

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: SEA CASTLE ELEMENTARY SCHOOL

District Name: Broward

Principal: Rick Rodriguez

SAC Chair: Marisa Dukes

Superintendent: Robert Runcie

Date of School Board Approval: December. 4, 2012

Last Modified on: 10/19/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Rick Rodriguez	M.Ed. Bilingual Ed, Educational Leadership B.A., Theatre Certifications: School Principal, Elementary Education 1-6, ESOL Endorsement	3	9	2012; Grade (B) Reading Gains 69% (High Standards-52% & 73% for Lowest Quartile, Math Gains 56% (High Standards-45% & 52% for Lowest Quartile) 2011; Grade (A)-AYP (yes) Reading Gains-67%, 72% High Standards & 62% of lowest quartile) Math Gains-84%, (76% High Standards & 84% of lowest quartile) 46% High Standards in Science & 77% in Writing. 2010 Grade (A)-AYP (no)
Assis Principal	Stacey Zannini	Master's In Reading, BA Elementary Education, Educational Leadership Certification	13	4	2012; Grade (B) Reading Gains 69% (High Standards-52% & 73% for Lowest Quartile, Math Gains 56% (High Standards-45% & 52% for Lowest Quartile) 2011; Grade (A)-AYP (yes) Reading Gains-67%, (72% High Standards & 62% of lowest quartile) Math Gains-84%, (76% High Standards & 84% of lowest quartile), 46% High Standards in Science & 77% in Writing

2010: Grade (C)-AYP (no)
 2009: Grade (A), AYP: no, Reading Gains: 69%, Math Gains 65%,

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	Marisa Dukes	Specialist Degree in Educational Leadership (Ed.S), Master's Degree in Elementary Education (M.S), Certified in Elementary Education and Educational Leadership, Reading and ESOL Endorsement	9	4	2012; Grade (B) Reading Gains-69% (52% High Standards & 73% of Lowest Quartile), Math Gains-56% (High-45% & 52% of Lowest Quartile) 2011; Grade (A)-AYP (yes) Reading Gains-67%, (72% High Standards & 62% of lowest quartile), Math Gains-84%, (76% High Standards& 84% of lowest quartile) 46% High Standards in Science, 77% in Writing 2010; Grade (C)-AYP (no) Reading Gains-56% Math Gains 57% 2009: Grade (A)- AYP (no) Reading Gains: 69%, Math Gains: 65%

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. Orientation prior to the start of school/pre-planning. Monthly NESS meetings running through the end of the year.	NESS Liaison- A. Gilmore	August 2012- May 2013	
2	2. Maintain a safe and orderly environment	Administration and Faculty	June 2013	
3	3. Professional Development opportunities specific to teacher's needs/grade level	Administration, Instructional Coaches, NESS Liaison	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
Catherine Monioudis (Media Specialist)	Teacher will take classes and test that will lead to certification.

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
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50	12.0%(6)	8.0%(4)	68.0%(34)	12.0%(6)	36.0%(18)	96.0%(48)	4.0%(2)	10.0%(5)	96.0%(48)
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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
D.Papke	B. O'Connell	First year teacher	weekly meeting to plan lessons, activities and review grade level curriculum
Lilliana Ruido	Santiago	Mentee new to school	Weekly meetings to plan lessons, activities and review grade level curriculum.
Noel Markowitz	S. Reyes	new to grade/school	weekly meeting to plan lessons, activities and review grade level curriculum
I. Isaacs	L. Claudio	new to grade/school	weekly meeting to plan lesson, activities and review grade level curriculum.
A. Shinhoster	McCall	new to school and grade level	weekly meeting to plan lesson and review curriculum
A. Gilmore	D. Scott	new to school	weekly meetings to plan lessons and review curriculum
M. Maria	Lyman	new to school and grade level	weekly meetings to plan lessons and review curriculum
M. Maria	Collins	new to school	weekly meetings to plan lessons and review curriculum
S. Chavez	Jones	new to grade level and school	weekly meetings to plan lessons and review curriculum
Weinstein	Hernandez	new to school	weekly meetings to plan lessons and review curriculum

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

Additional Classroom Teachers, Staff Professional Development, Parental Involvement Activities i.e.FCAT Night, Skills Training for parents.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RTI Team

Identify the school-based MTSS leadership team.

Rick Rodriguez; Principal, Marisa Dukes; Reading Coach, Leila Lopez; Guidance Counselor, Patricia Ortega; School Psychologist, Social worker, and ESE Specialist Assistant Principal, Stacey Zannini

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 along with the teacher and Case Manager, to review the student data, discuss interventions in place and evaluate their effectiveness. If current interventions are helping the student to meet with success, the team will recommend they continue for approximately 3-4 more weeks. Teachers record data for Tier I onto a progress monitoring form. If interventions are not helping the student, the Team will recommend starting Tier 2 interventions. Student data is collected over a period of 6 weeks, the teacher and Case Manager are monitoring the student's progress, adjustments/modifications will be made as needed. After the data is collected, it will be graphed for the team to evaluate and determine the next step. A student moving in a positive direction, will continue to be monitored, students not meeting with success for TIER 2, will be recommended for Tier 3, more intense interventions.

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?

