

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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School Name: GRASSY WATERS ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Amy Wilkinson

SAC Chair: Christina Caldovino

Superintendent: E. Wayne Gent

Date of School Board Approval: November, 2012

Last Modified on: 11/9/2012

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)
Principal	Amy Wilkinson	BA-SLD; MA/Specialist - Ed Leadership, ESE, ESOL	8	13	FY09 - Grade A, met 92% of AYP FY10 - Grade A, met 100% of AYP FY11 - Grade B, met 82% of AYP FY12 - Grade C - Prevent Category
Assis Principal	Jennifer Galindo	BS-El.Ed; MA El Ed; Specialist-Ed Leadership, ESOL	4	4	FY09 - Grade A, met 92% of AYP FY10 - Grade A, met 100% of AYP FY11 - Grade B, met 82% of AYP FY12 - Grade C - Prevent Category

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.

			# of	# of Years as	Prior Performance Record (include prior School Grades, FCAT/Statewide
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Subject Area	Name	Degree(s)/ Certification(s)	Years at Current School	an Instructional Coach	Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
No Coaches assigned to the school	N/A	N/A			N/A

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Provide opportunities for teachers to earn supplements through tutorial, club stipends, working in Aftercare (SACC) program, etc.	Prin; Asst. Prin; SACC Director.	June, 2013	
2	Provide a warm, caring, clean and safe environment in which to work.	Prin; Asst. Prin; Custodians; Hospitality Committee	June, 2013	
3	Provide a positive working environment through regularly scheduled meetings with Administration, Professional Development Resource Teacher, stakeholders, etc.	Principal and Asst. Principal; Prof. Dev. Resource Teacher	April, 2013	
4	Utilize mentor teachers and or Nationally Certified Teachers to provide professional collaboration.	Asst. Principal; Team Leaders; NBCT staff	May/June, 2013	
5	Provide opportunities for professional growth during Learning Team Meetings, Team Meetings, Professional Development Day workshops, District/State workshops, etc.	Prin; Asst. Prin; Prof. Dev. Resource Teacher	May, 2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
One teacher is currently teaching out-of-field (for Autism Spectrum Disorders - ASD). There are no paraprofessionals who are non-highly effective. No staff member received an ineffective rating.	The following strategies are being implemented, or will be implemented, to assist staff in becoming highly effective: 1. The ASD teacher has been provided information regarding the classes she needs to receive her ASD endorsement. She is signing up for these classes. 2. Staff not considered highly effective are instructed on how to take the appropriate assessments (i.e. Parapro Test, Content Area Exam, etc) in order to become highly qualified. 3. Study guides (for above assessments) are offered to appropriate staff members as needed.

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
56	3.6%(2)	8.9%(5)	41.1%(23)	46.4%(26)	51.8%(29)	100.0%(56)	14.3%(8)	3.6%(2)	89.3%(50)

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
Kimberly Gatewood	Nicholas Ruggiero	Serve on the same team (gr. 4), Clin Ed trained.	First Year journal; school and district offered professional development; monthly support meetings covering planning, assessments, instructional practice, communicating with parents and classroom management.

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

Services and materials are provided to ensure that students requiring additional remediation are assisted through a variety of tutorial opportunities. Resource teachers and materials are provided to supplement classroom instruction. Parental involvement is emphasized and monitored through the Parent Liaison position. Professional Development activities will include workshops for staff dealing with academic intervention strategies/programs, Schoolwide Positive Behavior, etc. Parent activities will include Parents Involved in Education (PIE) Nights, Bring Your Parent to School Days, and utilization of the Parent Resource Room.

Title I, Part C- Migrant

"Migrant" students are provided services and support through the Migrant Liaison. The Liaison coordinates with the Title 1 and other programs to ensure students' needs are being met. Community involvement is encouraged as additional assistance.

Title I, Part D

Not applicable

Title II

Not Applicable

Title III

Services are provided through the District for education materials and ELL district support services in order to improve the education of students who do not have English as their primary language.

Title X- Homeless

The District provides guidance and materials for students attending the school under the McKinney-Vento Act. This provides students with a free and appropriate education. The school works hard to assist students who register at the school under the "Homeless" designation.

Supplemental Academic Instruction (SAI)

SAI funds will be utilized to incorporate intervention strategies to students in Grades 2 and 3 whose assessment scores

indicate reading skills substantially below grade level.

Violence Prevention Programs

Through in-class guidance, fieldtrips, community services, and grade-level curriculum, students learn about non-violence, anti-drugs and anti-bullying and are provided opportunities to practice these skills. PTO/SAC will further address these issues.

District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity. The Schoolwide Positive Behavior Support Program (SwPBS) will be implemented throughout the campus, as will Project Wisdom program.

Nutrition Programs

Commit2B Fit Agenda Books are supplied for all students in Grade 3, 4, and 5. The school will participate in the district-provided program encouraging all students to eat free breakfast. The "Food Pyramid" will be displayed in the cafe wall emphasizing the importance of a balanced food intake. The Physical Education teacher will further emphasize nutrition and good health and will serve as the school's Wellness Program Coordinator. Whole Foods company will partner with the school to implement a health-related student club.

Housing Programs

Not Applicable

Head Start

A Voluntary PreK (VPK) program / Kindergarten Enrichment Program will be provided for appropriate-aged students. The state/district approved curriculum will be followed.

Adult Education

Not Applicable

Career and Technical Education

The school's Guidance Counselor organizes a school-wide Career Awareness Day where students learn about the many work-related opportunities available. The Parent Teacher Organization and School Advisory Council contribute funds for this activity. Students are informed about School Choice programs. Junior Achievement is also integrated into the curriculum, as appropriate.

Job Training

Not Applicable

Other

Title IV
Required instruction listed in Fl. Statute 1003.42(2), as applicable to appropriate grade levels. Teachers will utilize Learning Village to determine Scope and Sequence, Lesson calendars, etc.

Teachers are encouraged to apply for grants through organizations such as the Education Foundation of Palm Beach County, Walmart, etc. These grants will enhance instruction in the basic core areas and fine arts.

The school is utilizing it's Green Team committee and 3-C Club (Conservation, Community and Character) to help with recycling, reducing and conserving. The school will be documenting activities that will assist with applying to recognized as a "Green School of Excellence".

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

1. Administration: Provides initial and continuing professional development opportunities, provides a common vision for the use of data-based decision making, leads effort to create infrastructure for school-wide implementation of RtI procedures, communicates with parents regarding school-based RtI plans and activities, provides necessary technology, materials, resources, and professional development to staff, ensures the fidelity of RtI implementation through routine, periodic observation and discussion with RtI Leadership Team and school staff
2. School Psychologist: Participates in collection, interpretation, and analysis of data, facilitates in data collection and development of intervention plans, provides support for data collection and intervention fidelity and documentation, facilitates data-based decision making activities
3. ESE Teachers: Collect data on individual students, collaborates with general education teachers to assist in data collection

an implementation of interventions

4. Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction
5. Select General Education Teachers: Collect data on individual students, provides information about core instruction, collaborates with others staff to implement Tier 2 interventions, administer assessments and chart and evaluate results, provide assessment and student progress information to parents
6. Resource Teacher: Assists in identifying appropriate, evidence-based interventions strategies, assists with whole school screening programs to identify students who may be considered "at risk", provides professional development to school staff, assists in data collection, data analysis, and progress monitoring
7. Nurse: provides information on students who have or may have medical conditions which effect school performance
8. Guidance Counselor and Intervention Resource Teacher - Coordinate meeting, set Agenda, implement Tiers of strategy as needed.
9. ESOL Contact provides information about, and interventions for, ELL students. Serves as a liaison between teachers and ELL 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 RtI Leadership Team will focus meetings around one question: How do we best utilize available school staff and resources to ensure that every student reaches their highest potential?
The team meets once a week to engage in the following activities:
Review universal screening and progress monitoring data to identify students who may be considered "at risk", make data-based decisions regarding professional development and resource needs, collaborate on a regular basis to problem solve, evaluate data collection and implementation procedures, share effective practices and facilitate the process of building consensus and increasing infrastructure. The team also coordinates with the Learning Teams and Team 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?

The RtI Leadership Team meets Administration to assist in developing the School Improvement Plan. The team provides information on the RtI process, targets for Tier 1, 2, and 3, and academic and behavioral areas of concern. The problem-solving process (determining barriers/strategies/targets) will be shared.

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: Curriculum Based Measurement (CBM), K-3 Literacy Assessment System, SRI, FCAT, FAIR, Fall Diagnostics, PB Writes, DAR, PMRN, CELLA.
Mid-year: FAIR, DAR, Winter Diagnostics, SRI, PB Writes, PMRN, K-3 Literacy Assessment System.
End of year: FCAT, Fountas and Pinnell Benchmark Assessment System, SRI, DAR, FAIR, FCAT Writes
Frequency of Data Days will be based on individual student's need(s).

Describe the plan to train staff on MTSS.

Professional development on RtI procedures will be provided during Learning Team Meetings, faculty meetings, and/or Professional Development Day (PDD). The RtI Team will also evaluate the need for additional professional development during the weekly RtI Leadership meetings. Training will be provided when and if a need indicates.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Literacy Leadership Team (LLT) is comprised of the following staff members:
Amy Wilkinson - Principal

Jennifer Galindo - Assistant Principal
Amy McAllister - Intervention Resource Teacher / Staff Development Chair
Alina Orenstein - Media Specialist
Christina Caldovino, Kimberly Gatewood, Jennifer Miller, Veoletta Wright, Denise Chase, Kathy Woods, Corinne Melzard - Teachers

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

The Literacy Leadership Team (LLT) meets monthly to create capacity of reading knowledge within the school and focus on areas of literacy concerns/targets. Our goal is to foster a rich literacy environment. During our meetings, we set goals, identify schoolwide reading strategies/activities, review the progress toward meeting those goals, and analyze literacy data that shows support of our reading endeavors.

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

This year, the Literacy Leadership Team (LLT) will have as it's major initiatives:

1. Development of activities to strenghten student vocabulary
2. Continue to emphasize and support the Reading Counts program throughout the school.
- 3.. Improve family involvement through meetings/trainings.
- 4.. Support teachers attending workshops/conferences that will provide them with the skills to be able to differentiate their curriculum to meet all students' needs.

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.

Students attending Kindergarten Round-Up in May, are assessed on shapes, numbers 1-10, uppercase and lowercase letter recognition, letter sounds, colors, 10 sight words, and printing their names. The parents are given a copy of their child's assessment. The parents are encouraged to work on readiness skills with their children over the summer before their child enters Grassy Waters Elementary School Kindergarten. In addition, Kindergarten students will follow a staggered start during the first week of school.

As appropriate, kindergarten teachers will communicate with local pre-schools and VPK sites in an effort to provide staff development concerning readiness for kindergarten. The Parent Liaison, Resource Teacher, and Kindergarten teachers will assist with this collaboration. Additionally, the VPK/Pre K Enrichment Program at the school will provide a more appropriate, enriching experience for students who will be entering K the following school year. The VPK teacher will collaborate with Kindergarten teachers regarding grade level expectations.

*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:	Proficiency will increase after implementing reading strategies.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to EDW, 31% (95 students) achieved Proficiency in reading.	50% will achieve Proficiency in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of participation in after-school tutorial program.	Incentives will be offered to students who regularly attend the tutorial program.	Principal, Assistant Principal; Resource Tchr for Staff Dev. Tutorial tchrs.	Student roster and attendance sheets; EDW Reports	Sign in (roster sheets); FCAT Diagnostics and EDW reports
2	Insufficient funds for adequate number of students to attend afterschool and/or Saturday tutorial	Supplemental Educational Services (SES) will be provided for students in Gr. 3, 4, 5 who scored a Level 1 or 2 on the FY12 FCAT.	SES Lead teacher and SES Program Coordinator	Data assessment as determined by SES program provider, EDW Reports, Attendance roster	Sign in (roster sheets), FCAT Diagnostics, EDW Reports.
3	Administrators need to continue to update leadership skills and become more proficient with the Marzano scales.	Administrators will attend a variety of Professional Development to support the school's vision and mission and to provide leadership for teachers.	Principal; Assistant Principal; District and Area Personnel	Calendar of Professional Development opportunities; Agendas.	Sign in sheets at professional development meetings; documentation of faculty meetings where information is shared.
4	Students do not see the correlation of reading, math or science to their Fine Arts classes.	The Fine Arts teachers will incorporate strategies in their lessons to enhance reading, writing and/or science.	Principal; Assistant Principal; Fine Arts Teachers	Lesson plans, observations; Marzano elements, IPDP.	Teacher-made assessments, EDW reports, etc.
5	Teachers need to deepen their understanding of Marzano's practices in order to improve instructional capacity.	Utilize a Professional Development contact to organize professional development to support Marzano's effective teaching strategies.	Principal; Assistant Principal; Professional Development Contact	Observation results will show teachers to be applying and above.	Observation and teachers final evaluations.

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:	Proficiency will increase after implementing reading strategies.
2012 Current Level of Performance:	2013 Expected Level of Performance:

According to EDW, 50% (2 students) achieved proficiency in reading.	60% will achieve proficiency in reading.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack receptive and expressive communication skills.	Utilize "Unique Learning Systems" program to enhance instruction and simulate test-taking strategies.	Teachers of students with Autism Spectrum Disorder (ASD).	"Unique Learning System" assessments and teacher-made assessments.	Florida Alternate Assessment scores.

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:	Proficiency will increase after implementing reading strategies.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to EDW, 28% (84 students) achieved above proficiency in reading.	40% will achieve above proficiency in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not attending afterschool clubs offered by the school.	Encourage students to participate in Enrichment Clubs, including but not limited to 4-H, Multi-cultural; 3-C, Healthy Foods, Mad Science, etc. through fliers, TV announcements, information at Open House.	Classroom teachers; Club sponsors.	Sign Up sheets; Attendance at Club activities; Products from Clubs members.	Attendance rosters at club meetings; Lesson Plans; EDW reports; FCAT scores.
2	Funding prevents school from offering tutorial for proficient students.	Afterschool club stipends will be utilized to provide enrichment opportunities for students.	Principal; Assistant Principal; Club leaders.	Rosters, attendance, plans.	EDW reports, FACT scores.

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:	Above proficiency will increase after implementing reading strategies.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to EDW, 0% (0 students) achieved above proficiency in reading.	25% will achieve above proficiency in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack confidence, motivation, and endurance in test-taking situations.	Students will utilize technology resources such as BrainPop, Tumblebooks, Reading A-Z, etc.	Teachers of ASD students.	Teacher made quizzes and assessments developed by technology programs.	Florida Alternate Assessment scores.

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:	Learning Gains will increase after implementing reading strategies.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to EDW, 66% (119 students) achieved Learning Gains in reading.	72% will achieve Learning Gains in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not reading enough books and other materials.	Students in all grades will be encouraged to read Reading Count books and take quizzes in order to earn RC points. Prizes will be offered to students.	Classroom teachers, Media Specialist	Students Reading Count scores will increase and will be posted in various ways throughout the school.	Reading Counts Quiz total points; Learning Gains on FCAT.
2	Students are not aware of their levels of performance and their targeted goals.	Administration and teachers will conduct SAL-P chats with students grades 3-5 after Fall and Winter Diagnostic scores are received.	Principal; Assistant Principal; Classroom teachers	EDW reports (SAL-P) will be completed showing present levels of performance and targeted goals.	EDW reports showing Learning Gains, FCAT scores.
3	Students are not receiving adequate individualized or small group instruction each day.	School-based area resource teachers will work with teachers (3-5) and/or students by modeling instruction, working with students in skill groups, providing materials, etc.	Area Administration; Principal and Assistant Principal	Observation of teachers' lessons, student assessment results, etc.	CORE K-12 assessments, EDW reports, FCAT Scores.
4	Students need to use more technology tools for reading.	Nooks or other reading technology devices, including Ipads, etc. will be utilized with students as feasible.	Media Specialist; Teachers with Technology Readers	Observation of students utilizing the Technology Readers, esp. in the Media Center	Reading Counts scores; FAIR 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 reading. Reading Goal #3b:	Learning gains will increase after implementing reading strategies.
2012 Current Level of Performance:	2013 Expected Level of Performance:

According to EDW, 25% (1 student) achieved learning gains in reading.	50% will achieve learning gains in reading.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents do not understand strategies to assist their children at home with reading.	Teachers will send home newsletters containing information on how parents can assist their children at home, including Websites, program information, etc.	Teachers of students with Autism Spectrum Disorder.	Newsletters, parent feedback.	Learning gains on Florida Alternate Assessment.

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Learning gains of the lowest 25% will increase after implementing reading strategies.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to EDW, 81% (38 students) of the Lowest 25% achieved learning gains in reading.	85% of the lowest 25% will achieve learning gains in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in lowest 25% are not receiving appropriate interventions.	Students will be processed through the Response to Intervention and will receive interventions with fidelity.	Principal; Assistant Principal; Guidance Counselor; SAI teacher	School Based Team notes will indicate interventions, Tier of RTI, etc.	RTI process forms and outcomes; FCAT scores; EDW reports
2	Inadequate intervention materials are available for lowest 25% students and teachers are not trained on the use of these materials.	Teachers will attend workshops dealing with intervention programs and programs / resources will be purchased. This may include Wilson Reading, Math intervention programs, etc.	Principal, Assistant Principal, Teachers	Workshop Agendas, Receipts for purchasing materials, materials used in the classrooms.	SBT and RTI data, FCAT Scores, EDW reports.
3	Lack of personnel required to adequately provide Tier 3 intervention services to students.	Utilize Title 1 funds to purchase a .5 teacher to work with students receiving Tier 3 interventions thru the RTI process.	Principal, Assistant Principal; Intervention teacher	Planbooks, Schedules.	SBT and RTI data, FCAT Scores, EDW.
4	Difficulty scheduling students to receive additional reading services during the school day.	Utilize Supplemental Academic Instruction (SAI) teacher, Intervention Resource Teacher, afterschool tutorial teachers, and classroom teachers to provide support services (intervention materials) to targeted students.	Prin; Asst. Prin.; SAI, Resource Teacher; Tutorial teachers	Running Records, School Based Team data, Diagnostics, Tutorial sign in sheets and lesson plans	FCAT test results and assessments.
	Students in lowest 25%	Materials such as Wilson	Classroom	Lesson Plans,	Classroom and

5	are not receiving appropriate interventions.	Reading, Foundations, Wilson Just Words and other research-based interventions will be used to assist lowest functioning students.	teachers; Resource teacher.	Assessment data, EDW reports.	district assessments; FCAT test results.
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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%.	Reading Goal #
	The 2012 Reading target was NOT met by All students. All students will meet the 2013 goal.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	61	64	68	71	75	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The following subgroups did not meet 2012 Reading Targets: Asian and Hispanic. The following subgroups met 2012 Reading Targets: Black, White. All subgroups will meet the 2013 Reading Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to EDW, the percentage of students NOT achieving proficiency in reading were: White 24% (11), Black 46% (72), Hispanic 39% (28), Asian 39% (9) and American Indian (none).	The percentage of students NOT achieving proficiency in reading will be: White 26%, Black 43%, Hispanic 33%, Asian 29% and American Indian 0%

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	Hispanic students do not possess the language skills needed to be proficient.	Hispanic students scoring below proficiency level will receive services from the ELL teacher and/or Language Facilitator.	ELL Teacher; Language Facilitator	Schedule of ELL teacher and Language facilitator; Lesson plans.	FCAT scores; EDW Reports.
2	Ethnically diverse students may not have ample reading materials available at home.	Classroom libraries will be enhanced and students will be encouraged to utilize these materials at home	Principal; Assistant principal, Parent Liasion; Literacy Leadership Team: Teachers	Check out system in classroom for reading materials, Diag, Classroom assessments .	EDW reports; FCAT results.
3	Students of varying ethnicities need more time to receive small group instruction	Provide afterschool tutorial program to include students representing all ethnicities.	Principal, Assistant Principal; tutorial teachers.	Sign in sheets in tutoring, lesson plans.	EDW reports; FCAT results and other assessments.

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The 2012 target was met with ELL students. Proficiency target will continue to be met in 2013 after implementing reading strategies for ELL students.
2012 Current Level of Performance:	2013 Expected Level of Performance:

According to EDW, 56% did not achieve Proficiency in reading.	The percentage of students NOT achieving proficiency will decrease to 51%.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack an understanding of the English Language, especially as it pertains to academics.	Utilize the "Reading Horizons" program which provides a multi-sensory, direct instruction to enhance reading skills.	ELL teacher	Mastery assessments administered as needed.	EDW reports, FCAT results, Reading Running Records.
2	Students lack an understanding of the English Language, especially as it pertains to academics.	Utilize the "Passport" program as an intervention tool for students who are reading below grade level.	ELL teacher, Community Language Facilitator	Mastery assessments administered as needed.	EDW reports, FCAT results, Reading Running Records.

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:	Reading proficiency for SWD will increase after implementation of reading strategies and 2013 Reading Target will be met.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to EDW, 76% did NOT achieve proficiency in reading.	The percentage of students NOT achieving proficiency will decrease to 62%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of assessment to adequately measure strengths and weaknesses in reading in students with disabilities (SWD).	Florida Assessments for Instructional Reading (FAIR) will be utilized for SWD in grades K-5 and teachers will run reports and analyze data.	Principal; Assistant Principal; Teachers instructing SWD students.	Students will be tested in class or in Lab; Reports will be available for teachers.	FAIR test results and reports; EDW, FCAT results.
2	Lack of school personnel funded through the school district to support students with disabilities.	Trade off .5 Fine Arts teacher for .5 Varying Exceptionality (V.E.) teacher to provide support for students with disabilities.	Principal; .5 V.E. teacher.	Budget Trade Off form, lesson plans.	EDW, FCAT test results.

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Reading proficiency of Economically Disadvantaged students will increase after implementing reading strategies and the 2013 reading target will be met.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to EDW, 45% of Economically Disadvantaged students did not achieve Proficiency in reading.	The percentage of students NOT achieving proficiency will decrease to 38%.

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 parental involvement	Provide transportation as needed; Offer babysitting during meetings; Encourage parent conferences throughout the year.	Principal; Assistant principal; Parent Liaison; Teachers; Language Facilitators	Parent newsletters; Call outs and mass email; Calls from teachers; Sign in sheets.	Sign in sheets and Feedback Forms; EDW reports; Title 1 Family Involvement Survey Results.
2	Parents lack skills of assisting their children in the areas of reading, math, etc.	Utilize Title 1 funds to provide training for parents to learn methods of working with their children at home.	Principal; assistant principal; Parent Liaison	Parent newsletters; Call outs and mass email; Calls from teachers; Sign in sheets, training night feedback and evaluation.	Sign in sheets, Evaluations, EDW reports, Title 1 Family Involvement Survey results.
3	Teachers need time to collaborate, discuss data, and plan appropriate lessons.	Learning Team meetings will be conducted for teachers and administration to collaborate, review assessment data, and plan lessons for diverse learners.	Principal, Assistant Principal, Professional Dev. Resource Teacher, Teachers	Diagnostics and classroom assessments, Learning Team meeting agendas and feedback	FCAT test, EDW, Diagnostics, CORE K-12 data.
4	Economically Disadvantaged students need more time to receive small group instruction	Provide afterschool tutorial program to include Economically Disadvantaged students who are struggling significantly in reading.	Admin; tutorial teachers.	Sign in sheets in tutoring, lesson plans.	EDW reports; FCAT results and other 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
Wilson Foundations, Just Words, and other reading programs to be used as intervention materials. Teachers will attend workshops dealing with diverse learners, Running Records, etc.	K-5	District led workshops and State conferences.	Open to all instructional staff who will be utilizing these intervention programs and providing reading instruction to diverse learners.	As offered throughout the year.	Lesson plans; Running Records; follow up sessions by District personnel.	Principal and Assistant principal.
Common Core Standards and Standards Based Report Card	Teachers working with students in grades K and 1	Administrators; Peer Teachers; District Personnel	All teachers working with students in K and 1	August thru May	Common Core Standards will be noted in Planbook; Report Card utilized	Principal and Assistant Principal

Professional Development to support Marzano's effective teaching strategies.	All instructional staff	Administrators, Prof. Dev. Resource Teacher, District Staff	All instructional staff	September thru March	Administratio will conduct observations through iObservation and provide feedback, coaching, etc.	Principal and Assistant Principal
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Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Reading programs / resources will be purchased for teachers to use in the classroom as an intervention.	Purchase Wilson Foundations, Just Words, Reading Horizons, and other reading programs to be used as intervention materials.	Title 1; SAC or PTO	\$1,000.00
Classroom libraries will be enhanced and students will be encouraged to utilize these materials at school and at home.	Purchase books though a variety of resources such as Scholastic, First Book National Book Bank, Heinemann, etc. Books to support Black History and Multicultural will be included in these purchases.	Title 1; SAC	\$5,000.00
			Subtotal: \$6,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Students will utilize technolgy resources such as Reading A-Z.	License for Reading A-Z program.	Title 1	\$500.00
Teachers will utilize Learning Team meetings and Professional Development Days to analyze data thru EDW, FAIR, Core K-12 and other sources,	Ink and Toner for reports	Title 1	\$1,000.00
Nooks or other reading technolgy devices, including Ipads, etc. will be utilized with students as feasible.	Nooks, E-Readers, Ipads, etc..	Title 1, SAC, PTO	\$1,000.00
			Subtotal: \$2,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will attend workshops dealing with reading intervention programs, Running Records, Common Core, Revised Report Card, etc.	Workshops for Wilson Reading, Common Core and Standards Based Report Card. Substitutes will be provided as needed.	Title 1 and SAC	\$500.00
Utilize a Professional Development contact to organize professional development to support Marzano's effective teaching strategies.	Salary for Professional Development Contact (.5 teacher)	Title 1	\$31,822.00
The Fine Arts teachers will incorporate strategies in their lessons to enhance reading, writing and/or science.	Staff Development opportunities for Fine Arts teachers to learn about incorporating Core academics into their lessons.	Title 1 and SAC	\$500.00
			Subtotal: \$32,822.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Students will be encouraged to take Reading Counts quizzes by providing incentives.	Incentives for Reading Counts store.	SAC	\$500.00
Utilize a paraprofessional to assist students with reading strategies while in the Media Center and Lab	Salary for Paraprofessional.	Title 1 and PTO	\$19,146.00
Utilize Title 1 funds to purchase a .5 teacher to work with students receiving Tier 3 reading interventions thru the RTI process.	Salary for Interventionist	Title 1	\$31,822.00
Encourage students to participate in afterschool Enrichment Clubs	Stipends for Clubs and Tutorial	Title 1	\$1,000.00

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:		Proficiency will increase to 40% after implementing strategies in listening/speaking.			
2012 Current Percent of Students Proficient in listening/speaking:					
According to EDW, 32% (18 students) met Proficiency in listening/speaking.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the language skills needed to be successful in academics.	Teachers will utilize ESOL Classroom Intervention Strategies such as dramatics (role play, Readers Theatre), kinesthetic activities and assigning tutor or peer buddy.	Principal; Assistant Principal; ELL teacher; classroom teacher.	Interventions will be noted in Planbook; Observation.	CELLA test, FCAT, EDW data, Core K-12.
2	Students lack the language skills needed to be successful in academics.	Language Facilitator will work with students in the regular classroom.	ELL teacher; Language Facilitators	Classroom observation; Midterm Marking Reports.	CELLA test, FCAT, EDW data, Core K-12.

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:		Proficiency will increase to 35% after implementing strategies in reading.			
2012 Current Percent of Students Proficient in reading:					
According to EDW, 24% (13 students) achieved Proficiency in reading.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students have difficulty reading and comprehending due to English as a second	Teachers will utilize ESOL Classroom Intervention Strategies such as alternate	Principal; Assistant Principal; ELL teacher,	Interventions will be noted in Planbook; Observation; Assessment.	CELLA test, FCAT, EDW data, Core K-12.

1	language.	assessments (oral, portfolio, demonstrations, conferencing, etc) to determine progress and mastery.	Classroom teacher.		
2	Students have difficulty reading and comprehending due to English as a second language.	Teachers will utilize ESOL Classroom Intervention Strategies such as adapting texts and curriculum to ensure comprehension.	Principal; Assistant Principal; ELL teacher, Classroom teacher	Classroom observations.	CELLA test, FCAT, EDW data, Core K-12.

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

3. Students scoring proficient in writing.

CELLA Goal #3:

Proficiency will increase to 30% after implementing strategies in writing.

2012 Current Percent of Students Proficient in writing:

20% (11 students) achieved proficiency in writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the language skills that allow them to write with proficiency.	Teachers will utilize ESOL Classroom Intervention Strategies such as Journal Writing, Visual prompts, etc.	Principal; Assistant principal; ELL teacher, Classroom teacher.	Writing will be scored using a Rubric to determine level of proficiency.	Palm Beach Writes, FCAT Writes, EDW Data.
2	Students lack the language skills that allow them to write with proficiency.	Teachers will utilize ESOL Classroom Intervention Strategies such as allowing and promoting the use of Native language dictionaries.	Principal; Assistant principal; ELL teacher, Classroom teacher.	Students will be using dictionaries in the classroom for writing.	Palm Beach Writes, FCAT Writes, EDW Data.

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:	Proficiency will increase after implementing math strategies.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to EDW, 32% (98 students) achieved proficiency in math.	40% will achieve proficiency 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	Lack of participation in after-school tutorial program.	Incentives will be offered to students who regularly attend the tutorial program.	Principal, Assistant Principal; Resource Tchr for Staff Dev. Tutorial tchrs.	Student roster and attendance sheets; EDW Reports	Sign in (roster sheets); FCAT Diagnostics and EDW reports
2	Insufficient funds for adequate number of students to attend afterschool and/or Saturday tutorial	Supplemental Educational Services (SES) will be provided for students in Gr. 3, 4, 5 who scored a Level 1 or 2 on the FY12 FCAT.	SES Lead teacher and SES Program Coordinator	Data assessment as determined by SES program provider, EDW Reports, Attendance roster	Sign in (roster sheets), FCAT Diagnostics, EDW Reports.
3	Administrators need to continue to update leadership skills and become more proficient with the Marzano scales.	Administrators will attend a variety of Professional Development to support the school's vision and mission and to provide leadership for teachers.	Principal; Assistant Principal; District and Area Personnel	Calendar of Professional Development opportunities; Agendas.	Sign in sheets at professional development meetings; documentation of faculty meetings where information is shared.
4	Students do not see the correlation of reading, math or science to their Fine Arts classes.	The Fine Arts teachers will incorporate strategies in their lessons to enhance reading, writing and/or science.	Principal; Assistant Principal; Fine Arts Teachers	Lesson plans, observations; Marzano elements, IPDP.	Teacher-made assessments, EDW reports, etc.
5	Students lack understanding of how math relates to everyday life.	Teachers in grades 3-5 will conduct daily activities such as Everyday Counts, Mountain Math or Daily Math drills.	Teachers grades 3-5	Class assessments, Diagnostic scores, FCAT test score.	FCAT results, EDW reports, CORE K-12 data.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	Proficiency will increase after implementing math strategies.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to EDW, 25% (1 student) achieved proficiency in math.	50% will achieve proficiency 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 lack receptive and expressive communication skills.	Utilize "Unique Learning Systems" program to enhance instruction and simulate test-taking strategies.	Teachers of students with Autism Spectrum Disorder (ASD).	"Unique Learning System" assessments and teacher-made assessments.	Florida Alternate Assessment scores.

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:	Above proficiency will increase after implementing math strategies.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to EDW, 22% (68 students) achieved above Proficiency in math.	30% will achieve above proficiency 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 not attending afterschool clubs offered by the school.	Encourage students to participate in Enrichment Clubs, including but not limited to 4-H, Multi-cultural; 3-C, Healthy Foods, Mad Science, etc. through fliers, TV announcements, information at Open House.	Classroom teachers; Club sponsors.	Sign Up sheets; Attendance at Club activities; Products from Clubs members.	Attendance rosters at club meetings; Lesson Plans; EDW reports; FCAT scores.
2	Funding prevents school from offering tutorial for proficient students.	Afterschool club stipends will be utilized to provide enrichment opportunities for students.	Principal; Assistant Principal; Club leaders.	Rosters, attendance, plans.	EDW reports, FACT scores.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	Students taking Alternate Assessment will increase their Proficiency level in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to EDW, 0% (no students) achieved above Proficiency level in math.	25% will achieve above proficiency level in math.

Problem-Solving Process to Increase Student Achievement					
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack confidence, motivation, and endurance in test-taking situations.	Students will utilize technology resources such as BrainPop, Tumblebooks, Reading A-Z, etc.	Teachers of ASD students.	Teacher made quizzes and assessments developed by technology programs.	Florida Alternate Assessment scores.

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:	Proficiency will increase after implementing math strategies.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to EDW, 42% (76 students) achieved learning gains in math.	50% will achieve learning gains 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 not aware of their levels of performance and their targeted goals.	Administration and teachers will conduct SAL-P chats with students grades 3-5 after Fall and Winter Diagnostic scores are received.	Principal; Assistant Principal; Classroom teachers	EDW reports (SAL-P) will be completed showing present levels of performance and targeted goals.	EDW reports showing Learning Gains, FCAT scores.
2	Students are not receiving adequate individualized or small group instruction each day.	School-based area resource teachers will work with teachers (3-5) and/or students by modeling instruction, working with students in skill groups, providing materials, etc.	Area Administration; Principal and Assistant Principal	Observation of teachers' lessons, student assessment results, etc.	CORE K-12 assessments, EDW reports, FCAT Scores.
3	Students are not receiving adequate individualized or small group instruction each day	Math Resource teacher will be utilized to work with students (gr. 3-5) who are not meeting proficiency in math.	Principal; Assistant Principal; Math Resource teacher	Lesson plans, schedule.	CORE K-12 assessments, EDW Reports; Classroom-based assessments.
4	Students do not have the opportunity to utilize technology to enhance their math instruction.	Teachers will increase the use of manipulatives and technology when teaching math skills, including VMath Live, Gizmos, GoMath Live, etc.	Principal; Assistant principal; Math resource teacher; Teachers, ITSA.	Improvement on classroom assessments, Diagnostics.	FCAT and EDW reports classroom based assessments, Gizmo and VMath Live usage report.
5	Lack of small group instruction	Teachers will incorporate whole group, followed by small group (skill level grouping) daily in their classrooms.	Principal; Assistant principal; Teachers	Observation; Lesson Plans; Diagnostics.	FCAT scores; EDW reports.

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:	Learning gains will increase after implementing math strategies.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
According to EDW, 25% (1 student) achieved learning gains in math.	50% will achieve learning gains 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	Parents do not understand strategies to assist their children at home with math.	Teachers will send home newsletters containing information on how parents can assist their children at home, including Websites, program information, etc.	Teachers of students with Autism Spectrum Disorder.	Newsletters, parent feedback.	Learning gains on Florida Alternate Assessment.

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Learning gains will increase after implementing math strategies.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
According to EDW, 36% achieved learning gains in math.	50% will achieve learning gains 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 in lowest 25% are not receiving appropriate interventions.	Students will be processed through the Response to Intervention and will receive interventions with fidelity.	Principal; Assistant Principal; Guidance Counselor; Teachers; SAI teacher	School Based Team notes will indicate interventions, Tier of RTI, etc.	RTI process forms and outcomes; FCAT scores; EDW reports
2	Inadequate intervention materials are available for lowest 25% students and teachers are not trained on the use of these materials.	Teachers will attend workshops dealing with intervention programs and programs / resources will be purchased. This may include Wilson Reading, Math intervention programs, etc.	Principal, Assistant Principal, Teachers	Workshop Agendas, Receipts for purchasing materials, materials used in the classrooms.	SBT and RTI data, FCAT Scores, EDW reports.
3	Lack of personnel required to adequately provide Tier 3 intervention services to students.	Utilize Title 1 funds to purchase a .5 teacher to work with students receiving Tier 3 interventions thru the RTI process.	Principal, Assistant Principal; Intervention teacher	Planbooks, Schedules.	SBT and RTI data, FCAT Scores, EDW.
4	Students in lowest 25% need more small group instruction.	Provide funds to support Math Resource Teacher and other tutors to assist students inschool and/or afterschool in a tutorial type of program.	Principal; Assistant. Principal, Resource Teacher and Tutorial teachers.	Assessments used in tutorial program, Diagnostics.	FCAT math scores and EDW reports.

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 #
	The 2012 Math target was NOT met by all students. All students will meet the 2013 math goal.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	62	66	69	73	76	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The following subgroups did not meet 2012 Math targets: White, Black, Hispanic and Asian. All subgroups will meet the 2013 math targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to EDW, the percent of students NOT achieving proficiency in math were: White 24% (11), Black 57% (89), Hispanic 33% (24), Asian 48% (12) and American Indian 0% (none).	For 2013 the percentage of students NOT meeting proficiency in math will be: White 15%, Black 44%, Hispanic 29%, Asian 17% and American Indian 0%

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	Ethnically diverse students may not have ample math materials available at home.	Math manipulatives will be provided for students to use at home.	Principal, Assistant Principal, math Resource teacher, Parent Liasion.	Diagnostics, Classroom assessments.	EDW Reports; FCAT results.
2	Many ethnically diverse students do not exhibit a wide variety of skill levels.	Small group instruction (during the school day) will be provided by Administration, Resource Teachers, interventionist.	Principal; Assistant Principal, Resource teachers / interventionist.	Classroom assessments, Diagnostics.	FCAT test and EDW reports, CORE K-12 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:	Math proficiency level of ELL students will increase after math strategies have been implemented and 2013 target will be met.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to EDW, 61% of ELL students did NOT achieve proficiency in math.	In 2013, the percentage of ELL students NOT achieving proficiency will decrease to 38% 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
	Students lack the language skills that will	Small group instruction will take place in the	Classroom teachers; ELL	Skill group lesson plans, classroom assessments.	EDW reports; FCAT results.

1	help them be successful in math, especially with word problems.	regular classroom, with emphasis on providing hands-on manipulatives.	teacher.		
2	Students do not receive adequate individualized assistance in math.	Supplemental Educational Services (SES) will be offered for ELL students who score Level 1 or 2 on FY12 FCAT.	SES Lead Teacher and SES Program Coordinator; tutors.	Data assesment as determined by SES program provider, EDW reports, Attendance Roster.	Sign in(roster sheets), FCAT Diagnostics, EDW Reports

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:	Proficiency will increase after math strategies are implemented.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to EDW, 81% (30 students) of students with disabilities did NOT achieve proficiency in math.	The percentage of students NOT achieving proficiency will decrease to 70% in math.

Problem-Solving Process to I ncrease Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of school personnel funded through the school district to support Students with Disabilities (SWD).	Trade off .5 Fine Arts teacher for .5 Varying Exceptionality (VE) teacher to provide math support for SWD.	Principal; .5 VE teacher.	Budget Trade Off form; lesson plans.	EDW report, FCAT test results.

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The amount of Economically Disadvantaged students meeting proficiency in math will increase after implementing math strategies and will meet the 2013 target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to EDW, 52% of Economically Disadvantaged students did NOT achieve proficiency in math.	The percent of students NOT achieving proficiency will decrease to 39% in math.

Problem-Solving Process to I ncrease Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parental involvement	Provide transportation as needed; Offer babysitting during meetings; Encourage parent conferences throughout the year.	Principal; Assistant principal; Parent Liasion; Teachers; Language Facilitators	Parent newsletters; Call outs and mass email; Calls from teachers; Sign in sheets.	Sign in sheets and Feedback Forms; EDW reports; Title 1 Family Involvement Survey Results.
2	Parents lack skills of assisting their children in the areas of reading, math, etc.	Utilize Title 1 funds to provide training for parents to learn methods of working with their children at home.	Principal; assistant principal; Parent Liasion	Parent newsletters; Call outs and mass email; Calls from teachers; Sign in sheets, training night feedback and evaluation.	Sign in sheets, Evaluations, EDW reports, Title 1 Family Involvement Survey results.
	The Common Core and New Generation SSS	Provide materials for teachers/students to use	Classroom teachers	Classroom assessments, Diagnostics.	FCAT test, EDW reports.

3	continue to be challenging to many students.	such as VMath Live, Grab & Go, Mega Math, etc.			
4	Teachers need time to collaborate, discuss data and plan appropriate math lessons.	Learning team meetings will be conducted for teachers and administration to collaborate, review assessment data, and plan lessons for diverse learners.	Principal; Assistant Principal; Prof. Dev. Resource Teacher; Teachers	Diagnostics and classroom assessments.	FCAT test, EDW reports.

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
Utilization of Gizmos as a resource for teaching math.	Grades 3-5	District and Gizmo personnel	Teachers in Grades 3-5 who teach math.	September and throughout the year as needed.	Lesson plans; Classroom observations; District utilization report.	Principal and Assistant principal;
Teachers will attend conferences and other professional development opportunities with emphasis on meeting the needs of all students, including Common Core standards for grades K and 1	Math grades K-5	Area 5 Resource; District and State workshops	Teachers in Grades K-5 who teach math.	LTM, PDD and weekly from Sept. through May.	Lesson Plans; Classroom observations.	Principal and assistant Principal; Area 5 Resource

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers in grades 3-5 will conduct daily activities such as Everyday Counts, Mountain Math or Daily Math Drills	Purchase materials for Everyday Counts, Mountain Math, etc.	Title 1	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will increase the use of technology when teaching math skills, including VMath Live, Gizmos, the use of Document Cameras, etc.	VMath Live software license will be purchased and other technology purchases as needed.	Title 1	\$2,975.00
Learning team meetings will be conducted for teachers and administration to collaborate, review assessment data, and plan lessons for diverse learners.	Computer cartridge to print EDW and other reports.	Title 1	\$500.00
			Subtotal: \$3,475.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will be given opportunities to attend conferences, professional learning teams, etc. with emphasis on learning strategies that will benefit all students.	National Council for Teachers of Math Conference, District math conferences, Go Math training, Common Core training, etc	Title 1, SAC	\$500.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide funds to support Math Resource Teacher and other tutors to assist students inschool and/or afterschool in a tutorial type of program.	Math resource teacher and afterschool tutorial teacher.	Title 1 funds; SAC	\$63,644.00
Encourage students to participate in Enrichment clubs that emphasize math skills.	Stipends paid to School staff who participate in afterschool clubs.	Internal Accounts	\$2,000.00
Math manipulatives will be provided for students to use at home.	Purchase math manipulatives.	Title 1 and SAC	\$300.00
			Subtotal: \$65,944.00
Grand Total: \$70,919.00			

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.		Proficiency will increase after implementing science strategies.			
Science Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
According to EDW, 39% (38 students) achieved proficiency in science.		45% will achieve proficiency in science.			
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 organizational skills.	Students will be required to keep a science binder.	Science Teachers grades 3-5 and students.	Binder will be checked periodically throughout the marking period.	Rubric for binder.
2	Teachers need time to collaborate, discuss data, and plan appropriate lessons.	Learning team meetings will be conducted for teachers and administration to collaborate, review assessment data, and plan lessons for diverse learners.	Principal; Assistant Principal; Staff Dev. Resource Teacher, teachers.	Diagnostics and classroom assessments.	FCAT test
	Students do not have an in-depth understanding of	Students will utilize technology such as Gizmos, BrainPop, etc.	Principal; Assistant Principal; Staff	Students will become more proficient at higher order science	Diagnostic results; FCAT science scores,

3	science skills, especially those at a higher comprehension level.	to enhance science instruction in the classroom.	Dev. Resource Tchr; Teachers	skills; teachers will utilize a variety of ancillary science materials; Diagnostic results; Teacher made assessments	EDW reports.
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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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	Proficiency will increase after implmenting science strategies.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to EDW, 50% (1 student) achieved proficiency in science.	75% will achieve Proficiency in science.

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Above proficiency will increase after implementing science strategies.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to EDW, 18% (17 students) achieved above proficiency in science.	22% will achieve above proficiency in science.

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 critical thinking skills.	Teachers grades 3-5 will participate in "science fair" activities and, if possible, will attend the District Science Fair.	Principal; Assistant Principal; Teachers	Science fair projects, fieldtrip forms, etc.	FCAT results; EDW reports and graphs.
2	Students lack understanding of the importance of conservation and the environment	Activities for the "Green School Portfolio" will be implemented throughout the year, including SchoolPool, Green Week and community outreach.	Guidance Counselor and Green School Committee	Completion and submission of the "Green School Portfolio"	Portfolio and Award
	Staff does not have time to attend	Teachers will be encouraged to attend	Principal; Guidance	Attendees will implement stragies and	FCAT results; EDW reports and

3	conferences during the school day nor is funding available.	the Learning Green Conference.	Counselor, schoolwide Green Team.	lessons in the classroom.	graphs.
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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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	Above proficiency will increase after implementing science strategies.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to EDW, 0% (no students) achieved above proficiency in science.	25% will achieve above proficiency in science.

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
Gizmo Training	Science grades 3-5.	District Gizmo Trainer	Teachers who instruct science in grades 3,4,5.	September (LTM or PDD) and throughout the year.	Lesson plans; Gizmo usage reports.	District trainer; Principal and Assistant principal, Teachers
Topics relating to environment, recycling, "Going Green", including attendance at Green Conference.	All school personnel	District personnel; Teachers; Guidance Counselor; Green Team	All teachers PreK-5	Throughout the school year.	Workshop Agendas; lesson plans, classroom observations; Green School Portfolio; Green Team; 4C Club	Principal; Guidance Counselor; Green Team.

Science Budget:

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

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers grades 3-5 will participate in "science fair" activities and, if possible, will attend the District Science Fair.	Science fair boards; Transportation to the District Science Fair at the South Florida Fairgrounds.	Title 1 or SAC	\$1,500.00
Activities for the "Green School Portfolio" will be implemented throughout the year.	Materials and supplies to support the Green School initiative and 3C Club.	SAC	\$500.00
Encourage students to participate in Enrichment Clubs to enhance science instruction.	Materials for clubs	SAC; Title 1	\$350.00
			Subtotal: \$2,350.00
Grand Total: \$2,350.00			

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.		Proficiency will increase after implementing writing strategies.			
Writing Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
According to EDW, 76% (68 students) achieved proficiency in writing.		85% will achieve proficiency in writing.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of professional development dealing with writing strategies and programs.	Teachers in Grades 3 and 4 will receive appropriate training (i.e. Area Resource teacher) and be provided Mentor Texts and other needed materials to enhance programs such as Lucy Calkins, Melissa Forney, SMILE, etc.	Principal; Assistant Principal, Staff Dev. Resource Tchr, Teachers	Palm Beach Writes, Classroom Assessments.	FCAT Writes scores.
2	K-2 teachers lack training to implement Lucy Calkins Writing program.	Teachers will continue to implement Lucy Calkins writing and other writing programs	Principal; Assistant principal; , Teachers; Prof.	Palm Beach Writes, Classroom Assessments, Lucy Calkins Unit	EDW Reports.

		that offer appropriate lessons and activities.	Dev. Resource Tchr.	celebrations.	
3	Teachers need time to collaborate, discuss data, and plan appropriate lessons.	Learning Team meetings will be conducted for teachers to collaborate, review assessment data, and plan lessons for diverse learners.	Principal; Assistant Principal; Prof. Dev. Resource Tchr. Teachers	Palm Beach Writes and classroom assessments.	EDW reports showing writing scores; FCAT Writes Scores; PB Writes.
4	Students lack authentic writing skills, do not understand writing conventions, and have not formed a genuine "love" for writing.	Allotted time for instruction (and celebrations) will be given to all students. Materials such as folders, Composition Books, etc. will be provided as needed.	Principal; Assistant principal; Teachers;	Student writing samples; PB Writes and FCAT Writes.	PB Writes and FCAT Writes scores; EDW Reports.
5	Students lack the "Conventions of Writing" needed to show proficiency.	Materials such as Mountain Language will be purchased for classrooms.	Principal; Assistant Principal; Teachers	Planbook; Observations.	PB Writes and FCAT Writes scores; EDW reports.

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:	Proficiency will increase after implementing writing strategies.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to EDW, there were no students who took the Alternate Assessment in Writing in 2012.	50% of students will achieve Proficiency in writing.

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Materials such as Mountain Language will be purchased for classrooms.	Mountain Language program	Title 1	\$1,000.00
			Subtotal: \$1,000.00
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
Teachers will continue to implement Lucy Calkins writing.	District personnel will work with teachers on proper implementation of program; appropriate materials / substitutes.	General Activities; Title 1	\$500.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers in Grades 3 and 4 will receive appropriate training (i.e. Area Resource teacher) and be provided Mentor Texts and other needed materials.	Mentor texts for writing.	Title 1	\$500.00
			Subtotal: \$500.00
			Grand Total: \$2,000.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	The percentage of students with excessive absences and/or tardies (10+ days) will decrease after interventions are initiated.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
According to EDW, 20% (161 students) were absent 10 or more days.	The percentage of students absent 10+ days will decrease by 7%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
See above.	See above
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
According to EDW, 21% (173 students) were tardy 10 or more days.	The percentage of students tardy 10+ days will decrease by 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	Parents and students do not see the importance of regular school attendance.	Students with perfect attendance and no tardies (per month) will be given recognition for their accomplishments.	Principal; Assistant principal; Attendance Clerk, Teachers	Monthly attendance calculations showing improvement each month.	EDW Reports.
2	Parents are not aware of the consequences of excessive absences.	The Attendance Child Study Team will meet throughout the year to review student attendance, meet with parents, and compile Truancy Packets.	Assistant Principal; Attendance Clerk, Area Truancy personnel.	Truancy CST paperwork and files; Truancy Referral packets.	EDW Reports.
3	Parents are not aware of instructional time lost when students are tardy.	The attendance clerk or administration will personally contact the parents of each child with 5+ tardies in one month and/or perform home visits to discuss late arrival.	Assistant Principal; Attendance Clerk	Monthly attendance calculations showing improvement each month.	EDW Reports.

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
Workshops to support connecting with kids and building classroom buy-in by families.	K-5	PD Team and Assistant Prin.	School-Wide with focus on Homeroom Teachers	During Early Release or full-day PDD day.	Teachers will record the number of tardies in the class.	PD contact.

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
Workshop on Building Morning routines that encourage attendance.	Professional Literature	Title 1 and General Activities Fund	\$100.00
			Subtotal: \$100.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Incentives for Perfect Attendance	Backpack tags to recognize perfect attendance	General Activities and SAC	\$600.00
			Subtotal: \$600.00
			Grand Total: \$700.00

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 percentage of students assigned an in-school and/or out-of-school suspension will decrease after interventions are initiated.			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
According to EDW, In-School suspension was assigned as the main consequence to 57 events.		The number of events receiving a consequence of In-School suspension will decrease to 40 or less.			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
According to EDW, 4% (30) of the students served In-School suspension as their main consequence to discipline events.		The number of students receiving a consequence of In-School suspension will decrease to 2% (15) or less.			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
According to EDW, Out-of-School suspension was assigned as the main consequence to 55 events.		The number of events receiving a consequence of Out-of-School suspension will decrease to 35 or less.			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
According to EDW, 4% (32) of the students served Out-of-School suspension as their main consequence to discipline events.		The number of students receiving a consequence of Out-of-School suspension will decrease to 2% (16) or less.			
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 unaware of the impact their behavior has on others.	Implement "Project Wisdom" to build character traits.	Principal; Assistant principal, teachers.	Review Monthly Discipline reports provided in EWD.	EDW Discipline Dashboard.
2	Students are unsure of School Wide Behavior Expectations.	Increase fidelity of School Wide Positive Behavior Supports (SwPBS) Universal Expectations.	SwPBS committee members.	Look for increase in confidence with implementation within data provided to SWPBS committee via school survey, EDW discipline dashboard, and teacher feedback.	SwPBS survey results and EDW Discipline Dashboard.

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
Project Wisdom	K-5	SwPBS Committee	School-wide staff	During Early release or full-day PDD workshops	Teachers will provide student journal samples and document implementation in lesson plans.	Administration and SwPBS committee.

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement the Project Wisdom Program School-Wide	Project Wisdom Program	General Activity	\$723.30
			Subtotal: \$723.30
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
Support SwPBS program by purchasing materials and games for students to use in the cafe.	Learning materials and games.	Title 1 and SAC	\$350.00
			Subtotal: \$350.00
			Grand Total: \$1,073.30

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:	
<p>1. Parent Involvement</p> <p>Parent Involvement Goal #1:</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p>The percentage of parents who agree that information is provided about Title 1 and how it improves student achievement will increase.</p>

2012 Current Level of Parent Involvement:			2013 Expected Level of Parent Involvement:		
On the Title 1 Family Involvement Survey, 85% (685 parents) agreed that they were provided information about Title 1 and how it improves student achievement.			On the Title 1 Family Involvement Survey, at least 90% (606 parents) will agree that they are provided information about Title 1 and how it improves student achievement.		
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 are not aware of school-related activities due to language barriers.	Documents sent home will be translated into Spanish and Creole for appropriate families. Oral communication in native language will be provided.	Community Language Facilitators	Newsletters, documents, phone calls, etc. Parents will attend school functions and become a viable link in their child's education.	Improved ratings on Title 1 Family Involvement Survey; Increased student achievement as indicated on EDW reports.
2	Parents are not aware of the behavioral expectations of students and how appropriate behavior is linked to student achievement.	Encourage parents to become involved in the School-wide Positive Behavior Support (SwPBS) initiative and provide information for them for follow-up at home.	Principal; assistant principal; Teachers; Parent Liaison.	Classroom management through observation; Decrease in number of referrals, suspensions, etc.	SwPBS Survey at end of year; Referrals; Suspension rate, EDW Reports; FCAT scores.
3	Parents unable to attend events due to lack of child supervision.	The school will provide child care services during parent training events and increase the number of events open to the entire family.	Parent Liaison; Aftercare program.	Survey; Sign in sheets; Feedback forms.	Title 1 Family Involvement Survey
4	Parental involvement is minimal.	Workshops, Make & Take Activities, ELL Parent Leadership Council (PLL) meetings and parent trainings will be offered throughout the school year for all core academic areas.	Principal; assistant principal; Parent Liaison; Teachers	Sign in sheets; Comment forms; Observation.	Title 1 Sign in Sheets; Title 1 Parent Involvement Survey; School Effectiveness Questionnaire; FCAT scores.
5	Parents are unaware of how they can become involved the overall schoolwide programs.	A Title 1 Annual meeting will be held in September to give parents an explanation of Title 1 and "Parents Right to Know" which includes school-wide test results, notification of teacher and paraprofessional qualifications, and input/design of the Compact/Policy.	Principal; Assistant principal; Parent Liaison	Sign in sheets, feedback from meetings.	Title 1 Sign in Sheets; Parent Involvement Survey, and School Effectiveness Questionnaire.
6	Parents are unaware of how they can become involved the overall schoolwide programs.	Parents will be afforded opportunities for involvement through volunteer recruitment, encouragement of business community partnerships, invitations to SAC meetings, PTO membership drives and functions, etc.	Prin; Asst. Prin; Parent Liaison; SAC/PTO Chairs	Sign in sheets, feedback from meetings, SAC and PTO participation, Business Partnership Agreement form.	Title 1 Sign in Sheets; Parent Involvement Survey, and School Effectiveness Questionnaire.
	Parents are unaware of	Information pertaining	Principal;	Sign in sheets,	Title 1 Family

7	the services that Title 1 funds support.	to workshops, tutorial program, materials, etc. will be advertised as a Title 1 activity.	Assistant Principal, Secretary, Parent Liaison	feedback information	Involvement Survey
8	Parents are unaware of the rigor of the work required in the classroom as well as the behavioral expectations.	Encourage parents to become involved in their child's classroom through the "Bring Your Parent to School" initiative and provide a learning side-by-side experience for families.	Principal; Assistant Principal; Parent Liaison; Teachers	Sign in sheets; Comment forms; Observations	Title 1 Sign in Sheets; Title 1 Parent Involvement Survey; School Effectiveness Questionnaire; FCAT scores.
9	Parents are unaware of the services that Title 1 funds support.	Utilize Title 1 funds to support the position of Parent Liaison who will work closely with families to provide academic resources for their children.	Parent Liaison	Sign in sheets from various events; Payroll for Parent Liaison.	Title 1 Sign in Sheets, Title 1 Parent Involvement Survey.

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
Educating Students of Poverty (Ruby Paine)	Pre K-5	Assistant Principal, Title 1 District contact	School staff	December PDD Day.	Demonstrated through Parent Conference notes, lesson plans and observation.	Prin. Assistant Prin.
Effective Communication with Parents	K-5	Assistant Principal , PD Contact	School-Wide	Series of Faculty Meetings.	Documentation of strategies in Conference notes.	Principal and Assistant Principal.
Communicating effectively with parents	K-5	Title I Contact	School-wide	On-going during faculty meetings and/or SAC meetings	Documentation of agendas, sign-in sheets, parent surveys	Principal, Assistant Principal

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
Increase staff capacity in encouraging parent involvement in the classroom	Professional literature or articles dealing with family involvement	Title 1	\$100.00
			Subtotal: \$100.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
Encourage Participation in PIE (Parents Involved in Education) Night events.	Refreshments and take home resources for parent participants	Title 1	\$300.00
Utilize Title 1 funds to support the position of Parent Liaison who will work closely with families to provide academic resources for their children and organize our Parent Resource Room.	Parent liaison position and materials for Resource Room.	Title 1	\$2,000.00
Encourage Participaton in Take Your Parents to School days.	Paper for fliers, incentives.	SAC	\$250.00
The school will work on providing child care during parent training nights and other events.	Snacks; Videos, Games and other needed materials	SAC	\$250.00
Documents sent home will be translated into Spanish or Creole for appropriate families.	Paper for translations; Ink toner and cartridges	Title 1	\$300.00
			Subtotal: \$3,100.00
			Grand Total: \$3,200.00

End of Parent Involvement Goal(s)

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

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

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

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading programs / resources will be purchased for teachers to use in the classroom as an intervention.	Purchase Wilson Foundations, Just Words, Reading Horizons, and other reading programs to be used as intervention materials.	Title 1; SAC or PTO	\$1,000.00
Reading	Classroom libraries will be enhanced and students will be encouraged to utilize these materials at school and at home.	Purchase books though a variety of resources such as Scholastic, First Book National Book Bank, Heinemann, etc. Books to support Black History and Multicultural will be included in these purchases.	Title 1; SAC	\$5,000.00
Mathematics	Teachers in grades 3-5 will conduct daily activities such as Everyday Counts, Mountain Math or Daily Math Drills	Purchase materials for Everyday Counts, Mountain Math, etc.	Title 1	\$1,000.00
Writing	Materials such as Mountain Language will be purchased for classrooms.	Mountain Language program	Title 1	\$1,000.00
Suspension	Implement the Project Wisdom Program School-Wide	Project Wisdom Program	General Activity	\$723.30
				Subtotal: \$8,723.30
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Students will utilize technolgy resources such as Reading A-Z.	License for Reading A-Z program.	Title 1	\$500.00
Reading	Teachers will utilize Learning Team meetings and Professional Development Days to analyze data thru EDW, FAIR, Core K-12 and other sources,	Ink and Toner for reports	Title 1	\$1,000.00
Reading	Nooks or other reading technolgy devices, including Ipads, etc. will be utilized with students as feasible.	Nooks, E-Readers, Ipads, etc..	Title 1, SAC, PTO	\$1,000.00
Mathematics	Teachers will increase the use of technology when teaching math skills, including VMath Live, Gizmos, the use of Document Cameras, etc.	VMath Live software license will be purchased and other technology purchases as needed.	Title 1	\$2,975.00
Mathematics	Learning team meetings will be conducted for teachers and administration to collaborate, review assessment data, and plan lessons for diverse learners.	Computer cartridge to print EDW and other reports.	Title 1	\$500.00
				Subtotal: \$5,975.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount

Reading	Teachers will attend workshops dealing with reading intervention programs, Running Records, Common Core, Revised Report Card, etc.	Workshops for Wilson Reading, Common Core and Standards Based Report Card. Substitutes will be provided as needed.	Title 1 and SAC	\$500.00
Reading	Utilize a Professional Development contact to organize professional development to support Marzano's effective teaching strategies.	Salary for Professional Development Contact (.5 teacher)	Title 1	\$31,822.00
Reading	The Fine Arts teachers will incorporate strategies in their lessons to enhance reading, writing and/or science.	Staff Development opportunities for Fine Arts teachers to learn about incorporating Core academics into their lessons.	Title 1 and SAC	\$500.00
Mathematics	Teachers will be given opportunities to attend conferences, professional learning teams, etc. with emphasis on learning strategies that will benefit all students.	National Council for Teachers of Math Conference, District math conferences, Go Math training, Common Core training, etc	Title 1, SAC	\$500.00
Writing	Teachers will continue to implement Lucy Calkins writing.	District personnel will work with teachers on proper implementation of program; appropriate materials / substitutes.	General Activities; Title 1	\$500.00
Attendance	Workshop on Building Morning routines that encourage attendance.	Professional Literature	Title 1 and General Activities Fund	\$100.00
Parent Involvement	Increase staff capacity in encouraging parent involvement in the classroom	Professional literature or articles dealing with family involvement	Title 1	\$100.00
				Subtotal: \$34,022.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Students will be encouraged to take Reading Counts quizzes by providing incentives.	Incentives for Reading Counts store.	SAC	\$500.00
Reading	Utilize a paraprofessional to assist students with reading strategies while in the Media Center and Lab	Salary for Paraprofessional.	Title 1 and PTO	\$19,146.00
Reading	Utilize Title 1 funds to purchase a .5 teacher to work with students receiving Tier 3 reading interventions thru the RTI process.	Salary for Interventionist	Title 1	\$31,822.00
Reading	Encourage students to participate in afterschool Enrichment Clubs and/or afterschool tutorial.	Stipends for Clubs and Tutorial	Title 1	\$1,000.00
Mathematics	Provide funds to support Math Resource Teacher and other tutors to assist students inschool and/or afterschool in a tutorial type of program.	Math resource teacher and afterschool tutorial teacher.	Title 1 funds; SAC	\$63,644.00
Mathematics	Encourage students to participate in Enrichment clubs that emphasize math skills.	Stipends paid to School staff who participate in afterschool clubs.	Internal Accounts	\$2,000.00
Mathematics	Math manipulatives will be provided for students to use at	Purchase math manipulatives.	Title 1 and SAC	\$300.00

Science	home. Teachers grades 3-5 will participate in "science fair" activities and, if possible, will attend the District Science Fair.	Science fair boards; Transportation to the District Science Fair at the South Florida Fairgrounds.	Title 1 or SAC	\$1,500.00
Science	Activities for the "Green School Portfolio" will be implemented throughout the year.	Materials and supplies to support the Green School initiative and 3C Club.	SAC	\$500.00
Science	Encourage students to participate in Enrichment Clubs to enhance science instruction.	Materials for clubs	SAC; Title 1	\$350.00
Writing	Teachers in Grades 3 and 4 will receive appropriate training (i.e. Area Resource teacher) and be provided Mentor Texts and other needed materials.	Mentor texts for writing.	Title 1	\$500.00
Attendance	Incentives for Perfect Attendance	Backpack tags to recognize perfect attendance	General Activities and SAC	\$600.00
Suspension	Support SwPBS program by purchasing materials and games for students to use in the cafe.	Learning materials and games.	Title 1 and SAC	\$350.00
Parent Involvement	Encourage Participation in PIE (Parents Involved in Education) Night events.	Refreshments and take home resources for parent participants	Title 1	\$300.00
Parent Involvement	Utilize Title 1 funds to support the position of Parent Liaison who will work closely with families to provide academic resources for their children and organize our Parent Resource Room.	Parent liaison position and materials for Resource Room.	Title 1	\$2,000.00
Parent Involvement	Encourage Participaton in Take Your Parents to School days.	Paper for fliers, incentives.	SAC	\$250.00
Parent Involvement	The school will work on providing child care during parent training nights and other events.	Snacks; Videos, Games and other needed materials	SAC	\$250.00
Parent Involvement	Documents sent home will be translated into Spanish or Creole for appropriate families.	Paper for translations; Ink toner and cartridges	Title 1	\$300.00
Subtotal: \$125,312.00				
Grand Total: \$174,032.30				

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

[View uploaded file](#) (Uploaded on 11/9/2012)

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
Support of activities to promote clubs such as 3C, 4H, Multicultural, and other enrichment clubs.	\$2,500.00
Technology needs - hardware, software, site licenses, etc.	\$2,000.00
Conferences, Workshops, Staff development opportunities	\$500.00
Activities to support Reading Counts.	\$500.00
Support of Red Ribbon Week, Field Day, etc.	\$700.00
Tutorial Program	\$1,500.00
Activities to support SwPBS and Project Wisdom	\$500.00

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

The SAC will participate in the following activities;

1. Improve community and business involvement and volunteer participation
2. Educate parents about school-related activities such as Common Core Standards and Standards Based Report Card (Gr. 1 and 2
3. Provide funds for items such as workshops, materials/programs to support academics (i.e. tutorial), Just Say No to Drugs, Field Day, Career Day, Attendance, etc.
4. Review and analyze data from sources such as Diagnostics, Core K-12, FAIR, FCAT, Running Records, etc.
5. Encourage mutual support, trust and communication between school staff and parents.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Palm Beach School District GRASSY WATERS ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	74%	77%	87%	46%	284	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%	68%			132	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	47% (NO)	69% (YES)			116	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					532	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District GRASSY WATERS ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	81%	82%	88%	56%	307	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	70%	70%			140	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	55% (YES)	65% (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					567	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested