-2011: Grade C AYP Criteria not met Reading: Proficiency 53% Learning gains 64% Lowest 25%: 63% All subgroups did not make AYP Math: Proficiency 57% Learning Gains: 59% Lowest 25%: 57% All subgroups did not make AYP Writing Proficiency: 67% Science Proficiency: 41% |
| | | MA – Nova Southeastern | | | 2009-2010: Grade C AYP Criteria not met Reading : Proficiency: 57%, Learning |

| Position | Name | Credentials | Years at Current School | Years as Admin | Performance Record |
|---|---|---|---|---|---|
| Principal | Kathleen DePuma | University/Educational Leadership BA – Florida Atlantic University – Exceptional Student Education School Principal, Educational Leadership. Varying Exceptionalities | 3 | 8 | Gains: 64% Lowest 25%: 59%<br>All Subgroups did not make AYP<br>Math: Proficiency: 66%, Learning Gains: 48%, Lowest 25%: 45%<br>All subgroups did not make AYP.<br>Writing: Proficiency: 96%,<br>Science Proficiency: 45%<br>Assistant Principal of Discovery Key Elementary School FY05 Grade A 85% high standards in Reading 80% high standards in Math 85% high standards in writing 85% SWD met proficiency in Reading & Math AYP met<br>FY06 Grade A<br>85% High standards in Reading79% high standards in Math 86% high standards in writing SWD met proficiency in Reading & Math AYP met<br>FY07 Grade A<br>88% high standards in Reading 79 % high standards in Math 82% high standards in Writing 67% high standards in Science SWD did not meet proficiency in math AYP not met<br>FY08 Grade A 88% high standards in Reading 88% high standards in Math 91% high standards in Writing 75 % high standards in Science SWD met proficiency in Reading & Math AYP met<br>FY09 Grade A<br>90% high standards in Reading 90% high standards in Math 98% high standards in Writing 80% high standards in Science SWD did not meet proficiency in Reading or Math AYP not met |
| Assis Principal | Melicia Charleston | MA- Nova Southeastern University/Elementary Education BS- Bethune Cookman University – Sociology Educational Leadership (K-12), Elementary Education 1-6, ESOL Endorsement, Reading Endorsemen | 2 | 4 | Orchard View Elementary 2011-2012: Grade B<br>Reading: Proficiency 46%<br>Learning gains 74% Lowest 25%: 84%<br>Math: Proficiency 46%<br>Learning Gains: 68%<br>Lowest 25%: 75%<br>Writing Proficiency: 88%<br>Science Proficiency: 39%<br><br>2010-2011: Grade C AYP Criteria not met<br>Reading: Proficiency 53%<br>Learning gains 64% Lowest 25%: 63%<br>All subgroups did not make AYP<br>Math: Proficiency 57%<br>Learning Gains: 59%<br>Lowest 25%: 57%<br>All subgroups did not make AYP<br>Writing Proficiency: 67%<br>Science Proficiency: 41%<br>Ms. Charleston had a position at the district office for the 2008 - 2009 and 2009-2010 school years.<br><br>ESOL Coordinator at Rolling Green Elementary.<br>2007-2008<br>Grade: A<br>Reading Mastery: 55%<br>Math Mastery: 57%<br>AYP – 85%<br>Black, ELL, and SWD subgroups did not meet AYP in math and reading.<br><br>ESOL Coordinator at Rolling Green Elementary.<br>2006-2007<br>Grade: B<br>Reading Mastery: 55%<br>AYP – 87%<br>Met AYP in math for all subgroups.<br>AYP – 87%<br>Total, Hispanic, Econ. Disadv. and SWD subgroups did not meet AYP in reading.<br><br>ESOL Language Arts Teacher at Rolling Green Elementary<br>2005-2006<br>Grade: A<br>Reading Mastery: 58%<br>AYP – 97%<br>Met AYP in math for all subgroups.<br>SWD subgroup did not meet AYP in reading.<br><br>ESOL Language Arts Teacher at Rolling Green Elementary<br>2004-2005<br>Grade: B |

| | | | | | Reading Mastery: 62%<br>AYP – 83%<br>Black, Economically Disadvantaged, ELL and SWD subgroups did not meet AYP in math.<br>SWD subgroup did not meet AYP in reading. |
|---|---|---|---|---|---|
| Principal | | | | | |

## 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 | Margarita Kaufman | BA/ Elementary Education K-6 MS/Special Education/ Varying Exceptionalities K-12 Reading endorsed ESOL endorsed | 14 | 3 | Orchard View Elementary 2011-2012: Grade B<br>Reading: Proficiency 46%<br>Learning gains 74% Lowest 25%: 84%<br>Math: Proficiency 46%<br>Learning Gains: 68%<br>Lowest 25%: 75%<br>Writing Proficiency: 88%<br>Science Proficiency: 39%<br><br>Orchard View Elementary 2010-2011:<br>Grade C AYP Criteria not met<br>Reading: Proficiency 53%<br>Learning gains 64% Lowest 25%: 63%<br>All subgroups did not make AYP<br>Math: Proficiency 57%<br>Learning Gains: 59%<br>Lowest 25%: 57%<br>All subgroups did not make AYP<br>Writing Proficiency: 67%<br>Science Proficiency: 41%<br><br>2009-2010: Grade C AYP Criteria not met<br>Reading : Proficiency: 57%, Learning Gains: 64% Lowest 25%: 59%<br>All Subgroups did not make AYP<br>Writing: Proficiency: 96%,<br>FY08 Grade A<br>68% proficiency in Reading 77% proficiency in Math 80% proficiency in Writing 26% proficiency in Science ED did not meet Reading Prof all other subgroups did All subgroups met Math Prof AYP not met<br>FY09 Grade A<br>75% proficiency in Reading 74% proficiency in Math 73% proficiency in Writing 41% proficiency in Science SWD did not meet Reading prof all other subgroups did Black, ED, ELL, and SWD did not meet Math prof all other subgroups did AYP not met |
| Math/Science | Laura Tomas | BA/ Elementary Education 1-6/Specific Learning Disabilities K-12 ESOL endorsed | 1 | 1 | Coral Reef Elementary 2011-2012 Grade A<br>Reading: 75%<br>Math: 75%<br>Writing: 90%<br>Science: 68%<br>Learning Gains Reading: 67%<br>Learning Gains Math: 61%<br>Lowest 25% Reading: 54%<br>Lowest 25% Math: 45%<br><br>Coral Reef Elementary 2010-2011 Grade A<br>Reading 89%<br>Math 90%<br>Writing 87%<br>Science 77%<br>Met AYP 100% |

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

| | Description of Strategy | Person Responsible | Projected Completion Date | Not Applicable (If not, please explain why) |
|---|---|---|---|---|
| 1 | 1. Mentoring/Partnering new teachers with veteran staff | Assistant Principal | On going through June 2013 | |
| 2 | 2.Regularly scheduled sessions of new teachers with principal | Principal | On going through June 2013 | |
| 3 | 3. Sharing of best practices and data analysis support | Learning Team Facilitator | On going through June 2013 | |
| 4 | 4. Book Study | Reading and Math Coaches | On going through June 2013 | |
| 5 | 5.Assist in implementation of strategies to meet student achievement goals. | Reading Resource | Ongoing through 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 |
|---|---|
| 3 teaching out-of-field (5%) <br> 3 who received less than an effective rating (5%) | Out-of-field teachers are enrolled in coursework which will enable them to update their teaching certificate. <br><br> Teachers with less than effective rating are engaged in appropriate targeted professional development. |

## 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 |
|---|---|---|---|---|---|---|---|---|---|
| 55 | 7.3%(4) | 29.1%(16) | 45.5%(25) | 18.2%(10) | 32.7%(18) | 94.5%(52) | 10.9%(6) | 1.8%(1) | 83.6%(46) |

## 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 |
|---|---|---|---|
| | | | The mentor and mentee |

| | | | |
|---|---|---|---|
| Caterina Viola (BTAP) | Vanessa Geppert Jessica Godoy Tabitha Roubian | Ms. Viola has experience with primary and intermediate grades and is currently the team leader for 4th grade. Ms. Viola is currently being trained in clinical education. | are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. Also, the Reading and Math Coach are modeling lessons using effective strategies. |
| Krista Fine | Vanessa Geppert Jessica Godoy | Ms. Fine has been trained in clinical education, has experience with primary grades, and is currently the team leader for Kindergarten | The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. Also, the Reading and Math Coach are modeling lessons using effective strategies. |
| Lorraine Wender | Tabitha Roubian | Mrs. Wender is a veteran teacher with 30+ years teaching experience in grades K-5. Mrs. Wender is currently a 1st Grade Math and Science teacher and has clinical education training. | The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. Also, the ESE Coordinator will model lessons using effective strategies. |

# 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 funds are utilized to provide tutorials during and after school, substitutes for teachers to attend staff development opportunities and stipends for after hours trainings, as well a Reading Coach and a Math Coach.

A Reading resource teacher has been hired to provide intensive reading instruction for struggling learners.

A Parent Liaison provides family involvement activities/trainings using Title I funds. Additionally, postage, training materials, food and supplies are purchased with Title I funds. Classroom libraries, computer hardware and software, and classroom materials are provided using these funds.

Staff development materials will be purchased using Title I funds.

### Title I, Part C- Migrant

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

### Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Professional development provided by the district curriculum departments is also provided with Title II funds.

Title III

Title III fund are used to provide services for ELL students with educational materials, Language Facilitators, and an ESOL Coordinator to work with students and families.

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers.

Violence Prevention Programs

School-Wide Positive Behavior Support Program

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

Nutrition Programs

Newsletter, Nutrition Facts, Lunch Menu are sent to all families in their native language. Information is directly related to health and nutrition for students and families.
Backpack program (Blessings for backpacks) provided by "Boca Helping Hands Backpacks"will be sending food home with the students.Caridad Center will collaborate in efforts to help families participate in health and nutrition programs.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents

regarding school-based RtI plans and activities.

Facilitator: Facilitates weekly RtI meetings; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities; participates in student data collection while integrating core instructional activities/materials; collaborates with general education teachers and provides supplemental instruction through co-teaching and modeled support; provides intensive instruction beyond general education means.

ESE Coordinator: facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding databased instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; collaborates on development of intervention plans.

Instructional Coaches - Reading and Math: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

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

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

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

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

ESOL Coordinator: Educates the team as to the specific needs of ESOL students; participates in the development and implementation of intervention plans; communicates with parents of ESOL students.

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

The team meets regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team.
The SBT will use the Problem Solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g. teacher, RtI facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

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

Members of the RtI Leadership Team met with members of the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

## 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: Progress Monitoring and Reporting Network (PMRN), FLKRS, Florida Comprehensive Assessment Test (FCAT), Fountas & Pinnell K-5 Benchmark Assessment System
Progress Monitoring: PMRN, Curriculum Based Measurement (CBM), FCAT Simulation
Midyear: Florida Assessments for Instruction in Reading, Early Reading Diagnostic Assessment (ERDA) Core K-12 Data

End of year: Core K-12 data, FCAT
Frequency of Data Days: twice a month for data analysis

Describe the plan to train staff on MTSS.

Professional development will be provided by the Reading Resource and Reading Coach during teachers' common planning time and/or in small sessions throughout the year.

Describe the plan to support MTSS.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Kathleen DePuma, Principal
Margarita Kaufman, Reading Coach
Laura Tomas, Math/Science Coach
Melicia Charleston, Assistant Principal
Cindy Rosado, Bilingual guidance counselor
Jean Bayol, ESOL Coordinator
Michelle Baker, ESE Coordinator
Kristina Baker, SAI

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

The Literacy Leadership Team crates 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 Reader's and Writer's Workshop models. Implementing the Readers' Workshop K-5 and Writer's Workshop model in K-4th grades. The team will also address the areas in need of improvement according to School Report Card.

## Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 9/16/2012)

## *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.

A Kindergarten Round-up is held in the Spring to introduce incoming kindergarten students and their parents to Orchard View. At this time students meet the current Kindergarten teachers, are given a tour of the school, and are introduced to life as a kindergarten student. Incoming families were provided with packets of Kindergarten prerequisite skills in Reading, Math, and Writin andg suggestions for parent support and involvement.Also students from the local Head Start Program take a field trip to Orchard View to familiarize them with the school so that they are comfortable when they start Kindergarten. When school begins, kindergarten students have a staggered start allowing for lower teacher/ pupil ratio. This allows teachers to provide more one on one attention to individual students.
At Orchard View, all incoming Kindergarten students will be assessed upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students will be assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing.

Screening data will be collected and aggregated. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. On going assessments will be utilized throughout the year.

## *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 proficiency (level 3) on the Reading FCAT 2.0. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 25% (64 students) | 35% (85 students) |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Instruction not meeting students' needs. Assessment not matching instruction. Students may need additional time to master content. Students may not know their strengths and weaknesses | Plan focused lessons Include higher order thinking questions during conferences with all students Conduct data chats with all students | Administration, and Coaches | Monitor implementation through walkthroughs/observations  Data chats with teachers. | Diagnostic Test results Data Chat Logs  2013 FCAT data |
| 2 | Instruction not meeting the needs of the students. Assessments may not match the instruction | Implement Reader's Workshop. Teachers will meet bi-monthly in Learning Team Meetings to plan focus lessons, discuss challenges, brainstorm solutions, and to clarify issues they are facing with implementation. | Reading Coach, Classroom Teachers, District Reading Resource Teacher, Learning Team Facilitator | Administration will be aware of the Reader's 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. |
| 3 | Instruction not meeting the needs of the students. Assessments may not match the instruction. | Each student reading below grade level will receive additional intensive instruction in Reading each day for a minimum of 30 minutes in a small group setting. | Principal, Assistant Principal, Reading Coach, Reading teachers, classroom teachers | 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 K-4 Literacy Assessment | Effectiveness will be determined through on-going assessments such as SSS Diagnostic Test, the K-4 Literacy Assessment |
| 4 | Books and reading logs are not consistently being returned to school. Motivating students to read at home. | Motivate and encourage students to return books and completed reading logs to school every day. | Teachers, Parents, and students | Monitor books returning to class. Emphasize the importance of reading logs as an assessment tool. Regularly communicate with parents. | Reading Logs |

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 5 | Students may not have personal goals or know their strengths and weaknesses | Student achievement chats will be conducted with all students on an ongoing basis. | Administration, Teachers,Reading Coach, SAI Teacher, Reading Resource Teacher | Students can set goals and discuss progress towards meeting them. | Effectiveness will be determined through on-going assessments such as SSS Diagnostic Test, the K-4 Literacy Assessment |
| 6 | Students may need additional time to master content and skills. | Teachers provide small group, differentiated instruction<br><br>Provide afterschool tutoring for targeted students. | Teachers,Administration,Reading Coach,SAI & Reading Resource Teachers,<br><br>Tutorial coordinator | Lesson Plans, iii scheduling, SAI scheduling,<br><br>Review of tutorial attendance logs; review of student performance on assessments | Effectiveness will be determined through on-going assessments such as SSS Diagnostic Test, the K-4 Literacy Assessment |
| 7 | Student time spent receiving academic reading instruction is negatively impacted when out of class due to discipline referrals. | Continue the implementation of School-Wide Positive Behavior Support | Administration and Positive Behavior Support Team | Administration and Positive Behavior Support Team will analyze discipline referrals (incidents and actions) while promoting and rewarding postive behavior. | Discipline Referrals |

| 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:<br>Students scoring at Levels 4, 5, and 6 in reading.<br><br>Reading Goal #1b: | To increase the number of students who perform at levels 4, 5, and 6 on the Reading FAA. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| (22%) 5 students | 28% (8 students) |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Cognitive and processing deficits. Instruction not meeting students needs. Assessments may not match instruction. | Meet bi-monthly to plan focus lessons, discuss challenges, brainstorm solutions, and to clarify issues with curriculum content modifications and specialized instructional approaches.<br><br>Collaboration with family and agencies | Administration, ESE Coordinators, ESE/Classrooom teachers, IEP team | Monitor implementation of IEP objectives and lesson plans through classroom walkthroughs. | Teacher-developed checklists and assessments IEP Goals and Objectives 2013 FAA data |
| 2 | Students may not have personal goals or know their strengths and weaknesses. | Student achievement chats will be conducted with all students on an ongoing basis. Provide specially designed organizational strategies or adaptations for independent functioning. Provide required | Administration, ESE Coordinator, ESE/Classroom teachers, and IEP team | Students can set goals and discuss progress towards meeting them. Monitor IEP goals and objectives | Effectiveness will be determined through on-going assessments and teacher-developed checklists |

| | | | |
|---|---|---|---|
| | alternative communication systems. | | |

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.<br><br>Reading Goal #2a: | To increase the number of students who perform at level 4 on the Reading FCAT 2.0 |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 13% (32 students) | 25% (61 students) |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Students are not challenged to think critically.<br><br>Teachers not implementing rigorous instruction with fidelity. | Include higher-order questioning when conferencing with students. Teachers will engage students in high complexity tasks and enrichment activities | Administration, Learning Team Facilitator, Reading Coach | Classroom walkthroughs/Observation | Ongoing assessments such as conference logs, reading logs, Fountas & Pinnell Literacy Assessment, Diagnostic Testing, and 2013 FCAT data. Classroom walkthrough logs and focused walkthroughs to determine frequency of higher-order questions. |
| 2 | Students may not have personal goals or may not know their strengths and weaknesses.<br><br>Students may need extra time to master content/skills | Data Chats will be conducted with all students on an ongoing basis. Provide opportunities for enrichment through scheduled classes and after school programs. | Administration, Learning Team Facilitator, Coaches, Tutorial Coordinator | Classroom walkthroughs/Observation | Data Chats logs Assessments Tutorial Attendance logs |
| 3 | Students may not be matched to appropriate leveled texts. Teachers may not be aware of the characteristics of higher level texts as outlined in the Continuum of Literacy Learning. | Teachers will use "just right" books at the level of the student, will engage the students with high complexity questions and enrichment activities including book clubs, reading response journals, and accountable talk read alouds. | Reading Coach, Grade Level Teachers, Literacy Leadership Team, Reading Resource Teacher | Administration will monitor implementation through classroom walkthroughs. | Effectiveness will be determined through on-going assessments such as conference logs, reading logs, Fountas & Pinnell Literacy Assessment, Diagnostic Testing, and 2013 FCAT data. |
| | Students are not challenged to think critically. | Include higher-order questioning during conferencing in the Reader's Workshop model. | Administration, Learning Team Facilitator, Reading Coach, Reading Resource Teacher | Classroom Observation | Effectiveness will be determined through on-going assessments such as conference logs, reading logs, Fountas & Pinnell Literacy Assessment, |

| | | | | | |
|---|---|---|---|---|---|
| 4 | | | | | Diagnostic Testing, and 2013 FCAT data. Classroom walkthrough logs and focused walkthroughs to determine frequency of higher-order questions. |
| 5 | Students may not have personal goals or know their strengths and weaknesses. | Student Achievement Chats will be conducted with all students on an ongoing basis. | Administration, teachers, reading coach, SAI Teacher, Reading Resource Teacher | Students can set goals and discuss progress towards meeting them. | Effectiveness will be determined through on-going assessments such as conference logs, reading logs, Fountas & Pinnell Literacy Assessment, Diagnostic Testing, and 2013 FCAT data. |
| 6 | Students may not reach their potential without additional enrichment opportunities. | Provide opportunities for enrichment through scheduled classes and afterschool tutorial opportunities. | Assistant Principal, tutorial coordinator, Reading Resource teacher | Review of tutorial attendance logs; performance on Diagnostic assessments. | Effectiveness will be determined through on-going assessments such as conference logs, reading logs, Fountas & Pinnell Literacy Assessment, 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 reading. Reading Goal #2b: | To increase the number of students performing at or above level 7 on the Florida Alternate Assessment |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 61% (14 students) | 65% (19 students) |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Students may not have personal goals or know their strengths and weaknesses. | Student achievement chats will be conducted with all students on an ongoing basis. Provide specially designed organizational strategies or adaptations for independent functioning. Provide required alternative communication systems. | Administrator, ESE/Classroom teachers, ESE Coordinator, IEP team | Students can set goals and discuss progress towards meeting them. Monitor IEP goals and objectives. | Effectiveness will be determined through on-going assessments and teacher-developed checklists. |
| | Cognitive and processing | Meet bi-monthly to plan | Administrator, | Monitor implementation of | Reading Running |

| | | | | | |
|---|---|---|---|---|---|
| 2 | deficits<br><br>Instruction not meeting the needs of the students. Assessments may not match the instruction | focus lessons, discuss challenges, brainstorm solutions, and clarify issues with curriculum content modifications and specialized instructional approaches.<br><br>Collaboration with family and agencies | ESE/Classroom teachers, ESE Coordinator | IEP objectives and lesson plans through classroom walkthroughs. | Records Teacher-developed checklists and assessments IEP goals and objectives. |

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.<br><br>Reading Goal #3a: | To increase the percentage of students making learning gains on the 2013 Reading FCAT 2.0. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 70% (121 students) | 80% (195 students) |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Teachers may not implement NGSSS, CCSS, and differentiated instruction with fidelity. | Teachers of students in grades K-5 will participate in Learning Team Meetings to analyze student data and practice haw to group students for differentiated instruction. | Administration and Coaches, Learning Team Facilitator | Walthroughs/Observations and feedback | Learning Team Reports Teachers' Lesson Plans |
| 2 | Students may need additional time to master content/skills. Students may not have personal goals or may not know their strengths and weaknesses. | Provide afterschool tutorinal program for targeted students. Conduct data chats with all students on an on-going basis. | Administration and Coaches, Learning Team Facilitator, Tutorial Coordinator | Walthroughs/Observations and feedback | Data Chat Logs Ongoing Assessments Diagnostic Data 2013 FCAT Data |
| 3 | Students may not have personal goals or know their strengths and weaknesses. | Student achievement chats will be conducted with all students on an on-going basis. | Principal, Assistant Principal, Reading Coach, SAI Teacher, Reading Resource Teacher | Students can set goals and discuss progress towards meeting them | Effectiveness will be determined through on-going assessments such as: K-4 Literacy Assessment, SSS Diagnostic Test, 2013 FCAT data |
| 4 | Students may not be motivated to read. | Teachers will increase student motivation for reading by matching students to books and by providing book level introductions | Teachers, Administration, Reading Coach, SAI Teacher, Reading Resource Teacher | Reading Logs | Effectiveness will be determined through on-going assessments such as: Reading Logs, K-4 Literacy Assessment, SSS Diagnostic Test, 2013 FCAT data |
| 5 | Students may need additional time to master content and skills. | Provide afterschool tutoring for targeted students. | Assistant Principal, Tutorial Coordinator | Review of tutorial attendance logs; review of student performance on diagnostic assessments. | Effectiveness will be determined through on-going assessments such as K-4 Literacy Assessment, 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:

| 3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.<br><br>Reading Goal #3b: | To increase the percentage of students making learning gains in the 2013 FAA Reading. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 30% (7 students) | 40% (12 students) |

<table>
<tr><th colspan="6">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><th></th><th>Anticipated Barrier</th><th>Strategy</th><th>Person or Position Responsible for Monitoring</th><th>Process Used to Determine Effectiveness of Strategy</th><th>Evaluation Tool</th></tr>
<tr><td>1</td><td>Instruction not meeting students' needs Students may need additional time to master content/skills</td><td>Meet bi-monthly to plan focused lessons Provide afterschool tutorial program for targeted students</td><td>Administration, ESE Coordinator IEP team</td><td>Monitor implementation of IEP goals and lesson plans through classroom walkthroughs/observation. Review of tutorial attendance log and performance on assessments</td><td>Teachers' Lesson Plans Teacher-developed checklists and Assessments 2013 FAA</td></tr>
<tr><td>2</td><td>Cognitive and processing deficits Instruction not meeting the needs of students. Assessments may not match the instruction.</td><td>Plan focus lessons, discuss challenges, brainstorm solutions, and clarify issues with curriculum content modifications and specialized instructional approaches. Collaboration with family and agencies</td><td>Administration, ESE Coordinator, ESE/Classroom teachers, and IEP team</td><td>Monitor implementation of IEP goals and lesson plans through classroom observations.</td><td>Reading Running Records Teacher-developed checklists and assessments IEP goals and objectives FAA 2013</td></tr>
<tr><td>3</td><td>Students may not have personal goals or know their strengths and weaknesses.</td><td>Facilitate student data chats on an ongoing basis. Provide specially designed organizational strategies or adaptations for independent functioning. Provide required alternative communication systems</td><td>Administration, ESE Coordinator, ESE/Classroom teachers, and IEP team</td><td>Discuss progress towards meeting goals Monitor IEP goals and objectives</td><td>Effectiveness will be determined through ongoing assessments and teacher-developed checklists.</td></tr>
</table>

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.<br><br>Reading Goal #4: | To increase the percentage of students making learning gains by 14% on the 2013 Reading FCAT 2.0. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 73% (40 students) | 88% (38 students) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 1 | Students come to the tested grades not achieving at grade level. | Conduct vertical team planning to determine students' strengths and weaknesses. Use strategic placement for students. Provide immediate intensive intervention (iii) to primary students. | Administration Leadership Team, Team Leaders | Monitor student placement Monitor implementation of iii. | Master schedule Student data Card/wall iii classroom roster |
| 2 | Students learn different ways and at different rates | Plan differentiated instruction using researched-based instructional strategies. Provide afterschool tutorial programs for targeted students | Administration, Tutors, Tutorial Coordinator | Monitor tutoring lesson plans Conduct tutorial walkthroughs | Tutoring logs Diagnostic data 2013 FCAT data |
| 3 | Students learn in different ways and at different rates. | Tier 1: Determine core instructional needs by reviewing SSS Diagnostic Test, and K-4 Literacy Assessment. Plan differentiated instruction using researched-based instructional strategies within the 90 minute reading block. | Teachers, Principal, Assistant Principal, Reading Coach, Learning Team Facilitator, Reading Resource Teacher, SAI Teacher | Using Conference logs, Reading logs, Post-it trails, SSS Diagnostic Test data and the K-4 Literacy Assessment, learning team meetings will be held on a scheduled basis to perform data analysis in order to monitor student progress. | Tracking will be implemented during Learning Team Meetings. The progress of students will be monitored using the K-4 Literacy Assessment, SSS Diagnostic Test data |
| 4 | Some students require additional time and methods to master content and skills. | Each student scoring Level 1 and 2 on the FCAT or SSS Diagnostic Reading will receive immediate intensive intervention (iii) in Reading each day for a minimum of 30 minutes in a small group setting. | Teachers, Administration, Reading Coach, Reading Resource Teacher, SAI Teacher, Learning Team Facilitator, School Based Team | School Based Team as well as learning team meetings will be held on a scheduled basis to analyze data perform data in order to monitor student progress. | Tracking will be implemented during SBT and Learning Team Meetings. The progress of students will be monitored using the SSS Diagnostic Test, the K-4 Literacy Assessment. |
| 5 | In spite of additional time and methods to master content and skills, some students require more intense remediation. | Tier 2: Plan supplemental instruction/intervention for students not responding to core instruction. Focus of the instruction is determined by review of SSS Diagnostic Test, the K-4 Literacy Assessment, and will include explicit instruction, guided practice, and independent practice. | Administration, Reading Coach, Reading Resource Teacher, SAI Teacher, School Based Team | Analyze SSS Diagnostic Test, Running Records using the K-4 Literacy assessment | SSS Diagnostic Test, the K-4 Literacy Assessment will be used to determine the effectiveness of instruction/intervention |
| 6 | Some students require even greater time and more targeted methods to master content skills. | Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruciton using problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and be provided in addition to core and supplemental instruction. | Teachers, Administration, Reading Coach, Reading Resource Teacher, SAI Teacher | Analyze SSS Diagnostic Test data and Running Records using the K-4 Literacy Assessment | SSS Diagnostic Test, the K-4 Literacy Assessment will be used to determine the effectiveness of instruction/intervention |
| 7 | Students may need additional time to master content and skills. | Provide afterschool tutoring for targeted students. | Assistant Principal, tutorial Coordinator | Review of tutorial attendance logs; review of student performance on SSS Diagnostic Test, the Fountas & Pinnell Running Record System | Printout of SSS Diagnostic Test and the the Fountas & Pinnell Running Record System |

| Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target | | | | | | |
|---|---|---|---|---|---|---|
| 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | Reading Goal # In six years our school will reduce the achievement gap by 50%. 5A : | | | | | |

| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|---|---|---|---|---|---|---|
|  | 44% | 49% | 54% | 59% | 64% |  |

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: Black, Hispanic, and White. All subgroups will meet the 2013 Targets. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Percentage of students not making satisfactory progress for each subgroup: White: 44% Black: 65% Hispanic: 56% Asian: N/A American Indian N/A | By 2013, the percentage of students not making satisfactory progress for each subgroup will decrease as follows: White: 34% Black: 58% Hispanic: 47% Asian: N/A American Indian 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 | Lack of quality multicultural resources in the home for parents to use with their children. | Promote students' choice of high quality and multicultural materials/resources available for check-out from the media center. Provide bilingual materials in classroom librairies | Administration, ESOL Coordinator, Coaches, and Media Specialist | Monitor students' check out logs from Media. Parent surveys and feedback. | Students' choice will be monitored using the check out logs. |
| 2 | White: Low socio-economic home setting, students with learning difficulties, behavioral issues, frequent absences/tardies Black: Low socio-economic home setting, students with learning difficulties, behavioral issues, frequent absences/tardies, language barriers Hispanic: Low socio-economic home setting, students with learning difficulties, behavioral issues, frequent absences/tardies, language barriers Asian: N/A American Indian: N/A | Each student scoring Level 1 and 2 on the FCAT or SSS Diagnostic Reading will receive immediate intensice intervention (iii) in Reading each day for a minimum of 30 minutes in a small group setting. | Teachers, Principal, Assistant Principal, Reading Coach, Reading Resource Teacher, SAI Teacher, LTF | School Based Team as well as learning team meetings will be held 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 K-4 Literacy Assessment. | Our Data Wall will be utilized to track individual student's progress. Tracking will be implemented during Learning Team Meetings |
|  | Lack of quality multicultural resources in | Promote students' choice of high quality | Administration, ELL Contact, | Monitor students' check out logs from Media | Students' choice will be monitored using the |

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|---|---|---|---|---|
| 3 | the home for parents to use with their children. | and multicultural literature available for check-out from the media center. | Media Specialist | | check out logs. |
| 4 | Students learn in different ways and at different rates. | Tier 1: Determine core instructional needs by reviewing SSS Diagnostic Test, the Fountas & Pinnell Literacy Assessment. Plan differentiated instruction using research-based instructional strategies within the 90 minute reading block. | Teachers, Administration, Reading Coach, Reading Resource Teacher, SAI Teacher, LTF | Analyze SSS Diagnostic Test and the Fountas & Pinnell Literacy Assessment | Tracking will be implemented during Learning Team Meetings. The progress of students will be monitored using the SSS Diagnostic Test, the Fountas & Pinnell Literacy Assessment. |
| 5 | Some students require additional time and methods to master content and skills. | Tier 2: Plan supplemental instruction/intervention for students not responding to core instruction. Focus of the instruciton is determined by review of SSS Diagnostic Test, the Fountas & Pinnell Literacy Assessment and will include explicit instruction, guided and independent practice. | Teachers, Administration, Reading Coach, Reading Resource Teacher, SAI teacher, SBT | Analyze SSS Diagnostic Test, the Fountas & Pinnell Literacy Assessment | SSS Diagnostic Test, the Fountas & Pinnell Literacy Assessment will be used to determine the effectiveness of instruction/intervention |
| 6 | Some students require even greater time and more targeted methods to master content skills. | Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-sovling process. Interventions will be matched to individual student needs, be evidence-based, and be provided in addition to core and supplemental instruction. | Teachers, Administration, Reading Coach, Reading Resource Teacher, SAI Teacher, SBT | Analyze SSS Diagnostic Test, the Fountas & Pinnell Literacy Assessment | SSS Diagnostic Test, the Fountas & Pinnell Literacy Assessment will be used to determine the effectiveness of instruction/intervention |
| 7 | Students may need additional time to master content and skills. | Provide afterschool tutoring for targeted students | Assistant Principal, Tutorial Coordinator | Review of tutorial attendance logs, review of student performance on SSS Diagnostic Test, and the Fountas & Pinnell Literacy Assessment | Printout of SSS Diagnostic Test, the Fountas & Pinnell Literacy Assessment |

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| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | |
| 5C. English Language Learners (ELL) not making satisfactory progress in reading.<br><br>Reading Goal #5C: | The ELL subgroup didn't meet the 2012 Reading Targets. The ELL subgroup will meet the 2013 Targets. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Percentage of English Language Learners (ELL) not making satisfactory progress: 73% | Percentage of English Language Learners (ELL) not making satisfactory progress will be down to 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 |
|---|---|---|---|---|

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|---|---|---|---|---|---|
| 1 | Teachers may not know how to implement ESOL Strategies effectively. Students may have difficulty acquiring English language skills. | ELL Students instruction will focus on academic and vocabulary development through research-based strategies. Offer professional development | Administration, ESOL Coordinator, Coaches, Learning Team Facilitator | Classroom walkthroughs and professional discussions during learning team meetings. Monitoring of lesson plans | Tracking will be implemented during Learning Team Meetings utilizing Diagnostic testing and 2013 FCAT Data In-service points record |
| 2 | 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. | Teachers, Principal, Assistant Principal, Reading Coach, Reading Resource Teacher, SAI teacher, ESOL Coordinator, SBT, Learning Team Facilitator | The staff will conduct learning team and/or School Based 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 Literacy Assessment | Tracking will be implemented during Learning Team Meetings. CELLA, Oral Language Assessment, Fountas & Pinnell Literacy Assessment |
| 3 | 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. | Teachers, Principal, Assistant Principal, ESOL Coordinator, ESOL Teachers, Reading Coach, Reading Resource Teacher, SAI Teacher, LTF | The progress of students will be monitored using the SSS Diagnostic Test, Fountas & Pinnell Literacy Assessment. Classroom walkthroughs and professional discussions during learning team meetings. | Tracking will be implemented during Learning Team Meetings utilizing OLA and CELLA. |
| 4 | Students learn in different ways and at different rates. | Tier 1: Determine core instructional needs by reviewing SSS Diagnostic Test, the Fountas & Pinnell Literacy Assessment. Plan differentiated instruction using research-based instructional strategies within the 90 minute reading block. | Teachers, Administration, Reading Coach, Reading Resource Teacher, SAI Teacher, LTF, SBT | Analyze SSS Diagnostic Test, the Fountas & Pinnell Literacy Assessment during School-Based Team and Learning Team Meetings | Tracking will be implemented during Learning Team Meetings. The progress of students will be monitored using the SSS Diagnostic Test, the Fountas & Pinnell Running Record System, given as scheduled by the district. |
| 5 | Some students require additional time and methods to master content and skills. | Tier 2: Plan supplemental instruction/intervention for students not responding to core instruction. Focus of the instruciton is determined by review of SSS Diagnostic Test, the Fountas & Pinnell Literacy Assessment and will include explicit instruction, guided practice, and independent practice. | Teachers, Administration, Reading Coach, Reading Resource Teacher, SAI Teacher | Analyze SSS Diagnostic Test, the Fountas & Pinnell Literacy Assessment | SSS Diagnostic Test, the Fountas & Pinnell Literacy Assessment will be used to determine the effectiveness of instruction/intervention |
| 6 | Some students require even greater time and more targeted methods to master content skills. | Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be research-based, and be provided in addition to core and supplemental instruction. | Teachers, Administration, Reading Coach, Reading Resource Teacher, SAI Teacher, SBT, LTF | Analyze SSS Diagnostic Test, the Fountas & Pinnell Literacy Assessment | SSS Diagnostic Test, the Fountas & Pinnell Literacy Assessment will be used to determine the effectiveness of instruction/intervention |
| 1 | Students may need additional time to master | Provide afterschool tutoring for targeted | Assistant Principal, Tutorial | Review of tutorial attendance logs, review | Printout of SSS Diagnostic Test, the |

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|---|---|---|---|---|---|
| 7 | content and skills. | students | Coordinator | of student performance on SSS Diagnostic Test, the Fountas & Pinnell Literacy Assessment | Fountas & Pinnell Literacy Assessment. |
| 8 | Students come to the tested grades not achieving at grade level. | Provide iii instruction to primary students | Teachers, Administration, Reading Coach, Reading Resource Teacher, SAI, | Analyze Fountas & Pinnell Literacy Assessment | Fountas & Pinnell Literacy Assessment will be used to determine the effectiveness of instruction/interventi |

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|---|---|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | |
| 5D. Students with Disabilities (SWD) not making satisfactory progress in reading.<br><br>Reading Goal #5D: | The Students With Disabilities (SWD) did not meet the 2012 Reading Targets.<br>All Students With Disabilitie (SWD) will meet the 2013 Targets. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Percentage of Students With Disabilities (SWD) not making satisfactory progress: 68% | By 2013, the percentage of Students With Disabilities (SWD) not making satisfactory progress will be down to 54%. |

| 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. Time constraints for planning time. | ESE/Inclusion teachers will collaborate with the classroom teachers to ensure that the ESE students are receiving appropriate differentiated instruction. | Administration, ESE/Inclusion teacher, classroom teachers, ESE Coordinator | Conduct walkthroughs and monitor minutes from ongoing meetings between ESE/Inclusion teacher and classroom teachers | Lesson Plans, Data from ongoing assessments and 2013 FCAT data |
| 2 | Teachers may not match instruction with IEP goals with fidelity | 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 Literacy Assessment and will include explicit instruction, guided and independent practice. | Principal, Assistant Principal, ESE Coordinator, ESE Teachers, Reading (Classroom) Teachers, Reading coach, Reading Resource Teacher, SAI TEacher, SBT, LTF | The staff will conduct School Based and 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 Literacy Assessment | Tracking will be implemented during Learning Team Meetings |
| 3 | Students learn in different ways and at different rates | Tier 1: Determine core instructional needs by reviewing SSS Diagnostic Test, the Fountas & Pinnell Literacy Assessment. Plan differentiated instrcution using research-based instructional strategies within the 90 minute reading block. | Teachers,Administration,ESE Contact, Reading Coach, Reading Resource Teacher, SAI TEacher, SBT, LTF | Analyze SSS Diagnostic Test, the Fountas & Pinnell Literacy Assessment | Tracking will be implemented during SBT and Learning Team Meetings. The progress of students will be monitored using the SSS Diagnostic Test, the Fountas & Pinnell Literacy Assessment |
| | Some students require additional time and methods to master content and skills. | Tier 2: Plan supplemental instruction/intervention for students not responding to core | Teachers, Administration, ESE Contact,Reading Coach, Reading Resource Teacher, SAI Teacher, SBT, LTF | Analyze SSS Diagnostic Test, the Fountas & Pinnell Literacy Assessment | SSS Diagnostic Test, the Fountas & Pinnell Literacy Assessment will be used to determine the |

| | | | | | |
|---|---|---|---|---|---|
| 4 | | instruction. Focus of the instruction is determined by review of SSS Diagnostic Test, the Fountas & Pinnell Assessment and will include explicit instruction, guided and independent practice. | | | | effectiveness of instruction/intervention |
| 5 | Some students require even greater time and more targeted methods to master content skills. | Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and be provided in addition to core and supplemental instruction. | Teachers, Administration, ESE Contact,Reading Coach, REading Resource Teacher, SAI Teacher, SBT, LTF | Analyze SSS Diagnostic Test, the Fountas & Pinnell Literacy Assessment | SSS Diagnostic Test, the Fountas & Pinnell Literacy Assessment will be used to determine the effectiveness of instruction/intervention |
| 6 | Students may need additional time to master content and skills. | Provide afterschool tutoring for targeted students | Assistant Principal, Tutorial Coordinator, and Tutors | Review of tutorial attendance logs, review of student performance on SSS Diagnostic Test, the Fountas & Pinnell Literacy Assessment | Printout of SSS Diagnostic Test, the Fountas & Pinnell Literacy Assessment |
| 7 | Students come to the tested grades not achieving at grade level. | Provide iii instruction to primary students. | Teachers, Administration, ESE contact, Reading Coach, Reading Resource Teacher, SAI Teacher, SBT | Analyze SSS Diagnostic Test, the Fountas & Pinnell Literacy Assessment | SSS Diagnostic Test, the Fountas & Pinnell Literacy Assessment will be used to determine the effectiveness of instruction/intervention |

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.<br><br>Reading Goal #5E: | The Economically Disadvantaged students did not meet the 2012 Reading Targets.<br>All Economically Disadvantaged dtudents will meet the 2013 Targets. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Percentage of Economically Disadvantaged students not making satisfactory progress: 63% | By 2013, the percentage of Economically Disadvantaged not making satisfactory progress will be down to 54%. |

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 knowledge or skills to know how to help students at home. | Provide parents the opportunity to acquire knowledge of FCAT expectations through family involvement nights. | Administration, Coaches, Parent Liaison, Title I Contact, ESOL Coordinator | Collect parent sign in sheets and surveys | Parent sign in sheets and surveys |
| 2 | Parents may have trouble with transportation to the school. | Motivate and encourage parents to utilize the Title I Parent Resource Center available to them on campus. | Principal, Assistant Principal, Parent Liaison | Monitor parental participation | Sign -in sheets |

| | | | | | |
|---|---|---|---|---|---|
| 3 | Parents may not have the knowledge or skills to know how to help students at home. | Provide parents the opportunity to acquire knowledge of the reading process and FCAT expectations through family involvement nights. | Administration, Reading Coach, Parent Liason, Title I Contact | Collect parent sign in sheets and surveys | Parent sign in sheets and surveys |
| 4 | Students learn in different ways and at different rates. | Tier 1: Determine core instructional needs by reviewing SSS Diagnostic Test, the Fountas & Pinnell K-4 Literacy Assessment Plan differentiated instruction using research-based instructional strategies within the 90 minute reading block. | Teachers,Administration, Reading Coach, Reading Resource Teacher, SAI Teacher, SBT, LTF | Analyze SSS Diagnostic Test, the Fountas & Pinnell K-4 Literacy Assessment | Tracking will be implemented during School Based Team and Learning Team Meetings. The progress of students will be monitored using the SSS Diagnostic Test, the Fountas & Pinnell K-4 Literacy Assessment |
| 5 | Some students require additional time and methods to master content and skills. | Tier 2: Plan supplemental instruction/intervention for students not responding to core instruction. Focus of the instruciton is determined by review of SSS Diagnostic Test, the Fountas & Pinnell K-4 Literacy Assessment and will include explicit instruction, modeled instruction, guided practice, and independent practice. | Teachers, Administration, Reading Coach, Reading Resource Teacher, SAI Teacher, SBT, LTF | Analyze SSS Diagnostic Test, the Fountas & Pinnell K-4 Literacy Assessment | SSS Diagnostic Test, the Fountas & Pinnell K-4 Literacy Assessment will be used to determine the effectiveness of instruction/intervention |
| 6 | Some students require even greater time and more targeted methods to master content skills. | Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be researched-based, and be provided in addition to core and supplemental instruction. | Teachers, Administration, Reading Coach, Reading Resource Teacher, SAI Teacher, SBT, LTF | Analyze SSS Diagnostic Test, the Fountas & Pinnell K-4 Literacy Assessment | SSS Diagnostic Test, the Fountas & Pinnell K-4 Literacy Assessment will be used to determine the effectiveness of instruction/intervention |
| 7 | Students may need additional time to master content and skills. | Provide afterschool tutoring for targeted students. | Assistant Principal, Tutorial Coordinator | Review of tutorial attendance logs; review of student performance on SSS Diagnostic Test, the Fountas & Pinnell K-4 Literacy Assessment | Printout of SSS Diagnostic Test, the Fountas & Pinnell K-4 Literacy Assessment |
| 8 | Students come to the tested grades not achieving at grade level. | Provide iii instruction to primary students. | Teachers,Administration, Reading Coach, Reading Resource Teacher, SAI Teacher, SBT, LTF | Analyze Fountas & Pinnell K-4 Literacy Assessment and FAIR data | Fountas & Pinnell K-4 Literacy Assessment and FAIR data will be used to determine the effectiveness of instruction/intervention |

## 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 | District Staff Developer, Teacher's College Staff Developer, and Reading Coach | K-5 Reading teachers | Ongoing | Classroom walkthroughs Lesson Plans Learning Team meetings | Administration Reading Coach |
| Words Their Way | K-5 | Area Staff Developer and Reading Coach | K-5 Reading teachers | Fall 2012 | Classroom walkthroughs Lesson Plans Learning Team meetings | Administration Reading Coach |
| Immediate Intensive Intervention (iii) | K-5 | Reading Coach and Assistant Principal | K-5 iii teachers | Fall 2012 | Classroom walkthroughs Lesson Plans Learning Team meetings | Administration Reading Coach |
| Common Core State Standards | K-1 | District/Area PD Facilitator, Coaches | K-1 Teachers | Fall 2012 | Classroom walkthroughs Lesson Plans Learning Team meetings | Administration Reading Coach |
| New Report Cards | K-1 | District/Area PD Facilitator, Coaches | K-1 Teachers | Fall 2012 | Record Book, Report Cards review, Learning Team meetings | Administration |
| Independent Reading Assessment | 2-5 | Reading Coach | 2-5 Reading teachers | Ongoing | Classroom walkthroughs Learning Team meetings | Administration Reading Coach |
| Fountas & Pinnell Running Record | K-5 | District trainers | Select reading teachers | Ongoing | Review Running Records | Administration, Reading Coach, and School-based team |
| Leveled Literacy Intervention (LLI) | K-5 | District trainers | Select teachers | Ongoing | Classroom walkthroughs Lesson Plans Learning Team meetings | Administration Reading Coach |
| AimsWeb | K-5 | District trainers | K-5 teachers | Oct, 19, 2012 | School-based Team meetings and Student data | School-based team |

Reading Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Employ a .5 reading resource teacher to remediate students | Teacher's salary and benefits | Title I Funds | $35,572.00 |
| Implement Reading workshop with fidelity | Books and other classroom materials | Title I Funds | $12,500.00 |
| Provide afterschool tutorial sessions for remediation and enrichment programs | Teachers and materials | Title I Funds | $3,075.00 |
| | | | Subtotal: $51,147.00 |
| 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 |
| Implement Reading Workshop with fidelity | Travel to Summer Reading Workshop sessions at Columbia University | Title I Funds | $7,500.00 |

| Analyze data for instructional decisions | Color copier rental to run EDW reports | Title I Funds | $3,000.00 |
|---|---|---|---|
| | | | Subtotal: $10,500.00 |

| Other | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| | | | Grand Total: $61,647.00 |

# Comprehensive English Language Learning Assessment (CELLA) Goals

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

| Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students. | |
|---|---|
| 1. Students scoring proficient in listening/speaking.<br><br>CELLA Goal #1: | To increase the number of students scoring proficient in Listening/Speaking by 12% in the CELLA 2013. |

| 2012 Current Percent of Students Proficient in listening/speaking: |
|---|
| 43% (72 students) |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Students not being identified accurately | Provide ELL information on students categories and placement on the English Language Development Continuum (ELDC) | Administration, ESOL school-based Coordinator, and District ESOL Coordinator. | Monitor Entry Assessment and students' initial placement | Student Entry packet ELL Reports |
| 2 | Instruction not meeting the needs of the students. Assessments may not match the instruction | Focus English instruction on the pronunciation, vocabulary and syntax necessary to comprehend the academic content. | Administration, ESOL school-based Coordinator, and District ESOL Coordinator. | Monitor ESOL-endorsed Teachers Compliance Report | Lesson plans, Classroom observations/walkthroughs |
| 3 | Instruction not meeting the needs of the students. Assessments may not match the instruction | Implement ELL strategies based on the student's placement and movement on the English Language Development Continuum (ELDC) Provide appropriate accommodations | Administration, ESOL school-based Coordinator, and Teachers | Analyze CELLA results reports Monitor students' progress in classroom | ELDC Progress Reports, Report Cards, CELLA reports |

| Students read in English at grade level text in a manner similar to non-ELL students. | |
|---|---|
| 2. Students scoring proficient in reading.<br><br>CELLA Goal #2: | To increase the number of students scoring proficient in Reading by 12% in the CELLA 2013 |

2012 Current Percent of Students Proficient in reading:

27% (44 students)

| | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Instruction not meeting the needs of the students. Assessments not matching instruction | Identify individual students' needs and differentiate reading instruction through small groups. Plan and implement appropriate ESOL strategies in Reading instruction | Administration, Teachers, ESOL school-based Coordinator, and District ESOL Coordinator. | Monitor teachers' lesson plans and student achievement on Reading Running Record and ELDC Conduct walkthroughs/observations during Reading block | Teachers'lesson plans K-4 Literacy Assessment CELLA 2013 |
| 2 | Students may need additional time to master content | Provide required ESOL accommodations on a daily basis. Plan and implement appropriate ESOL strategies in Reading instruction Provide afterschool tutorial | Administration, Teachers, ESOL school-based Coordinator, Tutors, and Tutorial Coordinators | Monitor teachers' lesson plans Conduct walkthroughs/observations during Reading block and assessment periods | Tutorial Attendance logs Lesson plans K-4 Literacy Assessment CELLA 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: | To increase the number of students scoring proficient in Writing by 12% in the CELLA 2013. |
|---|---|

2012 Current Percent of Students Proficient in writing:

21% (35 students)

| | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Instruction not meeting the needs of the students. Assessments not matching instruction | Identify individual students' needs and differentiate writing instruction through small groups. Provide required ESOL accommodations on a daily basis. Plan and implement appropriate ESOL strategies. | Administration, Teachers, ESOL school-based Coordinator, and District ESOL Coordinator. | Monitor student achievement on Palm Beach Writes and classroom writing samples. Monitor teachers' lesson plans Conduct walkthroughs/observations during Writing block and assessment periods | Palm Beach Writes students' writing samples CELLA 2013 |
| 2 | Students may need additional time to master writing skills | Provide required ESOL accommodations on a daily basis. Plan and implement appropriate ESOL strategies. | Administration, Teachers, ESOL school-based Coordinator, Tutors, and Tutorial Coordinator | Monitor teachers' lesson plans Conduct walkthroughs/observations during Writing block and assessment periods | Tutorial Attendance Logs Palm Beach Writes students' writing samples CELLA 2013 |

CELLA Budget:

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

# Elementary School Mathematics Goals

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

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

| 1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.<br><br>Mathematics Goal #1a: | To increase the number of students who perform at proficiency level 3 on the Math FCAT 2.0 to 70%. |
|---|---|
| **2012 Current Level of Performance:** | **2013 Expected Level of Performance:** |
| 24% (59 students) | 35% (85 students) |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Instruction not meeting students' needs. Assessment not matching instruction. Students may need additional time to master content. Students may not know their strengths and weaknesses | Plan focused lessons Include higher order thinking questions during conferences with all students Conduct data chats with all students | Administration, and Coaches | Monitor implementation through walkthroughs/observations Data chats with teachers. | Diagnostic Test results Data Chat Logs 2013 FCAT data |
| 2 | NGSSS/Common Core State Standards (CCSS) may not be implemented with fidelity. Teachers may have difficulty effectively using the textbook and resources. | 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 Coach, Learning Team Facilitator | Focused walkthroughs by administration will be used to ensure all math teachers are using manipulatives and small group instruction. | On-going assessments and FCAT 2013 data |
| 3 | NGSSS/Common Core State Standards (CCSS) may not be implemented with fidelity. Teachers may have difficulty effectively using the textbook and resources. | Students will receive daily instruction and practice with classroom tasks and assessments that are the format and rigor of FCAT. | Administrator, Mathematics Coach, Learning Team Facilitator | Focused walkthroughs by administration will be used to ensure all math teachers are using data analysis of assessments to guide instruction | On-going assessments and FCAT 2013 data |
| 4 | Students may not have personal goals or know their strengths and/or weaknesses | Student Data Chats will be conducted with all students following diagnostic assessments. | Administration, Teachers Mathematics Coach | Students can discuss their goals, strengths and weaknesses, and show an increase in performance | FCAT scores, printout of diagnostic and assessments. |
| 5 | Students may not be familiar with math vocabulary and terminology | All K-5 math teachers will implement and model interaction with a math word wall. | Administration, Mathematics Coach | Focused walkthroughs by administration wil be used to ensure all math teachers are using math word walls. | Reports generated from walkthroughs. |
| 6 | Students may need additional time to master content and skills | Provide afterschool tutoring for targeted students | Tutorial Coordinator, Assistant Principal | Review of tutorial attendance logs; review of student performance on diagnostic and mini-assessments | FCAT scores, printout of diagnostic and mini assessments |
| 7 | Students have not learned problem-solving and data collection techniques | Students in grades K-5 will maintain a Mathematics notebook | Mathematics teachers and Mathematics Coach, Learning Team Facilitator | Diagnostic and classroom assessment data will be reviewed to monitor progress in addition to reviews of student | Mathematics notebooks |

| | | | notebooks. | |
|---|---|---|---|---|

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: | To increase the number of students who perform at proficiency levels 4, 5, and 6 on the 2013 FAA Math by 2%. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 33% (7 students) | 35% (11 students) |

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 1 | Cognitive and processing deficits. Instruction not meeting students needs. Assessments may not match instruction. | Meet bi-monthly to plan focus lessons, discuss challenges, brainstorm solutions, and to clarify issues with curriculum content modifications and specialized instructional approaches.<br><br>Collaboration with family and agencies | Administration, ESE Coordinators, ESE/Classrooom teachers, IEP team | Monitor implementation of IEP objectives and lesson plans through classroom walkthroughs. | Teacher-developed checklists and assessments IEP Goals and Objectives 2013 FAA data |
| 2 | Cognitive and processing deficits Instruction not meeting students' needs. Assessments may not match instruction | Plan focus lessons, discuss challenges, brainstorm solutions, and clarify issues with curriculum content modifications and specialized instructional approaches. Collaborate with family and agencies | Administration, ESE Coordinator, ESE/Classroom teachers, and IEP team | Monitor implementation of IEP objectives and lesson plans through classroom walkthroughs/observations. | Teacher-developed checklists and asssessments IEP goals and objectives FAA 2013 |
| 3 | Students may not have personal goals or may not know their strengths and weaknesses. | Conduct data chats with all students on an ongoing basis. Provide specially designed organizational strategies or adaptations for independent functioning. Provide required alternative communication systems | Administration, ESE Coordinator, ESE/Classroom teachers, and IEP team | Discuss progress towards set goals. Monitor IEP goals and objectives. | Teacher-developed checklists and asssessments IEP goals and objectives FAA 2013 |

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 or above achieve level on the Math FCAT 2.0 by 11%. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 21% (52 students) | 30% (73 students) |

| | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Students may not have personal goals or may not know their strengths and weaknesses.<br><br>Students may need extra time to master content/skills | Data Chats will be conducted with all students on an ongoing basis. Provide opportunities for enrichment through scheduled classes and after school programs. | Administration, Learning Team Facilitator, Coaches, Tutorial Coordinator | Classroom walkthroughs/Observation | Data Chats logs Assessments Tutorial Attendance logs |
| 2 | Teachers may not implement differentiated instruction with fidelity. | Math teachers will model higher order thinking problems with students. | K-5 Math Teachers<br><br>Mathematics Coach Administration | Focused walkthroughs by administration will be used to ensure all math teachers are using higher order thinking problems with students. | On-going assessments and FCAT 2013 data |
| 3 | Students may not reach their potential without enrichment opportunities | Provide opportunities for enrichment through scheduled classes and after school programs. | Assistant Principal, Mathematics Coach | Review of tutorial attendance logs; review of student performance on diagnostic and mini-assessments | FCAT scores, printout of diagnostic and mini assessment 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:<br>Students scoring at or above Achievement Level 7 in mathematics.<br><br>Mathematics Goal #2b: | To increase the number of students who perform at or above achievement level 7 on the 2013 FAA Math by 3%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 43% (9 students) | 46% (13 students) |

| | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Students may not have personal goals or know their strengths and weaknesses. | Student achievement chats will be conducted with all students on an ongoing basis.<br>Provide specially designed organizational strategies or adaptations for independent functioning.<br>Provide required alternative communication systems. | Administrator, ESE/Classroom teachers, ESE Coordinator, IEP team | Students can set goals and discuss progress towards meeting them. Monitor IEP goals and objectives. | Effectiveness will be determined through on-going assessments and teacher-developed checklists. |
| 2 | Cognitive and processing deficits.<br><br>Instruction not meeting the needs of students.<br><br>Assessments may not match instruction | Plan focused lessons Discuss challenges, brainstorm solutions, and clarify issues with curriculum content modifications and specialized instructional approaches.<br>Collaborate with family and agencies | Administration, ESE Coordinator, ESE/Classroom teachers, and IEP team | Monitor implementation of IEP objectives and lesson plans through classroom walkthroughs/observations | Teacher-developed checklists and assessments IEP goals and objectives FAA 2013 |
| | Students may not have | Conduct data chats with | Administration, ESE | Discuss progress towards | Teacher- |

| | | | | | |
|---|---|---|---|---|---|
| 3 | personal goals or may not know their strengths and/or weaknesses | all students on an ongoing basis. Provide specially designed organizational strategies or adaptations for independent functioning. Provide required alternative communication systema | Coordinator, ESE/Classroom teachers, and IEP team | set goals Monitor IEP goals and data collection | developed checklists and assessments IEP goals and objectives FAA 2013 |

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.<br><br>Mathematics Goal #3a: | To increase the percentage of students making learning gains on the Math FCAT 2.0 by 6%. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 64% (110 students) | 75% (183 students) |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Teachers may not implement NGSSS, CCSS, and differentiated instruction with fidelity. | Teachers of students in grades K-5 will participate in Learning Team Meetings to analyze student data and practice haw to group students for differentiated instruction. | Administration and Coaches, Learning Team Facilitator | Walthroughs/Observations and feedback | Learning Team Reports Teachers' Lesson Plans |
| 2 | Students may need additional time to master content/skills. Students may not have personal goals or may not know their strengths and weaknesses. | Provide afterschool tutorial program for targeted students. Conduct data chats with all students on an on-going basis. | Administration and Coaches, Learning Team Facilitator, Tutorial Coordinator | Walthroughs/Observations and feedback | Data Chat Logs Ongoing Assessments Diagnostic Data 2013 FCAT Data |
| 3 | Teachers may not implement differentiated instruction with fidelity. | Through the Rotational Model, students will receive small group instruction based on their individual needs. | Administrator, Mathematics Coach, Teachers | Monitor Lesson Plans Assessments | On-going assessments and FCAT 2013 data |
| 4 | Student participation/ attendance | An afterschool tutorial program will be provided for students in grades 3-5 performing in the lowest 25th percentile. | Administrator, Tutorial Coordinator, Teachers | Monitor attendance logs and performance on assessments | On-going assessments and FCAT 2013 data |
| 5 | Teachers may not implement the NGSSS/CCSS with fidelity. | Teachers of students in grades K-5 will participate in Learning Team Meetings to analyze student data. | Administrator, Mathematics Coach, Learning Team Facilitator, Teachers | Learning Team Meetings will focus on analyzing data | Diagnostic scores and assessments |
| 6 | Students learn in different ways and different rates. | Tier I: Determine core instructional needs by reviewing diagnostic and mini-assessment data for all students. Plan differentiated instruction using evidence-based instruction/interventions within the math block. | Administration, Mathematics Coach, Learning Team Facilitator | Analyze data | Diagnostic and assessment data |
| | Some students require | Tier 2: Plan supplemental | Administration, | Analyze data | Diagnostic and |

| | | | | | |
|---|---|---|---|---|---|
| 7 | additional time and methods to master content and skills | instruction/intervention for students not responding to core instruction. Focus of instruction is determined by review of data and will include explicit instruction, guided practice, and independent practice for math. | Mathematics Coach, School-based Team | | assessment data |
| 8 | Some students require even greater time and more targeted methods to master content and skills | Tier 3: Plan supplemental instruction/intervention for students not responding to core instruction plus supplemental instruction. Focus of instruction is determined by review of data and will include explicit instruction, guided practice, and independent practice for math. | Administration, Mathematics Coach, School-based Team | Analyze data | Diagnostic and assessment 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:

| 3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b: | To increase the percentage of students making learning gains on the 2013 FAA Math by 3%. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 33% (7 students) | 36% (11 students) |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Instruction not meeting students' needs Students may need additional time to master content/skills | Meet bi-monthly to plan focused lessons Provide afterschool tutorial program for targeted students | Administration, ESE Coordinator IEP team | Monitor implementation of IEP goals and lesson plans through classroom walkthroughs/observation. Review of tutorial attendance log and performance on assessments | Teachers' Lesson Plans Teacher-developed checklists and Assessments 2013 FAA |
| 2 | Cognitive and processing deficits Assessments may not match instruction | Discuss challenges, brainstorm solutions, and clarify issues with curriculum modifications and assessments | Administration, ESE Coordinator, Classroom/ESE teachers IEP team | Monitor IEP goals and progress toward meeting set goals. Classroom walkthroughs/observations | Teachers' Lesson Plans Teacher-developed checklists and Assessments 2013 FAA |
| 3 | Students may not have personal goals, or may not know their strengths and weaknesses. | Conduct data chats with all students on an ongoing basis. Provide specially designed organizational strategies | Administration, ESE Coordinator IEP team | Monitor IEP goals and progress toward meeting set goals. | Teachers' Lesson Plans Teacher-developed checklists and Assessments 2013 FAA |

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 the 2013 Math FCAT 2.0 by 14%. | | |
|---|---|---|---|---|---|
| | 2012 Current Level of Performance: | | 2013 Expected Level of Performance: | | |
| | 69% (38 students) | | 85% (36 students) | | |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Students come to the tested grades not achieving at grade level. | Conduct vertical team planning to determine students' strengths and weaknesses. Use strategic placement for students. Provide immediate intensive intervention (iii) to primary students. | Administration Leadership Team, Team Leaders | Monitor student placement Monitor implementation of iii. | Master schedule Student data Card/wall iii classroom roster |
| 2 | Students learn different ways and at different rates | Plan differentiated instruction using researched-based instructional strategies. Provide afterschool tutorial programs for targeted students | Administration, Tutors, Tutorial Coordinator | Monitor tutoring lesson plans Conduct tutorial walkthroughs | Tutoring logs Diagnostic data 2013 FCAT data |
| 3 | Teachers may not implement differentiated instruction with fidelity. | Through the Rotational Model, students will receive small group instruction based on their individual needs. | Administrator, Mathematics Coach, Teachers | Learning Team Meetings will focus on developing intensive instructional strategies for level 1 and 2 students. | On-going assessments and FCAT 2013 data |
| 4 | Student participation/ attendance | An afterschool tutorial program will be provided for students in grades 3-5 performing in the lowest 25th percentile. | Administrator, Tutorial Coordinator, Teachers | Monitor attendance logs and performance on assessments | On-going assessments and FCAT 2013 data |
| 5 | Teachers may not implement the NGSSS/CCSS with fidelity. | Teachers of students in grades K-5 will participate in Learning Team Meetings to analyze data. | Administrator, Mathematics Coach, Learning Team Facilitator, Teachers | Learning Team Meetings will focus on analyzing data | Diagnostic scores and assessments |
| 6 | Students learn in different ways and different rates. | Tier I: Determine core instructional needs by reviewing diagnostic and assessment data for all students. Plan differentiated instruction using evidence-based instruction/interventions within the math block. | Administration, Mathematics Coach, Learning Team Facilitator | Analyze data | Diagnostic and assessment data |
| 7 | Some students require additional time and methods to master content and skills | Tier 2: Plan supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by review of diagnostic and assessment data and will include explicit instruction, guided practice, and independent practice for math. | Administration and Mathematics Coach School-based Team | Analyze data | Diagnostic and assessment data |
| | Some students require even greater time and more targeted methods | Tier 3: Plan supplemental instruction/intervention for students not | Administration, Mathematics Coach, School- | Analyze data | Diagnostic and assessment data |

| | | | | | | |
|---|---|---|---|---|---|---|
| 8 | to master content and skills | responding to core instruction plus supplemental instruction. Focus of instruction is determined by review of diagnostic and assessment data and will include explicit instruction, guided practice, and independent practice for math. | based Team | | | |

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

| 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | Elementary School Mathematics Goal # |
|---|---|
| | In six years our school will reduce the achievement gap by 50%. <br><br> 5A : |

| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|---|---|---|---|---|---|---|
| | 45% | 50% | 55% | 60% | 65% | |

---

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. <br><br> Mathematics Goal #5B: | The following subgroup did not meet 2012 Math Targets: White. <br> The following subgroups met 2012 Math Targets: Black and Hispanic. <br> All subgroups will meet the 2013 Targets. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Percentage of students not making satisfactory progress: <br> White: 44% <br> Black: 62% <br> Hispanic: 48% <br> Asian: N/A <br> American Indian; N/A | The percentage of students not making satisfactory progress for each subgroup will be as follows: <br> White: 34% <br> Black: 58% <br> Hispanic 49% <br> Asian: N/A <br> American Indian: 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 | Lack of quality multicultural resources in the home for parents to use with their children. | Promote students' choice of high quality and multicultural materials/resources available for check-out from the media center. Provide bilingual materials in classroom librairies | Administration, ESOL Coordinator, Coaches, and Media Specialist | Monitor students' check out logs from Media. Parent surveys and feedback. | Students' choice will be monitored using the check out logs. |
| 2 | Teachers not implementing differentiated instruction with fidelity. | Differentiated instruction will be implemented in the classroom. | Administration, Mathematics Coach | Classroom walkthroughs | Lesson Plans |
| 3 | Teachers may not implement the NGSSS/CCSS with fidelity. | Teachers will teach math concepts in depth using the Concrete-Representational-Abstract model. | Administration, Mathematics Coach | Classroom walkthroughs | Lesson Plans |
| 4 | Students learn in different ways and at different rates and may | Provide afterschool tutoring for targeted students | Administration, Tutorial coordinator, | Monitor attendance logs and performance on assessments | Attendance logs and assessments |

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| | need additional time to master content. | | Teachers | | |
| 5 | Teachers may not implement differentiated instruction with fidelity. | Through the Rotational Model, students will receive small group instruction based on their individual needs. | Administrator, Mathematics Coach, Teachers | Monitor Lesson Plans and assessments | On-going assessments and FCAT 2013 data |
| 6 | Teachers may not implement the NGSSS/CCSS with fidelity. | Teachers of students in grades K-5 will participate in Learning Team Meetings to analyze data. | Administrator, Mathematics Coach, Learning Team Facilitator, Teachers | Learning Team Meetings will focus on analyzing data. | Diagnostic scores and assessments |
| 7 | Students learn in different ways and different rates. | Tier I: Determine core instructional needs by reviewing diagnostic and assessment data for all students. Plan differentiated instruction using evidence-based instruction/interventions within the math block. | Administration, Mathematics Coach, School-based Team | Analyze data. | Diagnostics and assessment data |
| 8 | Some students require additional time and methods to master content and skills | Tier 2: Plan supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by review of diagnostic and assessment data and will include explicit instruction, guided practice, and independent practice for math. | Administration, Mathematics Coach, School-based Team | Analyze data. | Diagnostics and assessment data |
| 9 | Some students require even greater time and more targeted methods to master content and skills | Tier 3: Plan supplemental instruction/intervention for students not responding to core instruction plus supplemental instruction. Focus of instruction is determined by review of diagnostic and assessment data and will include explicit instruction, guided practice, and independent practice for math. | Administration, Mathematics Coach, School-based Team | Analyze data. | Diagnostics and assessment 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 subgroup: | |
| 5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C: | The English Language Learners (ELL) did not meet the 2012 Math Targets. All English Language Learners (ELL) will meet the 2013 Math Targets. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| The percentage of English Language Learners (ELL) not making satisfactory progress: 67% | By 2013, the percentage of English Language Learners not making satisfactory progress in Math will be down to 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 |
| Teachers may not know | ELL Students instruction | Administration, | Classroom walkthroughs | Tracking will be |

| | | | | | |
|---|---|---|---|---|---|
| 1 | how to implement ESOL Strategies effectively. Students may have difficulty acquiring English language skills. | will focus on academic and vocabulary development through research-based strategies. Offer professional development | ESOL Coordinator, Coaches, Learning Team Facilitator | and professional discussions during learning team meetings. Monitoring of lesson plans | implemented during Learning Team Meetings utilizing Diagnostic testing and 2013 FCAT Data In-service points record |
| 2 | Students may have difficulty acquiring language skills. | ELL Students instruction will focus on mathematical vocabulary development through research- based strategies. | Principal, Assistant Principal, ESOL Coordinator, Mathematics Coach | Focused walkthroughs by administration will be used to ensure all math teachers are focusing on mathematical vocabulary development through research-based strategies. | Ongoing assessments and FCAT 2013 data |
| 3 | Students may have difficulty acquiring language skills. | ELL students scoring level 1 and 2 on the FCAT Mathematics Test will receive immediate intensive mathematics instruction in small groups. | Administrator, Mathematics Coach, Learning Team Facilitator, ESOL Coordinator, Teachers | Monitor Diagnostics and assessments | Assessments |
| 4 | Teachers may not implement the NGSSS/CCSS with fidelity. | Students will receive instruction and practice each week with classroom tasks and assessments that are the format and rigor of FCAT. | Administrator, Mathematics Coach, Learning Team Facilitator, ESOL Coordinator, Teachers | Monitor Lesson Plans and assessments, walkthroughs and observations | Lesson Plans and assessments |
| 5 | Students learn in different ways and different rates and may need additional time to master content and skills. | Provide afterschool tutoring for targeted students | Administration, Tutorial coordinator, and teachers | Monitor tutorial attendance logs and review assessments | 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: | |
|---|---|
| 5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.<br><br>Mathematics Goal #5D: | The Students with Disabilities (SWD) met the 2012 Reading Targets.<br>All SWD students will meet the 2013 Targets. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Percentage of Students With Disabilities (SWD)not making satisfactory progress: 57% | By 2013, the percentage of Students With Disabilities not making satisfactory progress will be down to 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 | Teachers may not implement with fidelity. Time constraints for planning time. | ESE/Inclusion teachers will collaborate with the classroom teachers to ensure that the ESE students are receiving appropriate differentiated instruction. | Administration, ESE/Inclusion teacher, classroom teachers, ESE Coordinator | Conduct walkthroughs and monitor minutes from ongoing meetings between ESE/Inclusion teacher and classroom teachers | Lesson Plans, Data from ongoing assessments and 2013 FCAT data |
| | Teachers may not match their instruction to IEP goals with fidelity. | ESE teachers will work collaboratively with classroom teachers to teach math concepts in depth using the Concrete- | Principal, Assistant Principal, Math Resource Teacher, Inclusion Teacher | Inclusion Model, Classroom Walkthroughs | Ongoing assessments and FCAT 2012 data |

| 2 | | Representation-Abstract method. They will ensure that differentiated instruction in being implemented with fidelity with the ESE students. | | | |
|---|---|---|---|---|---|
| 3 | 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 | Administrator, Mathematics Resource Teacher, Learning Team Facilitator, classroom teachers, Inclusion Teacher | Inclusion Model, 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 |
| 4 | Students learn in different ways and different rates and may need additional time to master content and skills. | Provide afterschool tutoring for targeted students | Administration and Math Resource Teacher, Tutorial coordinator and teachers | Review of tutorial attendance logs; review of student performance on SSS Diagnostic Test | Diagnostic and assessment data will be used to determine the effectiveness of the instruction/interventions |
| 5 | Students learn in different ways and different rates. | Tier I: Determine core instructional needs by reviewing diagnostic and assessment data for all students. Plan differentiated instruction using evidence-based instruction/interventions within the math block. | Administration, Math Resource Teacher, ESE/Inclusion Teacher | Analyze Instruction/interventions. | Diagnostic and assessment data will be used to determine the effectiveness of the instruction/interventions |
| 6 | Some students require additional time and methods to master content and skills | Tier 2: Plan supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by review of diagnostic and assessment data and will include explicit instruction, modeled instruction, guided practice, and independent practice for math. | Administration, Math Resource Teacher, and ESE Inclusion teacher | Analyze differentiated instructional strategies utilized. | Classroom assessment data will be used to determine the effectiveness of the instruction/interventions |
| 7 | Some students require even greater time and more targeted methods to master content and skills | Tier 3: Plan supplemental instruction/intervention for students not responding to core instruction plus supplemental instruction. Focus of instruction is determined by review of diagnostic and assessment data and will include explicit instruction, modeled instruction, guided practice, and independent practice for math. | Administration, ESE Inclusion teacher, and Math Resource Teacher | Analyze differentiated instructional strategies utilized. | Classroom assessment data will be used to determine the effectiveness of the instruction/interventions |

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: | The Economically Disadvantaged students met the 2012 Math Targets.  All Economically Disadvantaged students will meet the 2013 Targets. |
|---|---|---|

| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
|---|---|
| Percentage of Economically Disadvantaged students not making satisfactory progress: 57% | By 2013, the percentage of Economically Disadvantaged students not making satisfactory progress in Math will be down to 53%. |

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

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 1 | Parents may not have the knowledge or skills to know how to help students at home. | Provide parents the opportunity to acquire knowledge of FCAT expectations through family involvement nights. | Administration, Coaches, Parent Liaison, Title I Contact, ESOL Coordinator | Collect parent sign in sheets and surveys | Parent sign in sheets and surveys |
| 2 | Lack of exposure and experience due to socio-economic status. | Teacher will incorporate realia and examples to teach math concepts in depth. | Principal, Assistant Principal, Math Resource Teacher, classroom teachers | Classroom walkthroughs | Ongoing assessments and 2012 FCAT data |
| 3 | Teachers may not implement content 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. | Classroom Teachers, Math Resource Teacher, ESE/Inclusion teacher | Classroom Walkthroughs | Ongoing assessments and 2012 FCAT data |
| 4 | Teachers may have difficulty differentiating their instruction | Each student scoring level 1 and 2 on the FCAT Mathematics Test will receive immediate intensive mathematics instruction each day for a minimum of 30 minutes in small groups utilizing manipulatives inside the 60 min. block, and tutorials will also be implemented. | Classroom Teachers, Math Resource Teacher, ESE/Inclusion teacher, and Learning Team Facilitator | Classroom walkthroughs | Ongoing assessments and 2012 FCAT data |
| 5 | Students learn in different ways and different rates and may need additional time to master content and skills. | Provide afterschool tutoring for targeted students | Administration and Math Resource Teacher, tutorial coordinator, Teachers | Review of tutorial attendance logs; review of student performance on SSS Diagnostic Test | Diagnostic and assessment data will be used to determine the effectiveness of the instruction/interventions |
| 6 | Student participation/attendance | An afterschool and Saturday tutorial programs will be provided for students in grades 3-5 performing in the lowest 25th percentile. | Administrator, Mathematics Resource Teacher, Classroom Teachers | Team leaders meetings will focus on enrichment and acceleration lessons for levels 1-5 | Documentation of leveled small group instruction. |
| | Students learn in different ways and at | Tier I: Determine core instructional needs by | Administration, Math Resource | Analyze diagnostic and assessment data. | Diagnostic and assessment data will be |

| | | | | | | |
|---|---|---|---|---|---|---|
| 7 | different rates. | reviewing diagnostic and assessment data for all students. Plan differentiated instruction using evidence-based instruction/interventions within the math block. | Teacher | | | used to determine the effectiveness of the instruction/interventions |
| 8 | Some students require additional time and methods to master content and skills | Tier 2: Plan supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by review of diagnostic and assessment data and will include explicit instruction, modeled instruction, guided practice, and independent practice for math. | Administration, Math Resource Teacher | Analyze diagnostic and assessment data. | | Diagnostic and assessment data will be used to determine the effectiveness of the instruction/interventions |
| 9 | Some students require even greater time and more targeted methods to master content and skills | Tier 3: Plan supplemental instruction/intervention for students not responding to core instruction plus supplemental instruction. Focus of instruction is determined by review of diagnostic and assessment data and will include explicit instruction, modeled instruction, guided practice, and independent practice for math. | Administration, Math Resource Teacher | Analyze diagnostic and assessment data. | | Diagnostic and assessment data will be used to determine the effectiveness of the instruction/interventions |

*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 |
|---|---|---|---|---|---|---|
| VmathLive | 2-5 | Mathematics Coach | 2-5 Math teachers | Ongoing | Reports | Administration and Mathematics Coach |
| ThinkCentral | K-5 | District Staff Developer | K-5 Math teachers | Ongoing | Reports and Classroom walkthroughs | Administration and Mathematics Coach |
| Common Core State Standards | K-1 | District/Area PD Facilitator/ Coaches | K-1 teachers | Fall 2012 | Classroom walkthroughs Lesson Plans Learning Team meetings | Administration and Mathematics Coach |
| Interwrite Pad | K-5 | Mathematics Coach | K-5 Math teachers | Ongoing | Classroom walkthroughs | Administration and Mathematics Coach |
| ExamView | K-5 | Mathematics Coach | K-5 Math teachers | Ongoing | Monitor assessments | Administration and Mathematics Coach |
| Destination Math | K-5 | Mathematics Coach | K-5 Math teachers | Ongoing | Reports and Classroom walkthroughs | Administration and Mathematics Coach |

| | | | | | | |
|---|---|---|---|---|---|---|
| Gizmos | 3-5 | Mathematics Coach | 3-5 Math teachers | Ongoing | Reports and Classroom walkthroughs | Administration and Mathematics Coach |
| FCAT Explorer/FOCUS | 3-5 | Mathematics Coach | 3-5 Math teachers | Ongoing | Reports and Classroom walkthroughs | Administration and Mathematics Coach |

Mathematics Budget:

### Evidence-based Program(s)/Material(s)

| Strategy | Description of Resources | Funding Source | Available Amount |
|---|---|---|---|
| Employ a Math Coach | Salary and benefits | Title I Funds | $67,588.00 |
| Provide afterschool tutorial sessions for remediation and enrichment programs | Teachers and instructional supplies | Title I Funds | $2,500.00 |
| | | | Subtotal: $70,088.00 |

### Technology

| Strategy | Description of Resources | Funding Source | Available Amount |
|---|---|---|---|
| Enhance classroom instruction with the use of technology | VMath software | Title I Funds | $2,500.00 |
| | | | Subtotal: $2,500.00 |

### Professional Development

| Strategy | Description of Resources | Funding Source | Available Amount |
|---|---|---|---|
| Implement instructional strategies with fidelity | Substitutes and materials | Title I Funds | $2,390.00 |
| | | | Subtotal: $2,390.00 |

### Other

| Strategy | Description of Resources | Funding Source | Available Amount |
|---|---|---|---|
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| | | | Grand Total: $74,978.00 |

*End of Mathematics Goals*

# Elementary and Middle School Science Goals

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

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

| 1a. FCAT2.0: Students scoring at Achievement Level 3 in science.<br><br>Science Goal #1a: | To increase the number of students who perform at proficiency level 3 on the 2013 Science FCAT 2.0 by 10%. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 25% (23 students) | 35% (25 students) |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| | Teachers not implementing rigorous | Provide hands on labs on a regular basis | Principal, Assistant | Grade level teams will review assessment | Ongoing assessments and |

| | | | | | |
|---|---|---|---|---|---|
| 1 | instruction with fidelity | using the 5 E model) (Engage, Explore, Explain, Evaluate, Elaborate model labs. | Principal, Science Coach | data to determine progress toward specific benchmarks. | 2013 Science FCAT |
| 2 | Teachers not implementing differentiated strategies with fidelity | Increase the use of manipulatives, wordwalls, visuals, and technology when learning and practicing new science concepts | Teachers, Science Coach | Teacher will evaluate students through formative assessments during daily lessons,and Science Journals. | Ongoing assessments |
| 3 | Students may need additional time to master content and skills | Students in grade 5 will be invited to participate in an after school tutorial program for remediation and enrichment | Assistant Principal, tutorial coordinator | Diagnostic and classroom assessment data will be reviewed to monitor progress in additon to tutorial classroom walkthroughs | Diagnostic and classroom assessment data printout |
| 4 | Students have not learned notetaking and data collection | Students will maintain a science notebook | Administration, Science Coach, Teachers | Science Journals and extended writing assignments will be reviewed to monitor progress in addition to classroom walkthroughs. | 2013 Science FCAT |

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
|---|---|
| 1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b: | To increase the number of students who perform at levels 4, 5, and 6 on the 2013 FAA Science by 10%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 25% (2 students) | 35% (2 students) |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Cognitive and processing deficits. Instruction not meeting students' needs. Assessment not matching instruction. | Plan focused lessons. Discuss challenges, brainstorm solutions, and clarify issues with curriculum content modifications and specialized instructional approaches. Collaboration with family and agencies | Administration, ESE coordinator, ESE/Classroom teachers, and IEP team | Monitor implementation of IEP objectives and lesson plans through classroom walkthroughs/observations. | Teacher-developed checklists and assessments IEP goals and objectives FAA 2013 |
| 2 | Students may not have personal goals or may not know their strengths and weaknesses | Conduct Data Chats with students on an ongoing basis. Provide specially designed organizational strategies or adaptations for independent functioning Provide required accommodations and alternative communication | Administration, ESE coordinator, ESE/Classroom teachers, and IEP team | Discuss set goals and progress toward meeting them. Monitor IEP goals and objectives | Ongoing assessments and teacher-developed checklists. Data chats logs FAA 2013 |

| | | | | |
|---|---|---|---|---|
| | | systems. | | |

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.<br><br>Science Goal #2a: | To increase the number of students who perform at level 4 and above on the 2013 Science FCAT 2.0 by 10%. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 12% (11 students) | 17% (12 students) |

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Teachers not implementing rigourous instruction with fidelity</td><td>Teachers will engage students in high complexity tasks and enrichment activities</td><td>Administration, Teachers, Science Coach, and Learning Team Facilitator</td><td>Classroom walkthroughs</td><td>Improvement on high complexity questions through ongoing assessments</td></tr>
<tr><td>2</td><td>Teachers not implementing use of technology with fidelity</td><td>Teachers will differentiate their instruction using higher order thinking questions utilizing technology</td><td>Administration, Teachers, Science Coach, and Learning Team Facilitator</td><td>Classroom walkthroughs</td><td>Improvement on high complexity questions through ongoing assessments</td></tr>
</table>

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.<br><br>Science Goal #2b: | To increase the number of students who perform at or above Achievement level 7 on the 2013 FAA Science by 3%. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 50% (4 students) | 53% (4 students) |

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Students may not have personal goals or may not know their strengths and weaknesses</td><td>Conduct Data Chats with students on an ongoing basis. Provide specially designed organizational strategies or adaptations for independent functioning Provide required accommodations and alternative</td><td>Administration, ESE Coordinator, ESE/Classroom teachers</td><td>Discuss progress toward set goals. Monitor IEP goals and objectives</td><td>Data Chats logs Ongoing assessments and teacher-developed checklists FAA 2013</td></tr>
</table>

| | | communication systems. | | | | |
|---|---|---|---|---|---|---|
| 2 | Instruction not meeting students' needs. Assessment not matching instruction. | Implement specialized instruction and/or curriculum for majority of learning activities | Administration, ESE Coordinator, ESE/Classroom teachers | Monitor implementation of IEP goals and objectives Conduct classroom walkthroughs/observations. | Lesson Plans, Teacher-developed checklists, and assessments |

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|---|---|---|---|---|---|
| FCAT Explorer/FOCUS | 3-5 | Science Coach | 3-5 Science teachers | Ongoing | Reports and classroom walkthroughs | Administration and Science Coach |
| Science Notebooks | K-5 | Science Coach | K-5 Science teachers | Fall 2012 | Monitor science notebooks and classroom walkthroughs | Administration and Science Coach |
| ThinkCentral | K-5 | District Staff Developer | K-5 Science teachers | Fall 2012 | Reports and classroom walkthroughs | Administration and Science Coach |
| Gizmos | 3-5 | Science Coach | 3-5 Science teachers | Ongoing | Reports and classroom walkthroughs | Administration and Science Coach |

Science Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Utilize read aloud science texts to deepen comprehension of concepts. | Informational texts for read aloud | Title I Funds | $1,000.00 |
| Utilize science journals to deepen students' scientific thinking | Science journals | Title I Funds | $500.00 |
| Utilize science periodicals to promote higher level understanding of real world science concepts | Periodicals | Title I Funds | $1,000.00 |
| Provide afterschool tutorial sessions for remediation and enrichment for grade 5 students. | Teachers and tutorial supplies | Title I Funds | $1,000.00 |
| | | | Subtotal: $3,500.00 |
| 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 |
| Provide training on how to use technology to enhance instruction | Substitutes | Title I Funds | $1,000.00 |
| | | | Subtotal: $1,000.00 |
| Other | | | |

| Strategy | Description of Resources | Funding Source | Available Amount |
|----------|--------------------------|----------------|------------------|
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| | | | Grand Total: $4,500.00 |

*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.<br><br>Writing Goal #1a: | To increase the number of students who perform at 3.0 or above on the 2013 Writing FCAT 2.0 by 3% |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 89% (62 students) 3.0 & Above<br>14% (10 students) 4.0 & Above | 90% 3.0 & Above (85 students)<br>17% 4.0 or higher (16 students) |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Teachers not implementing the program with fidelity. | Teachers will teach writing using the Writer's Workshop model. | Literacy Leadership Team, Principal, Assistant Principal, District Writing Resource Teachers | 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, Palm Beach Writes, writing journals, and analysis of student writing. |
| 2 | Teachers not implementing program with fidelity | 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 |
| 3 | Teachers not implementing program with fidelity | The revision and editing process will be explicitly taught and seen in student writing drafts as well as in final product | Reading Coach, LTF, Principal, District Writing Coach | Teachers and Administration will monitor revision and editing process by reviewing student drafts and final products collaboratively in LTMs. | Progress seen through regular prompt writing and Palm Beach Writes |
| 4 | Teachers not implementing differentiated instruction with fidelity | Students will participate in individual and/or small group conferring on a weekly basis | Classroom Teacher and tutorial teacher, Principal, District Writing Coach | 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 LTMs |

| 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.<br><br>Writing Goal #1b: | To maintain the percentage of students scoring at 4.0 or higher in the 2013 FAA writing. |
|---|---|---|
| | 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | 100% (5 students) | 100% (12 students) |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Instruction not meeting students' needs | Implement direct, specialized instruction and curriculum for writing activities | Administration, ESE Coordinator, ESE/Classroom teachers | Monitor implementation of IEP goals and objectives | Teacher-developed writing assessments 2013 FAA |

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 |
|---|---|---|---|---|---|---|
| Writing Workshop | K-4 | District Writing Coach, Lead Writing Teachers in Grades K-4 | K-4 Writing teachers | Ongoing PD sessions | Participation in regularly scheduled trainings offered at school and District | Administration |
| Writing Continuums from Teacher's College | K-4 | District Writing Coach and Lead Teachers | K-4 Writing teachers | Ongoing | Lesson Plans and Classroom walkthroughs | Administration |
| FCAT Scoring and Analyzing Narrative Writing | Grade 4 | District Staff Developer | Grade 4 Writing teachers | Oct. 18, 2012 | Discussion at Learning Team meetings | Administration |
| Common Core State Standards | K-1 | District Staff Developer | K-1 Writing teachers | Fall 2012 | Lesson Plans and classroom walkthroughs | Administration |

Writing Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Provide afterschool tutorial sessions for remediation and enrichment programs | Teachers and instructional materials | Title I Funds | $3,025.00 |
| Implement Writing workshop with fidelity | Writing notebooks and folders | Title I Funds | $500.00 |
| | | | Subtotal: $3,525.00 |
| 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: $3,525.00 |

*End of Writing Goals*

## Attendance Goal(s)

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

| Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement: | |
|---|---|
| 1. Attendance <br><br> Attendance Goal #1: | To increase our attendance rate during 2012-2013. |
| 2012 Current Attendance Rate: | 2013 Expected Attendance Rate: |
| 78% ( students) | 85% ( students) |
| 2012 Current Number of Students with Excessive Absences (10 or more) | 2013 Expected Number of Students with Excessive Absences (10 or more) |
| 144 students | 86 students |
| 2012 Current Number of Students with Excessive Tardies (10 or more) | 2013 Expected Number of Students with Excessive Tardies (10 or more) |
| 68 students | 46 students |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | 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 |
| | Parents may not attend the meeting and may be unresponsive to the | Truancy packets are completed by the school counselor if | School counselor Area district contact | Administrators will monitor attendance and tardies. | Conference logs, truancy packets, attendance data. |

| 2 | request for change. | attendance does not improve after the initial attempt to rectify the problem. This packet is sent to the area district contact for further attempts to work with the parents to decrease absences. Referral to School-based team Referral to Attendance Study Team | School-based team | | | School-based team meeting notes |
|---|---|---|---|---|---|---|

## 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 |
|---|---|---|---|---|---|---|
| Perfectly Punctual Attendance Program | Kindergarten and 1-5 | School Counselor and Principal | Kindergarten and 1-5 teachers | September 2012 for K and January 2013 for 1-5 | Attendance/Tardy records Parent contact and parent meeting | Administration, Classroom teachers, School Guidance, and Teachers. |

Attendance Budget:

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

*End of Attendance Goal(s)*

# Suspension Goal(s)

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

| Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement: | |
|---|---|
| 1. Suspension<br><br>Suspension Goal #1: | To decrease in and out of school suspension rates during 2012-2013. |
| 2012 Total Number of In–School Suspensions | 2013 Expected Number of In-School Suspensions |
| 7 | 5 |
| 2012 Total Number of Students Suspended In-School | 2013 Expected Number of Students Suspended In-School |
| 5 | 6 |
| 2012 Number of Out-of-School Suspensions | 2013 Expected Number of Out-of-School Suspensions |
| 92 | 80 |
| 2012 Total Number of Students Suspended Out-of-School | 2013 Expected Number of Students Suspended Out-of-School |
| 47 | 22 |

| 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 provide a proactive and positive approach to classroom management. | Teams will work collaboratively to implement the uniform, consistent, and consistent approach to classroom management. | Teachers, School-wide Positive Behavior Support team | Administrators will monitor classroom management tracking forms, referral, and suspension rate. | Suspension data |
| 2 | Teachers may not implement the School-Wide Positive Behavior (SWPB) plan 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 common areas, office referrals and suspension rate. | Suspension data 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 |
|---|---|---|---|---|---|---|
| No Data Submitted | | | | | | |

Suspension Budget:

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

*End of Suspension Goal(s)*

# Parent Involvement Goal(s)

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

| Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement: | |
|---|---|
| 1. Parent Involvement<br><br>Parent Involvement Goal #1:<br><br>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.* | To increase active parent involvement in school events , such as parent/teacher conferences, monthly PTA and SAC meetings, Title I meeting, ESOL Parent Leadership meetings, which will help parents assist their children in improving their academic achievement |
| 2012 Current Level of Parent Involvement: | 2013 Expected Level of Parent Involvement: |
| 43%(203 families) | 50%(229 families) |
| Problem-Solving Process to Increase Student Achievement | |

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

| | | | Monitoring | Strategy | |
|---|---|---|---|---|---|
| 1 | Language and cultural barrier | Use of students' agendas as a way of communication between teachers and parents on a daily basis<br>Monthly school news and documentations in parents' language<br>Recognize and promote appreciation for multicultural diversity through appropriate trainings<br>Provide Family Involvement training for Administration, Faculty, Staff, and Parents<br>Provide translation of all documents sent home in available languages, including English.<br>Use of Parent Link | Leadership Team<br>Parent Liaison<br>ESOL Coordinator<br>Team Leaders<br>Community Language Facilitators<br>Data Processor<br>Bilingual Guidance Counselor | Collect participation data and survey families<br>Review students' agendas | Parent evaluation forms returned<br>Annual Family Involvement surveys will be used to evaluate parental involment and make improvement to future sessions. |
| 2 | Time management and scheduling (multiple events) | Provide flexible hours and timely announcements of meetings and workshops<br>Combine some meetings and workshops when possible. | Leadership Team<br>Parent Liaison<br>Teachers | Monitor school master calendar of events | Student agendas and school notices.<br>Parent Response logs. |
| 3 | Child Care and schedule conflicts | Provide assistance with activities for children at scheduled parents trainings<br>Encourage volunteering at school events.<br>Recruit community and business partners<br>Provide refreshments and incentives at meetings when possible. | Administrators<br>Parent Liaison<br>PTA and Community Leaders<br>Guidance counselors<br>Teachers | Review sign-in sheets | Student agendas and school notices.<br>Surveys |
| 4 | Types of presentation and workshop | Offer parent universities and literacy training, particularly on reading strategies<br>Provide interactive presentation for targeted audience when discussing School Compact, Policy Plan, and Title I documents<br>Encourage parents to use resources an materials available to them at school located in the parent resource room (instructional materials and handouts, library, Edline, PIRC)<br>Partnering with the Delray Beach City Library to increase student as well as parent literacy | Administrators<br>Leadership Team,<br>Parent Liaison<br>Reading Coach<br>ESOL Coordinator | Collect participation data and survey families on use of library cards<br>Review sign-in sheets | Participation and book logs.<br>Family surveys. |
| 5 | Lack of family input | Provide assistance with activities for parents and children with opportunities to share ideas and strategies.<br>Organize questions/answers forum<br>Encourage families to | Title I Administrator<br>Parent Liaison<br>ESOL Coordinator,<br>Guidance counselors<br>Community Language Facilitators | Conduct family surveys and use parent suggestions box to collect ideas | Annual Family Involvement surveys will be used to evaluate parental involment and make improvement to future sessions. |

| | participate at scheduled District Leadership Council meetings | Data Processor | | |
|---|---|---|---|---|

## 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 |
|---|---|---|---|---|---|---|
| Cultural sensitivity and understanding of socio-economic issues | K-5 | Administration, Leadership Cadre, Parent Liaison, ESOL Coordinator | Teachers, Support Staff school wide | Scheduled Professional Development sessions Faculty meetings Once a year | Evaluation surveys, Parent Involvement data | Administration and Parent Liaison |
| Meaningful Parental Involvement for "Fathers" | K-5 | Administration, Parent Liaison,and ESOL Coordinator | Teachers, Support Staff school wide | Scheduled Professional Development sessions Faculty meetings. Once a year | Evaluation surveys, Parent Involvement data for fathers | Administration and Parent Liaison |

Parent Involvement Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Employ a Parent Liaison to perform duties associated with parental involvement including training, communication, and resources | Salary and Benefits | Title I Funds | $27,452.00 |
| Daily communication with families in available home languages | Student agendas/folders, newsletters, and flyers | Title I Funds | $2,500.00 |
| Increase parental involvement in school activities | Parent trainings, meetings, and resources | Title I Funds | $625.00 |
| | | | Subtotal: $30,577.00 |
| 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 |
| Enhance home/school communication | Postage for mailings | Title I Funds | $300.00 |
| | | | Subtotal: $300.00 |
| | | | Grand Total: $30,877.00 |

*End of Parent Involvement Goal(s)*

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

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

| Based on the analysis of school data, identify and define areas in need of improvement: | | | | |
|---|---|---|---|---|
| 1. STEM<br><br>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 | Employ a .5 reading resource teacher to remediate students | Teacher's salary and benefits | Title I Funds | $35,572.00 |
| Reading | Implement Reading workshop with fidelity | Books and other classroom materials | Title I Funds | $12,500.00 |
| Reading | Provide afterschool tutorial sessions for remediation and enrichment programs | Teachers and materials | Title I Funds | $3,075.00 |
| Mathematics | Employ a Math Coach | Salary and benefits | Title I Funds | $67,588.00 |
| Mathematics | Provide afterschool tutorial sessions for remediation and enrichment programs | Teachers and instructional supplies | Title I Funds | $2,500.00 |
| Science | Utilize read aloud science texts to deepen comprehension of concepts. | Informational texts for read aloud | Title I Funds | $1,000.00 |
| Science | Utilize science journals to deepen students' scientific thinking | Science journals | Title I Funds | $500.00 |
| Science | Utilize science periodicals to promote higher level understanding of real world science concepts | Periodicals | Title I Funds | $1,000.00 |
| Science | Provide afterschool tutorial sessions for remediation and enrichment for grade 5 students. | Teachers and tutorial supplies | Title I Funds | $1,000.00 |
| Writing | Provide afterschool tutorial sessions for remediation and enrichment programs | Teachers and instructional materials | Title I Funds | $3,025.00 |
| Writing | Implement Writing workshop with fidelity | Writing notebooks and folders | Title I Funds | $500.00 |
| Parent Involvement | Employ a Parent Liaison to perform duties associated with parental involvement including training, communication, and resources | Salary and Benefits | Title I Funds | $27,452.00 |
| Parent Involvement | Daily communication with families in available home languages | Student agendas/folders, newsletters, and flyers | Title I Funds | $2,500.00 |
| Parent Involvement | Increase parental involvement in school activities | Parent trainings, meetings, and resources | Title I Funds | $625.00 |
| | | | | Subtotal: $158,837.00 |

| Technology | | | | |
|---|---|---|---|---|
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| Mathematics | Enhance classroom instruction with the use of technology | VMath software | Title I Funds | $2,500.00 |
| | | | | Subtotal: $2,500.00 |

| Professional Development | | | | |
|---|---|---|---|---|
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| Reading | Implement Reading Workshop with fidelity | Travel to Summer Reading Workshop sessions at Columbia University | Title I Funds | $7,500.00 |
| Reading | Analyze data for instructional decisions | Color copier rental to run EDW reports | Title I Funds | $3,000.00 |
| Mathematics | Implement instructional strategies with fidelity | Substitutes and materials | Title I Funds | $2,390.00 |

| Science | Provide training on how to use technology to enhance instruction | Substitutes | Title I Funds | $1,000.00 |
|---|---|---|---|---|
| | | | | Subtotal: $13,890.00 |

| Other | | | | |
|---|---|---|---|---|
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| Parent Involvement | Enhance home/school communication | Postage for mailings | Title I Funds | $300.00 |
| | | | | Subtotal: $300.00 |
| | | | | Grand Total: $175,527.00 |

## Differentiated Accountability

School-level Differentiated Accountability Compliance

| ꞁⁿ Priority | ꞁⁿ Focus | ꞁⁿ Prevent | ꞁⁿ NA |
|---|---|---|---|

Are you a reward school:  ꞁⁿ Yes  ꞁⁿ No

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

No Attachment (Uploaded on 9/16/2012)

## 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 |
|---|---|
| Instructional programs and supplies/materials Professional Development Incentives for students | $4,909.00 |

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

Discuss School performance data
Review and approve updates on School Improvement Plan
Review and approve "5-STAR" process
Make recommendations on proposals for SAC and Title I budgets
Review and approve SIP checklist
Review and approve District/School Accreditation Internal review requirements
Actively motivate and recruit parents to improve school involvement
Regularly update stakeholders on school achievements and activities

# AYP DATA

# SCHOOL GRADE DATA

No Data Found

**Palm Beach School District**
**ORCHARD VIEW ELEMENTARY SCHOOL**
**2010-2011**

| | Reading | Math | Writing | Science | Grade Points Earned | |
|---|---|---|---|---|---|---|
| % Meeting High Standards (FCAT Level 3 and Above) | 53% | 57% | 67% | 41% | 218 | 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 | 64% | 59% | | | 123 | 3 ways to make gains: <br>● Improve FCAT Levels <br>● Maintain Level 3, 4, or 5 <br>● Improve more than one year within Level 1 or 2 |
| Adequate Progress of Lowest 25% in the School? | 63% (YES) | 57% (YES) | | | 120 | 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 | | | | | 461 | |
| Percent Tested = 100% | | | | | | Percent of eligible students tested |
| School Grade* | | | | | C | Grade based on total points, adequate progress, and % of students tested |

**Palm Beach School District**
**ORCHARD VIEW ELEMENTARY SCHOOL**
**2009-2010**

| | Reading | Math | Writing | Science | Grade Points Earned | |
|---|---|---|---|---|---|---|
| % Meeting High Standards (FCAT Level 3 and Above) | 57% | 66% | 83% | 46% | 252 | 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 | 64% | 48% | | | 112 | 3 ways to make gains: <br>● Improve FCAT Levels <br>● Maintain Level 3, 4, or 5 <br>● Improve more than one year within Level 1 or 2 |
| Adequate Progress of Lowest 25% in the School? | 59% (YES) | 45% (NO) | | | 104 | 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 | | | | | 468 | |
| Percent Tested = 100% | | | | | | Percent of eligible students tested |
| School Grade* | | | | | C | Grade based on total points, adequate progress, and % of students tested |