The team evaluates data for Tier I for reading, math, and behavior. The RTI Team helps SIP Team to analyze data to identify students struggling with the core curriculum and/or having behavioral issues, and make recommendations for teachers to aid the students. (give strategies) Tier I data is analyzed during monthly Data Chats with each grade level and administration. Modifications to the core curriculum are made as needed. The RTI Leadership Team collaborates to identify the strengths and weaknesses of the students and discuss what action steps are needed to move student achievement. Teachers are guided

through this process with Case Manager-school support staff; Reading Coach ESE Specialist, Guidance Counselor, Social Worker, Psychologist, ESE Teacher.

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.

The data for Tier 1 is collected monthly, for each subject area, Reading, Math, by grade level. Teachers record student assessment scores, weekly, unit, chapter tests, Mini-BATS-all Tier Data Points. The Data Sources for Tier 2 & 3 are Intervention Records and progress monitoring graphs generated for individual students.

Describe the plan to train staff on MTSS.

RTI Leadership Team will present RTI Model to staff during pre-planning and will facilitate updates at faculty meetings throughout the school year. Additional trainings and follow-up will be continuous during the school year at grade level meetings/data chats.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal, Assistant Principal, Reading Coach, ESE Specialist and Team Leaders

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

The team will meet monthly to explore and research reading initiatives in different settings. We will develop methods to publicize our initiatives school-wide, to parents and the community partners. The team will assign members to monitor the progress of implemented initiatives. We will analyze data from AR/STAR Reading Reports, our school-wide computer based reading programs, to identify areas of strengths and weakness. The team will enlist the help of community partners to provide incentive prizes for students meeting their monthly reading goals.

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

To promote literacy in school and at home by enlisting more parental support. Our literacy team will coordinate Reading Nights at Barnes & Nobles throughout the year. Home-School Reading Connection-kindergarten students are allowed to check out books with teacher-made comprehension check questions attached as a follow-up activity. Parents voluntarily participate in this program.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

Prior to the opening of school, Kindergarten students and parents attend an Orientation. At this event, parents and students visit their new classrooms, meet their teachers, and learn about the expectations and procedures for the school year. Teachers educate parents on ways to help their child at home with reinforcement of the skills that are targeted in

kindergarten.

*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.

N/A

*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?

N/A

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?

N/A

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](#)

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Students will receive additional reading support from classroom teacher(s) during science and social studies.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (151) scored level 3.	45% (162) will score level 3.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need increased opportunities for skill application.	Teachers will utilize reading strategies across content areas, modeling cause & effect, compare/contrast.	Administration/Reading Coach	Lesson Plans, Grade Level Meetings-with minutes/agendas	BAT II, Benchmark Checkpoints using FCAT Testmaker, FAIR
2	Students struggle with reading application skills.	During 90 minute block teachers will: model, practice and apply focus skill, by using graphic organizer, teacher "think aloud" and dialoguing.	Administration, Reading Coach	Data Chats quarterly with administration to review assessment data, strengths & weaknesses will be identified, lesson plans/instructional delivery will be adjusted to meet students' needs.	FCAT Weekly Assessment, Quarterly Benchmark Checkpoints using FCAT Testmaker, BAT II, FAIR
3	Students need multiple exposure to informational text	Teachers will utilize informational text daily through content areas, to model reading skills. i.e. cause/effect, summarize.	Reading Coach/Administration	Data chats, quarterly with administration to review assessment data, lesson plans and instructional delivery will be adjusted to meet students' needs	BAT II, Pre/Post Test, Quarterly Benchmark Checkpoints using FCAT Testmaker, FAIR
4	Students struggle with reading application skills.	Students will be invited to attend a tutorial camp; with a focus on Direct Instruction.	Administration/Reading Coach	Student Data Reports will be reviewed during Data Chats with teachers and administration.	FCAT Testmaker, BAT II, FAIR, 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 reading. Reading Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	3% (2)

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 struggle with reading application skills and informational text.	Teachers will utilize informational text daily through content areas, to model reading skills. i.e. cause/effect, summarize and provide multiple opportunities for students to apply skills.	Administration/Reading Coach	Data Chats with teachers, Informal Observations with focus on Instructional Strategies	School-wide Assessments using FCAT Testmaker, BAT II, Unit Tests
2	Students are working below grade level.	Provide extended learning opportunity for students to receive additional small group instruction.	Administration/Reading Coach	CWT	Program Pre/Post Test, FCAT Testmaker
3	Students lack prerequisite skills.	Teacher will scaffold instruction, model "show me, tell me", using sample items from FLDOE.	Administration/ESE Specialist	Data Chats to review students' objectives and goals based on Access Points.	FAA, Weekly Classroom Assessments.

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Strategies are appropriate because it will expose students to types of questions they will encounter on state assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (84) scored level 4 & 5.	28% (87) will score level 4 & 5.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need to show growth in order to maintain current level of performance.	Utilize performance tasks, through oral questioning and written assessments.	Administration/ Reading Coach	Data Chats	BAT II, FAIR, FCAT Testmaker
2	Students lack motivation to read independently.	Teachers will utilize enrichment resources such as, Junior Great Books, novels and various informational text, and make sure rigor is embedded to challenge and motivate students in daily reading activities.	Administration/Reading Coach	Weekly CWT focus on instruction and grouping, Data Chats with teachers and administration to identify strengths/weaknesses. Lesson plans and instructional delivery will be adjusted to meet students' needs.	BAT II, Quarterly FCAT Checkpoints, Weekly Assessments
3	Students lack motivation to read independently	Teachers will make available a variety of genres for students independent reading; utilizing the Accelerated Reader (AR) Books and an incentive program to increase student participation.	Teachers/Administration	Student-Teacher Data Chats, Teacher-Administration Data Chats, to review AR Reports.	Accelerated Reader (AR) Student Data Report

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (5)	74%

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 lacking prerequisite knowledge.	Teacher will scaffold instruction, model think-a-louds and build background knowledge using sample items from FLDOE.	Administration/Autism Coach/ESE Specialist	Data Chats to review students' Goals and Objectives based on Access Points.	FAA, Weekly Assessments

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	A Tutorial Program will provide extended learning opportunities for students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (169) made learning gains.	74% (172) or more will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students struggle to make a connection with text because they lack prior knowledge about a variety of topics.	Teachers will set a purpose for reading by activating and building prior knowledge, making text connections.	Administration/Reading Coach	Data Chats to review assessment data. Lesson plans and instructional delivery model will be adjusted to meet the needs of students.	BAT II, FCAT Checkpoints Weekly Reading Tests & Unit Tests
2	Students have multiple benchmark deficiencies.	Target group of students will receive extended learning opportunities (tutorial camp) with a focus on small group instructional practices,; teacher modeling, think-a-louds and highlighting text.	Administration, Reading Coach	Data Chats to review student data; teacher and administration	FCAT Testmaker Checkpoints, BAT II, FAIR, FCAT

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

3b. Florida Alternate Assessment:	
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Percentage of students making Learning Gains in reading. Reading Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (4) students made learning gains.	84% will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack prerequisite knowledge.	Teachers will model think-a-louds, scaffold instruction using sample items from FLDOE.	Administration/Autism Coach/ESE Specialist	Data Chats with teachers to review students' goals and objectives based on Access Points.	FAA, Weekly Assessments

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Data Chats with administration and Reading Coach will occur quarterly to analyze and evaluate data to identify areas of strength/weakness, curriculum will be adjusted as needed.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (45) made learning gains.	78% (48) or more will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are reading below grade level because they struggle with reading application skills.	Teachers will utilize the "I Do, We Do, You Do" Model of instruction. Teachers will "chunk text" for discussions.	Administration/Reading Coach/Literacy Leadership Team	Review Agendas/Minutes from Team Meetings, Lesson Plans	BAT II, Unit Tests, Quarterly Benchmark Tests using FCAT Testmaker, FAIR
2	Students are reading 1-2 grade levels below current placement.	Teachers will give a Diagnostic Assessment (DAR,ORF,) to identify students' weakness and utilize the appropriate intervention program; Triumphs, Quick Reads to assist the student.	Administration	Data Chats to review Assessment scores to identify progress and/or areas in need of improvement	DAR, FCAT Benchmark Checkpoints, BAT II, FAIR

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 #					
	Sea Castle will increase the number of students scoring proficient (Level 3) in reading by at least 3-5% each year.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

	52%	54%	59%	63%	68%	
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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:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Strategies will provide extended learning opportunities for students, providing multiple exposure to benchmarks. In addition, teachers providing oral language opportunities will assist with vocabulary development
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black-53%(124) Hispanic 44%(29) White- 45%(5) Asian-25% (2) made satisfactory progress	Black-56% (127) Hispanic-47%(32) White- 48%(8) Asian-28%(5) will make satisfactory progress.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are working below grade level because they struggle with reading application skills.	Teachers will: model "Think a Louds", chunk text and use graphic organizer to help apply focus skill. Teachers will use explicit language during whole & small group lessons. Provide extra practice with skill-based literacy centers.	Administration/Reading Coach	Agendas/Minutes from team meetings, lesson plans, Observation	BAT II and Quarterly Benchmark Checkpoints, Unit Tests, FAIR
2	Students are working below grade level because they struggle with reading application skills.	After School tutorial, teachers will use explicit instruction in a small group setting. Teachers will model how to apply skills in reading such as cause/effect, main idea.	Reading Coach/Administration	Analyze assessment data to identify strengths and weaknesses.	Program Pre/Post Tests, Benchmark Checkpoints

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
77%(13)	80% (16) will make satisfactory progress.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack background knowledge.	Teachers will build background knowledge through oral vocabulary activities read-a-louds and exposure to a variety of genres.	Administration/Reading Coach	Data Chats to review students assessments; teacher and administration.	FCAT Weekly Assessments, BAT II, FAIR, 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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Strategies are appropriate for students because they will provide multiple exposure to benchmarks (tutorial) and give students a chance to receive strategies to help increase vocabulary knowledge/build background
2012 Current Level of Performance:	2013 Expected Level of Performance:
89% (48)	92% (51)

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 reading on grade levels 1-2 years below placement and they struggle with vocabulary.	Small group instructions that will provide students with the opportunities to demonstrate or express knowledge and understanding of targeted words in different ways.	Administration/ESE Specialist	Data Chats	Quarterly Benchmark Checkpoints, FAIR, BAT II
2	Students are decoding 2-3 years below grade level and same age peers.	Pull-out model utilizing intensive strategies that will target specific areas of decoding skills.	Administration/ESE Specialist	Data Chats	Quarterly Progress Reports, DAR Assessments FOUNDATIONS Level 1 and 2
3	Students are reading 1-2 years below grade level and lack the skills that are needed to comprehend decoded materials.	Small group instructions utilizing the pull-out model in which reading materials are differentiated by students' interest, prior knowledge of content, and skill levels. VE teacher will model strategies that should be utilized by students while answering comprehension questions.	Administration/ESE Specialist	Walk-through Data Chats with teachers and administration	Weekly Assessments REWARDS QAR
4	Students are reading on grade levels 1-2 years below placement and they struggle with vocabulary and reading application.	Intensive reading intervention utilizing pull-out model with VE Teacher. The VE Teacher will collaborate with general education teachers to align benchmark focus per the Instructional Focus Calendar.	Administration/ESE Specialist	CWT with a focus on instruction and grouping. Data chats with administration	Mini-BATS, BAT II, Weekly Intervention Assessments (Triumphs).
5	Students are reading below grade level and they struggle to make a connection with text.	Build prior knowledge using graphic organizers, explicit instruction during small group	Administration/ESE Specialist	Monthly data chats with administration to analyze data and adjust the curriculum as needed to meet individual student needs. ESE Teacher will meet with general education teachers twice a month to review/analyze student data and plan instruction based on the results.	BAT II Monthly Mini-BATS, DAR

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Students will receive additional support to help remediate deficient benchmarks through extended learning opportunities
2012 Current Level of Performance:	2013 Expected Level of Performance:
55%(142)	58% (145)

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 working below grade level because they struggle with reading application skills.	Teachers will model Think Alouds, scaffold instruction and provided additional support in small groups and literacy centers.	Administration/Reading Coach	Minutes/Agendas from meetings, lesson plans, Data Chats	BAT II, Benchmark Checkpoints, FAIR
2	Students struggle with reading application.	Students will be invited to attend after school tutorial; instruction will be explicit and direct.	Administration/Reading Coach	Data will be analyzed to identify areas of growth or in need of remediation.	Pre/Post Tests, BAT II, FCAT Checkpoints- Benchmark Tests
3	Students lack motivation to read independently.	Teachers will create a classroom library to include a variety of genre for self-selection, utilize the Accelerated Reader (AR) Points Program with an incentive, to help increase students' participation.	Administration/Reading Coach/Classroom Teachers	Data Chats to review AR reports.	FCAT, AR 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
Common Core Training	1st & 2nd grade	District Trainers	1st & 2nd Grade Teachers	September/October 2012	Formal/Informal Classroom Visits	Administration
Differentiating Instruction	3-5	Reading Coach/ESE Specialist	3-5	Sept.2012-March 2013, Monthly sessions for 45 minutes	Classroom Visits	Administration/Reading Coach
FAIR Training	1st-5th Grade	District	school-wide	September/October 2012	Classroom Visits	Administration
International Reading Conference (IRA)	K-5	Conference Trainers	Administration/Reading Coach	April 2013	In-Service staff on strategies learned, staff sign-in sheets	Administration/Area Director

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Training (Vocabulary)	Elements of Vocabulary	Title I	\$3,302.00
			Subtotal: \$3,302.00
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
Reading Training (FAIR/Common Core)	Substitute Pay	Title I	\$350.00
International Reading Conference (IRA)	Registration and Travel Expenses	Title I	\$3,500.00
Developing Leadership	Professional Book: Outliers, The Story of Success	Title I	\$200.00
			Subtotal: \$4,050.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$7,352.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking.		ELL students will increase proficiency in listening and speaking by 5%.			
CELLA Goal #1:					
2012 Current Percent of Students Proficient in listening/speaking:					
Kindergarten =0% (8students) Fifth Grade=50% (4students) First Grade=29% (4 students) Second Grade=67% (4 students) Third Grade=29% (2 students) Fourth Grade=80% (4 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	Primary language at home is not English.	Provide resources to parents to utilize at home; Spanish to english dictionary and Helping LEP Children Develop Reading Skills Pamphlet. Encourage parents to attend District ESOL	School Guidance Counselor/Administration	Parent Conferences with Guidance Counselor and/or Teacher	CELLA-Listening & Speaking Components and IPT.

		Meetings.			
2	Students are not speaking English at home.	Teachers will implement ESOL strategies for Oral Language, to provide students with tools to practice listening and speaking skills at home.	Teacher/Guidance Counselor/Administration	Informal Observations by administration, Bi-weekly Team Meetings to analyze and discuss student's progress.	Weekly Reading Assessments to include Oral Language Check

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

2. Students scoring proficient in reading. CELLA Goal #2:	ELL students will increase proficiency in Reading skills by 5%.
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2012 Current Percent of Students Proficient in reading:

Kindergarten= 13% (1 student) Fifth Grade=38% (3 students)
 First Grade= 21% (3 student)
 Second Grade=67% (4 students)
 Third Grade= 29% (2 students)
 Fourth Grade =40% (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	Students have limited access to resources that support understanding of Reading in English.	Teachers will utilize a variety of resources such as Newcomer Kit, Reading Basics and computer programs to help increase student proficiency.	Guidance Counselor/Administration	Teacher-Guidance Chats	Weekly Reading Assessments, BAT II CELLA-Reading Components and IPT

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

3. Students scoring proficient in writing. CELLA Goal #3:	ELL students will increase proficiency in writing by 5%.
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2012 Current Percent of Students Proficient in writing:

Kindergarten- 13%(1 student) Fifth Grade-13% (1 student)
 First Grade-29% (4 students)
 Second Grade-67% (4 students)
 Third Grade-14% (1 student)
 Fourth Grade- 40% (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	Students have limited Writing Skills in native language.	Teacher will use small group instruction to model writing skills.	School Counselor, Classroom Teacher & Administration	Teacher-Student Conference Teacher-Administration Data Chats	CELLA-Writing Components and IPT District Writing Assessment

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	Students will receive multiple opportunities to deepen knowledge of math concepts through content area integration.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27%(90) of students score level 3	30%(100) or more students will score level 3

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students struggle with math application.	Teachers will scaffold instruction and provide multiple opportunities for students to demonstrate knowledge by integrating math across the curriculum.	Administration	Data Chats, Grade Level Meetings	BAT I, II, Quarterly Benchmark Checkpoints using FCAT Testmaker
2	Students are struggling with application skills because they lack computational skills.	Teachers will incorporate basic math skills across the curriculum, to provide extra practice for students to improve number fluency. Math Centers will include computational skills.	Administration/Curriculum Support Staff	Data Chats with administration to review assessment results and modify instruction as needed i.e remediate/enrich. Student Data Chats with teachers	Chapter Assessments, Big Idea Assessments, Benchmark Assessment Test (BAT) 1 & 2, Benchmark Checkpoints Focus on the Needs of All Learners
3	Teachers lack adequate time to remediate deficient benchmarks.	Teachers will utilize Direct and Explicit Instruction during small/whole group rotations. Center activities will provide additional practice.	Administration/Curriculum Support Staff	Data Chats with administration	Chapter Assessments, Big Idea Assessments, Benchmark Assessment Test (BAT) 1 & 2, Benchmark Checkpoints Identify instructional practices

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:

29% (2)			32%		
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 lack prerequisite knowledge.	Teachers will provide direct/explicit instruction in small groups.	Administration/Curriculum Coach	Data Chats	Chapter/Unit Tests, BAT I & II, FCAT Testmaker
2	Students struggle with application skills.	Teachers will scaffold instruction and provide multiple opportunities for students to demonstrate knowledge.	Administration	Data Chats, Observations with focus on instruction	Chapter/Unit Tests, BAT I & II, FCAT Testmaker
3	Students struggle with basic science vocabulary.	Semantic Webbing and Concept Mapping	Administration	Science Journals reviewed weekly by teachers, data chats with administration	Fusion Science Benchmark, Pre, Mid and Post Tests,
4	Students lack prerequisite knowledge.	Teachers will scaffold instruction and model using sample items from FLDOE.	Administration/ESE Specialist	Review student objectives and goals based on Access Points.	FAA, Weekly Assessments

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Teachers will utilize strategies to help students practice and deepen knowledge of math application skills.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17%(56) of students scored at level 4 or 5	20%(59) of students will score a level 4 or 5

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students struggle with math application skills.	Teachers will model problem-solving strategies. Teachers will provide students opportunities to work in cooperative groups to practice applying computation skills to problem-solving.	Administration	Data Chats with teachers to review student assessment data. Teacher-Student Data Chats	Authentic Assessments Quarterly benchmark checkpoints, Chapter Assessments, Benchmark Assessment Test (BAT)1 & 2 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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.	N/A
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Mathematics Goal #2b:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
57% (4)		60%			
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 lack prerequisite knowledge.	Teachers will scaffold and model using sample items from FLDOE.	Administration/ESE Specialist	Review students' objectives and goals based on Access Points	FAA, Weekly Assessments

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Students will receive additional support through tutorial programs to help remediate deficient benchmarks.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57%(135)of students made learning gains	60%(141) of students will make learning gains

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack prerequisite knowledge	Teachers will utilize Direct and Explicit Instruction in small group based on previous FCAT performance. Computer aided instruction, such as Go Math and Odyssey will be utilized. Students will use manipulatives in small groups and centers to help make connections.	Administration, Math Coach	Data Chats with administration Teacher-Student Data Chats Review of student performance reports; Odyssey	Chapter Tests, Big Idea Assessments, Benchmark Assessment Test (BAT) 1 & 2, FCAT Computer program reports
2	Students need to make real life connections to math.	Teachers will encourage students to create their own real world problems. Teacher will model think alouds during math instruction. Teachers will provide students with concrete math representations and guide students to abstract math concepts. Manipulatives will be utilized as appropriate in small groups/centers. Math will be integrated across the curriculum.	Administration, Math Coach	Data Chats with administration Teacher-Student Data Chats	Chapter Assessments, Big Idea Assessments, Benchmark Assessment Test (BAT) 1 & 2 FCAT

3	Students require additional support outside of the class with more direct instruction and smaller student-teacher ratio.	After School Tutorial Program Instruction will be differentiated and explicit to meet students' needs.	Administration, Curriculum Support	Data Chats with Classroom Teacher Weekly Review of Attendance Reports Review of Pre/Post test performance Review of School-based Benchmark Assessments	Benchmark Assessment Test (BAT) 1 & 2, Pre/Post Tests-Program Assessment, Bi-weekly Benchmark checkpoints
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (4) students made learning gains.	84% will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack prerequisite knowledge.	Teacher will scaffold and model instruction utilizing sample items from the FLDOE.	Administration/Autism Coach/ESE Specialist	Data Chats with teachers to review students' objectives and goals based on Access Points.	FAA, Weekly Assessments

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Students will receive additional support to help with deficient benchmarks.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54%(37) of students made learning gains.	57%(39) or more students will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are working 1-2 grade levels below their placement and require more intensive small group intervention.	Teachers will differentiate instruction through the use of computer programs, such as the Go Math Online. Small group intensive remediation, based on student performance on	Administration, Curriculum Support	Data Chats with administration Teacher-Student Data Chats	Chapter Assessments, Big Idea Assessments, Benchmark Assessment Test (BAT) 1 & 2, FCAT

		specific benchmarks.			Go Math Intervention Reports
2	Students are working below grade level.	After school tutorial program, with a focus on small group instructional practices.	Administration/Math Coach	Data Chats with administration Teacher-Student Data Chats	Pre/Post Test, FCAT Testmaker Benchmark Checkpoints, BAT II

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 # Sea Castle Elementary will reduce the number of students scoring at level 1 and 2 by increasing the percentage of students scoring at level 3 and above from to 63% for the 2012-2013 school year.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	45%	63%	66%	70%	74%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:		Students will receive additional support to help remediate deficient benchmarks.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
White 72%(8), Black 40%(91), Hispanic 42%(28), Asian 100%(8), a made satisfactory progress in math.		White 75%(9) Black 43%(102), Hispanic 45%(30)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need more Explicit Instruction to apply skills because they struggle with computation skills.	Teachers will use small group instruction to target student's specific needs, utilize the hands-on manipulatives and Go Math Center Activities to provide additional practice. Integrate math across the curriculum.	Administration, Math Coach	Data Chats with administration to Analyze data identify areas of weakness, Teacher-Student Data Chats	(BAT)1 & 2, Chapter Tests, 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:		Students will need additional support outside of the classroom to remediate deficiencies.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
35%(6)students are making satisfactory progress in math.		38%(7)or more will make satisfactory progress in math.			

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 working below grade placement and need time to understand the academic language and math application skills.	Teachers will differentiate instruction to meet the needs of ELL students. Teachers will utilize ELL strategies with students to increase content vocabulary and application skills.	Administration/Curriculum Coach	Data Chats with administration Student Data Chats	Benchmark Assessment Test (BAT) 1 & 2, Chapter Assessments, School-based Benchmark Assessments (FCAT Testmaker)

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Students will need additional support outside of the classroom to remediate deficiencies.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16%(9)of students made satisfactory progress in math.	19%(11) of students will make satisfactory progress in math.

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 working below grade placement at least 1-2 levels.	Pull-out Model utilized by the ESE Teacher to provide Differentiated Instruction with Intervention Program; Moving With Math	Administration, ESE Specialist	Data Chats with administration Student Data Chats	Benchmark Assessment Test (BAT) 1 & 2, Chapter Assessments, School-based Benchmark Assessments (FCAT Testmaker)
2	Students are struggling with mastering Big Ideas and need additional instructional time.	Teachers will integrate math across the curriculum and provide hands-on activities to help students master Big Ideas. Additional practice through Center Activities and On-Line Go Math.	Administration/Curriculum Coach	Data Chats with administration	Benchmark Checkpoints, BAT 2, Chapter Tests, 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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Students will receive additional support in a tutorial program.
2012 Current Level of Performance:	2013 Expected Level of Performance:

37%(98)of students made satisfactory progress in math.		40%(104) or more will make satisfactory progress in math.			
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 struggle with critical thinking skills because they lack computational skills.	Teachers will model think alouds while problem solving. Computer-Assisted Instruction will be utilized for drill and practice utilizing Go Math Technology Resources.	Administration/Math Coach	Student Data Chats Data Chats with administration	Chapter Assesments, Benchmark Assessment Test (BAT)1 & 2, School-based Benchmark Tests, FCAT
2	Students are working below grade level and need extended learning opportunities.	After school Tutorial Program, with explicit instruction on Big Ideas. Students will be provided with attendance incentives	Math Coach/Administration	Weekly Review of Attendance Reports Review of Pre/Post test performance Review of School-based Benchmark Assessments	Pre/Post Tests,Benchmark Assessment Test (BAT) 2, Benchmark Checkpoints

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
Math PLC- Common Core Standards	K-2, 3-5	Team Leaders	School-wide	Bi-monthly meetings	Minutes/Agenda, Implementation of new strategies in classroom, Informal Observations by Administration	Assistant Principal- Zannini
NABSE Conference	K-5	Conference Trainers	Administration	November 2012	In-service staff on new strategies learned	Area Director
Culturally Relevant Strategies to increase student achievement	K-5	Chike Akua	School-wide	January 2013	Informal Observations by Administration with a focus on Instructional Strategies	Administration

Mathematics 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
NABSE Conference	Registration and Travel Expenses	Title I	\$2,000.00
Culturally Relevant Strategies to increase student achievement- Training	Registration	Title I	\$4,500.00
Common Core Training	Teacher Stipends/Salaries/Materials	Title I	\$1,850.00
ASCD Conference	Registration/Travel Expenses	Title I	\$1,950.00
			Subtotal: \$10,300.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$10,300.00

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.		Students will receive explicit instruction from Science Resource Teacher			
Science Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
33% (36) were proficient on the FCAT.		36%(39) or more will be proficient on the FCAT.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students lack basic science vocabulary.	Students will learn science vocabulary through concept mapping and semantic webbing.	Administration, Science Coach	Teacher-Student (Monthly) Data Chats, Administration-Teacher Quarterly Data Chats,	Fusion Benchmark Assessments, Fusion Science Pre, Mid-Year and Post tests, Florida Achieves, Florida Focus, Think Central
2	Students struggle with understanding Science vocabulary.	Students will utilize science journals to create a science glossary for vocabulary review. Teachers will create a Science Word Wall.	Science Coach, Administration	Data Chats with administration (quarterly) to review assessment data and identify areas in need of improvement, lesson plans will be adjusted as needed to meet student's needs. Science Journals will be reviewed weekly by	Fusion Benchmark Assessments, Fusion Science Pre, Mid-Year and Post tests, BAT Mini-Assessments, Florida Focus, FCAT Explorer, Think Central

				teacher using a rubric	
3	Students struggle with science concepts and making real-life connections.	Students will receive additional instructional support from Science Resource Teacher. Students will utilize Delta Hands-On Science Kits, and the Fusion Science - directed, guided and independent inquiry hands on activities in a cooperative setting twice weekly.	Administration and Science Coach	Science Journals reviewed weekly using a rubric, Data Chats held during weekly team meetings to identify areas of strengths & weaknesses.	Fusion Benchmark Assessments, Fusion Science Pre, Mid-Year and Post tests, BAT Mini-Assessments, Florida Achieves, FCAT Explorer, BAT I, BAT II, Science Journals, Student products
4	Students struggle with science concepts and making real-life connections.	Students will utilize the Science Fusion digital lessons and virtual labs to enhance science concepts. Students will participate in the Science Fair to show understanding of the Scientific Method.	Administration/Science Coach	Student Projects, Data Chats between Administration/Teacher	Florida Focus, Think Central, Science Fair Projects

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (1) student scored at level 4, 5 or 6 in science.	28% will score at level 4, 5, or 6.

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 struggle with basic science vocabulary.	Semantic Webbing and Concept Mapping	Administration	Science Journals reviewed weekly by teachers, data chats with administration	Fusion Science Benchmark, Pre, Mid and Post Tests,
2	Students lack prerequisite knowledge.	Teachers will scaffold and model strategies using sample test items from the FLDOE.	Administration/ESE Specialist	Review students goals and objectives based on Access Points, during Data Chats.	FAA, Weekly Assessments

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Students need to explore independently more topics of interest related to science for self-discovery.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (14) scored level 4 & 5.	16% (17) or more will score level 4 & 5.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need more rigor incorporated into science instruction.	Students will utilize the Fusion Science independent inquiry hands on activities to design and conduct independent and cooperative experiments twice weekly.	Administration, Classroom Teachers	Data Chats held during weekly team meetings and quarterly with administration to identify areas of strengths/weaknesses based on assessment results. Lesson plans will be modified/adjusted to meet students' needs.	Fusion Benchmark Assessments, Fusion Science Mini-Assessments, Florida Achieves, FCAT Explorer, BAT I, BAT II , Science Journals, Student projects, Student reflections
2	Students need more relevant based instruction	Students will make real life connections/applications to science through project based learning, and independent inquiries. Student will participate in the Science Fair	Administration, Science Coach	Teacher will hold data chats with students to identify new knowledge gained and how it applies to focus content.	Science Journals, Student projects, Student reflections

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (3) scored at or above level 7.	78% will score at or above level 7.

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 struggle with basic science concepts.	Teachers will use concept mapping and semantic webbing. Scaffold instruction, build background knowledge utilizing Non-Fiction Resources	Administration/Autism Coach/ESE Specialist	Teacher-Administration Data Chats,	FAA, Weekly 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
Problem-Based Learning in Science Matter	5th Grade	District Trainers	5th Grade	Nov/Dec 2012	Sign-In, Implementation in class observed during walk-throughs	Administration
Using Science Journals	5th Grade	Science Coach	4th-5th Grade	October/Nov 2012	Student Journals,	Administration, Science Coach

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Science Workshop	Substitute Pay	Title I	\$500.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Students will receive additional support to increase writing performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83%(102) of students scored level 3.	85% (105) of students will score at/above level 4
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 struggle with using grade level vocabulary because of limited prior knowledge on a variety of topics.	1. Teachers will model the use of dictionaries and thesaurus and Writer's Handbook to increase vocabulary. 2. Utilize Vocabulary Lessons in Treasures Language	Administration/Writing Coach	Graded and reviewed student samples.	Student Samples of a variety of writing pieces.
2	Students are struggling to write using the writing process effectively.	1. Students will be invited to Writing Camp, to explicit instruction on using the writing process. 2. Teacher Modeling. 3. One-on-One conferencing with specific feedback.	Writing Coach/Administration	Review student data to identify areas in need of improvement, adjust Instructional Focus to meet student's needs.	Pre/Post Tests, Student Samples, Timed Monthly Assessments
3	Students are struggling to write above level 3 and need increased opportunities to write for a variety of purposes.	Teachers will utilize the anchor papers from the Department of Education (FLDOE) to create story maps to model the writing process for students. Teachers will provide multiple opportunities for increased writing practice; students will write monthly essays about the character traits.	Classroom Teachers/Writing Coach/Administration	Teacher-Student Data Chats Teacher-Administration Data Chats	Student Writing Samples, Timed monthly Prompts

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (1) scored at 4 or higher.	5% will score at level 4 or higher.

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 struggle with the writing process.	Teachers will model and scaffold instruction using sample items from the FLDOE.	Administration/Autism Coach/ESE Specialist	Student Writing Samples Data Chats with teachers and administration	FAA Writing Test,

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 Training	3rd and 4th Grade	Curriculum Coach	3rd-4th grade teachers	September/October/November 2012	Informal/Formal Observations	Administration
Writing Training	4th Grade	Palm Cove 4th Grade Team	4th Grade	September 2012 November 2012	Review Student Samples	Administration
FCAT 2.0 Writing Training	3-4th	District Trainers	Writing Coach	October 24, 2012	In-service teachers on new strategies, sign-in Review of Student Samples	Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Writing Training	Substitute Pay	Title I	\$1,500.00
			Subtotal: \$1,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,500.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Attendance will be monitored closely on a monthly basis by administration and support
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96%	98%

2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
49	45				
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
199	196				
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	Student Tardiness	Beginning of year Parent Information Packet, Printed attendance information on inside of weekly folder which is signed by parent, Parent conference with Administrator	Administration	Review attendance report to identify increases and/or decreases and conference with parents.	Comparison to previous school year

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
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Attendance Budget:

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

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	The number of suspensions will be monitored closely on a monthly basis by administration.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
20 students were placed on in-school suspensions.	17 or less students will be placed on in-school suspension.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
17 students were suspended.	14 or less students will be suspended
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
14 students were suspended	11 or less students will be suspended.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
9 students received out of school suspensions	5 or less students will receive out of school suspension.

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 following school discipline plan with fidelity	Implement CHAMPS with fidelity	Administration	Analyze DWH reports for frequency of incidents	Compare data with previous year
2	Lack of students knowing School-wide Discipline Plan & expectations	Implementation of CHAMPS, Character Education will be shared, explained and modeled for students. Parents will be made aware of school's Discipline Plan during Open House and conferences.	Teachers	Analyze DWH reports	Compare data from previous year
3	Community Culture	Newsletter column – behavioral strategies	Administration, Guidance	Classroom Observation with a focus on	CHAMPS Rubric 1-5

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
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	SEE "PIP"
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:

48% OF PARENTS PARTICIPATED			52% WILL PARTICIPATE		
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	"SEE PIP"	SEE "PIP"	SEE "PIP"	SEE "PIP"	SEE "PIP"

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:

1. STEM

STEM Goal #1:

Problem-Solving Process to Increase Student Achievement

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

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	Reading Training (Vocabulary)	Elements of Vocabulary	Title I	\$3,302.00
				Subtotal: \$3,302.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Training (FAIR/Common Core)	Substitute Pay	Title I	\$350.00
Reading	International Reading Conference (IRA)	Registration and Travel Expenses	Title I	\$3,500.00
Reading	Developing Leadership	Professional Book: Outliers, The Story of Success	Title I	\$200.00
Mathematics	NABSE Conference	Registration and Travel Expenses	Title I	\$2,000.00
Mathematics	Culturally Relevant Strategies to increase student achievement-Training	Registration	Title I	\$4,500.00
Mathematics	Common Core Training	Teacher Stipends/Salaries/Materials	Title I	\$1,850.00
Mathematics	ASCD Conference	Registration/Travel Expenses	Title I	\$1,950.00
Science	Science Workshop	Substitute Pay	Title I	\$500.00
Writing	Writing Training	Substitute Pay	Title I	\$1,500.00
				Subtotal: \$16,350.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$19,652.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/19/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
After school Tutorial Program	\$12,000.00
Camp Materials	\$1,000.00

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

Monthly meetings will be held to monitor/review the School Improvement Plan (SIP), student assessment data will be shared with all stakeholders.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Broward School District SEA CASTLE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	72%	76%	77%	46%	271	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	67%	84%			151	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	62% (YES)	84% (YES)			146	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					568	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District SEA CASTLE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	68%	66%	87%	37%	258	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	56%	57%			113	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	47% (NO)	61% (YES)			108	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					479	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested