

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: PLUMOSA SCHOOL OF THE ARTS

District Name: Palm Beach

Principal: Sally Rozanski

SAC Chair: Debra Allard

Superintendent: E.Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 10/11/2012

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

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

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Sally Rozanski	BS Education BS Political Science Florida State University MS Education Nova Southeastern University MS Educational Leadership Lynn University Certifications: School Principal (all levels), Educational Leadership (all levels), Elementary	2	9	2011-12 Grade A (537 Points) Reading Mastery: 46% Reading Learning Gains: 79% Reading Lowest 25%: 76% Math Mastery: 52% Math Learning Gains: 85% Math Lowest 25%: 84% Writing Mastery: 69% Science Mastery: 46% AYP: Not Applicable 2010-11 Grade B (519 Points) Reading Mastery: 51% Reading Learning Gains: 60% Reading Lowest 25%: 64% Math Mastery: 58% Math Learning Gains: 73% Math Lowest 25%: 78% Writing Mastery: 88% Science Mastery: 47% AYP: 82% Reading - Made AYP: Total Population Reading - Did not make AYP: Black, Hispanic, ED, ELL

		Education (K-6), Reading Endorsement, Social Science (6-12), ESOL Endorsement			Math - Made AYP: Total Population and Black Math - Did not make AYP: Hispanic, ED, ELL Reading - Made AYP: Total Population Reading - Did not make AYP: Black, Hispanic, ED, ELL Math - Made AYP: Total Population and Black Math - Did not make AYP: Hispanic, ED, ELL
Assis Principal	Natalie Cromwell	BA Elementary Education Northern Kentucky University MS Special Education Nova Southeastern University Certifications: Educational Leadership (all levels), Elementary Education (1-6), Exceptional Student Education (K-12), ESOL Endorsement National Board Certification	1	3	2011-12 Grade A (537 Points) Reading Mastery: 46% Reading Learning Gains: 79% Reading Lowest 25%: 76% Math Mastery: 52% Math Learning Gains: 85% Math Lowest 25%: 84% Writing Mastery: 69% Science Mastery: 46% AYP: Not Applicable

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
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	Work closely with South Area District Human Resources Specialist to ensure that he is aware of the needs of the school and refers only HQ candidates.	Principal	August 2012	
2	Interview and hire only highly qualified teachers.	Principal	August 2012	
3	Place all first-year teachers in Educator Support Program and monitor progress throughout the school year.	Assistant Principal	August 2012	
4	Partner new teachers with a mentor and a buddy veteran teacher.	Assistant Principal	August 2012	
5	Provide evidence-based professional development opportunities that target increasing student achievement	Principal and Assistant Principal	June 2013	
6	Provide professional development opportunities that meet the professional growth of the staff and meets state and district mandates and initiatives.	Principal and Assistant Principal	June 2013	
7	Inform and monitor the teachers' progress at obtaining ESOL endorsement.	Assistant Principal	June 2013	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Zero	<p>Provide professional development opportunities that meet the professional growth of the staff and meets state and district mandates and initiatives.</p> <p>Place all first-year teachers in Educator Support Program and monitor progress throughout the school year.</p> <p>Partner new teachers with a mentor and a buddy veteran teacher.</p> <p>Inform and monitor the teachers' progress in attaining highly qualified status.</p>

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
54	3.7%(2)	33.3%(18)	40.7%(22)	22.2%(12)	38.9%(21)	100.0%(54)	13.0%(7)	7.4%(4)	66.7%(36)

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
Shari Lederer	Geina Roti	Ms. Lederer has 10 years of experience in both the regular and ESE classroom.	Ms. Lederer is prepared to mentor any new teachers that join our faculty in the coming year with the following: ESP program, monthly meetings, Provide a system overview of procedures and policies. Use the District handbook for new teachers, Visit the Instructional Frameworks and pacing guides, associated lesson plans, and embedded assessments.
Jill Quiggin	Samantha Hines	Ms. Quiggin is a highly qualified teacher who will assist Ms. Hines in classroom management, procedures	Ms. Quiggin will serve as a buddy teacher for Ms. Hines. She will assist them in common planning, monitoring classroom management, and share best practices in

		and best practices.	instruction.
Shari Lederer	Ashley Elverd	Ms. Lederer has 10 years of experience in both the regular and ESE classroom.	Ms. Lederer is prepared to mentor any new teachers that join our faculty in the coming year with the following: ESP program, monthly meetings, Provide a system overview of procedures and policies. Use the District handbook for new teachers, Visit the Instructional Frameworks and pacing guides, associated lesson plans, and embedded assessments.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part A

Services are provided to ensure students requiring additional remediation and services are assisted through tutoring, instructional programs, and materials purchased through Title I Funds. In addition, Title 1 Funds assist with providing professional development for staff so they may better meet the needs of their students. A .5 ESE teacher and Paraprofessional were purchased using Title I funds. The .5 ESE teacher will provide additional ESE support to students and teachers and provide the differentiated instruction needed as student move through the RtI process. The Paraprofessional will provide students and teachers the support needed to increase students achievement and support the S.T.A.R. behavior program. Additionally, parent activities and workshops will be conducted throughout the year to ensure parent participation and increased knowledge. A parent liaison assists with the coordination and communication of all events. Some strategies that will be used to improve the school grade and achievement of all sub-groups, include. but are not limited to the following: tutoring, increased instruction time, SAI scheduling, novels series, student workshops, iii, RtI, Explicit Instruction, ELL strategies, Foundations, technology. Professional development will be provided to ensure that all staff members not only receive the required training required by Federal, State and district guidelines, but additional professional development will be provided that targets specific sub-groups and areas of weakness. Parents will also receive professional development (e.g., Title I, AYP, School Grade, volunteering, CCSS, NGSSS, Standards-Based Report Card) and be included in the decision-making process through various opportunities (e.g., SAC, PTA).

Title I, Part C- Migrant

Title I, Part C- Migrant

Title I, Part D

Title I, Part D

Title II

Plumosa Receives an LTF from the district which utilizes Title II funds. The LTF will provide professional development to all teachers in some of the following areas: data analysis, ELL students, differentiated instruction, CCSS, NGSSS, lesson development, unpacking standards, lesson study, assessments.

Title III

Services are provided through the district for educational materials and ELL district support services to improve the education of English Language Learners. Our language facilitators are present to translate information and all materials are available in English, Spanish and Creole.

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction (SAI) - The district funds a 1.0 SAI teacher that will provide reading instruction(remediation and intervention) to students scoring Level 1 on the 2012 2.0 Reading FCAT, Fall diagnostics or those that have significantly below RRR scores. An additional .5 SAI teacher is on staff (via a teacher trade-off) to provide students, in grades 2-5, who are have demonstrated non-proficiency in reading or are in danger of non-proficiency in reading(remediation and intervention).

Violence Prevention Programs

Violence Prevention Programs - We have a strong Single School Culture and appreciation for diversity in regards to our students body and community. Students in grades K-2 receive weekly counseling sessions that concentrate on violence prevention, community, and citizenship. Students in grades 3-5 receive periodic counseling sessions that concentrate on violence prevention, community, and citizenship. All grade levels also receive small group or individual counseling sessions as needed. A school wide S.T.A.R. Citizen program (School Wide Positive Behavior Support Plan) is in place that promotes self-respect, teamwork, active citizenship, respect and responsibility. Other outside agencies provide services (e.g., Kids n' Cops- Delray Beach Police Dept).

Nutrition Programs

The Health Care District of Palm Beach County supplies a school nurse who provides nutrition information to students and parents. Plumosa was designated as a "Breakfast for All" school. Every child on campus receives free breakfast starting at 7:30 a.m. Additionally, students who qualify receive free and reduced lunch.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Other - Plumosa School of the Arts is proud of our numerous relationships with outside agencies that help our students and their families with violence prevention programs, nutrition programs, housing programs, mental health services, career development, grief assistance, Medicaid assistance, school supplies, services for non English speaking families, and eye care needs.

- Ocean Optics- eye exams for low income families
- Kids 4 life- Clothing
- Chrysalis Program- mental health services
- Kids n' Cops- field trips, food for Thanksgiving, gifts for Christmas
- Youth Services- Mental health services (anger manager family)
- Girl Scouts- Development of social skills for girls
- Family First- Mental health services
- PSOA Foundation - funds that support the Arts
- Multicultural- Mental health services
- City of Delray Beach- Career development
- Fire Dept. of Delray Beach- teaching the students how to safely handle situations
- Heritage Academy- School supplies
- Aspira- Assistance for Hispanic parents
- Hospice- Grief assistance
- South County Mental Health (crisis team)
- DCF (Medicaid assistance)
- WPB Family Shelter- assist with clothing/housing
- Boy and Girl Scouts- Development of social skills

Additionally, Plumosa School of the Arts provides the required instruction listed in Fla. Stat. 1003.42(2), as applicable to appropriate grade levels. Fidelity of implementation is honored and respected.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The School-based MTSS/RtI Leadership Team is comprised of the following members: principal, assistant principal, ESE teacher, ESE contact, school psychologist, classroom teachers, reading and math resource teacher, ELL contact, and guidance counselor.

The School-based MTSS/RtI Leadership Team collaborates to design and oversee the implementation of the RtI process. The team will conduct progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 3 interventions, and offer professional development and technical assistance.

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

The School-based MTSS/RtI Leadership Team collaborates to design and oversee the implementation of the RtI process. The School-based MTSS/RtI Leadership Team will meet once a week and will conduct progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 3 interventions, and offer professional development and technical assistance. After determining that effective Tier 1, core instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the School-based MTSS/RtI Leadership Team. Additionally, the team will identify the professional development activities needed to create effective learning environments.

The School-based MTSS/RtI Leadership Team will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, ESE teachers, guidance counselor) and report back on all data collected for further discussion at future meetings.

The four steps of the Problem Solving Process are:

1. Problem Identification entails identifying the problem and the desired behavior for the student.
2. Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
3. Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
4. Evaluating is also termed as Response-to-Intervention. In this step, the effectiveness of a students' or group of students' response to the implemented intervention is evaluated and measured.

All staff members will be part of the process and overall updates and professional development will be provided to staff to ensure that their knowledge and skills are up-to-date and are commensurate for effective implementation of RtI as a multi-tiered system of support.

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

Members of the School- Members of the School-based MTSS/RtI Leadership Team will provide all stakeholders with data and ideas that will be incorporated into the SIP throughout the school year. Utilizing the Problem Solving process, strategies and professional development will be developed utilizing the data that was collected and analyzed. Once the causes are identified, the members of SAC and other stakeholders will decide on which evidence-based interventions are best for the students. These interventions will be stated in the SIP. The needed funds to carry out these interventions will be voted on and then included in the appropriate SIP categories. Constant analysis of the progress of students and the supported programs will be reported to the SAC and decisions will be made whether to continue or modify the programs.

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.

Florida Comprehensive Assessment Test (FCAT)
Florida Assessment for Instruction in Reading (FAIR)
PBC Fall Diagnostics
Palm Beach Writes
Running Reading Records
Mini-assessments
Core K-12 benchmark assessments
Progress Monitoring and Reporting Network (PMRN)
Comprehensive English Language Learning Assessment (CELLA)

Individualized behavior plans
Office Discipline Referrals (e.g., suspensions)
Retentions
Absences/Tardies
Educational Data Warehouse

Midyear data:

Florida Assessment for Instruction in Reading (FAIR)
PBC Winter Diagnostics
Palm Beach Writes
Running Reading Records
Mini-assessments
Core K-12 benchmark assessments
Progress Monitoring and Reporting Network (PMRN)
Comprehensive English Language Learning Assessment (CELLA)
Individualized behavior plans
Office Discipline Referrals (e.g., suspensions)
Retentions
Absences/Tardies
Educational Data Warehouse

Describe the plan to train staff on MTSS.

Professional development will be offered to the entire staff by district staff and key personnel at the school during designated professional development days (PDD), faculty meetings and LTMs. Individual professional development will be provided to classroom teachers, as needed. The following are some professional development that will be provided:

- Problem Solving Model
- School Wide Positive Behavior Support Plan (S.T.A.R.)
- Data driven decision-making
- Completion of forms and necessary data
- Standards-based Report Card
- Progress monitoring
- Meeting the needs of students at risk/Explicit and Differentiated Instruction
- Completion of forms and necessary data

Describe the plan to support MTSS.

MTSS will be supported by numerous classroom observations, peer mentoring and collaboration, daily Grade Level discussions and planning sessions, analyzing data and lessons in Learning Team Meetings, weekly SBT meetings, pd on forms and procedures, parent phone calls, emails, and messages via the agenda.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Sally Rozanski - Principal
Natalie Cromwell - Assistant Principal
Shari Lederer - Reading and Math Resource
Angie Maresma - 5th Grade and Dual Language
Christine Wise - 4th Grade
Kyle Opera - 3rd Grade
Jill Quiggin- 2nd Grade
Lindsay Gentry - 1st Grade
Leslie Parker - Kindergarten
Alberta Anosier - .5 ESOL Contact
Blaise Nicholsky - ESE Teacher
Lilia Perez - - ESE Teacher
Leslie Parker - Kindergarten
Alberta Anosier - .5 ESOL Contact
Blaise Nicholsky - .5 ESE Contact
Audrey Woloshin - SAI
Sally Smollar - Media Specialist

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

The Literacy Leadership Team is a collaborative, decision making group that has teacher representation from each grade level and at the support service levels. The overall goal of the LLT is to develop, promote, and maintain a climate (both academically and socially) that supports effective literacy education for both students and teachers. The LLT meets every 6 to 8 weeks, to discuss the progress of students and trends, via data analysis, and the successes and/or challenges teachers are facing during instruction. The LTT assists with developing, implementing, and revising targeted and strategic reading instruction at all grade levels. Needed professional development is discussed and a plan for implementation is formulated for SY13.

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

The major initiatives this year will be the following:
Kindergarten and Grade 1 - Continue curriculum development and rigorous student centers for the Common Core State Standards, First 100 words/Second 100 words
Grade 2 - Foundations (continuation in K and Grade 1)and Third 100 words
Grades K-5 – School-wide vocabulary development, phonic instruction, writing instruction, and writing in the content area
Grades 3-5 - Seek and Conquer
K-5 - Professional development regarding targeted instruction via data analysis using FAIR, RRR, Diagnostics, Benchmark Assessments (Core K-12 and Textbook)
K-5 – Increased technology skills utilizing Mac Labs and iPads and preparing Grade 5 students for FCAT via technology
Enhance Reading curriculum instruction
Enhance vocabulary development instruction

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 9/17/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

Plumosa School of the Arts provides various services and support to facilitate the transition from preschool to kindergarten. Kindergarten Registration/Round-up was conducted in May of 2012 that provided parents the opportunity to meet the teachers, hear about the various programs, receive necessary documents and information, register, and tour the school. In addition, all incoming Kindergarten students are provided with a Kindergarten Readiness packet developed by the Kindergarten team to assist parents in preparing the child for Kindergarten. During the summer, the Kindergarten teachers contacted parents to schedule times for students to come in over the summer to participate in some necessary assessments. Students were then evaluated and placed in the appropriate classes for SY13. This time also provided students and parents with the opportunity to meet a Kindergarten teacher. For SY13, a staggered entrance in Kindergarten was implemented. Students are asked to attend a specific day for the first three days of school. Each day, only 6 or 7 students report to the Kindergarten class. This gives the teacher and the students the opportunity to get to know one another in a smaller group setting. Students who were not assess during the summer, are then assessed by the Kindergarten teachers to document each child's academic strengths and areas of need. Students also participate in their first arts integrated lessons and are provided an introduction to the school and staff, procedures, routines, and student expectations (academic and behavior). Parents attend a curriculum night in order to support their child's year in Kindergarten.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

N/A

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

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?

Plumosa School of the Arts provides students with the opportunity for students in grades 3-5 to select a Fine Arts major and minor course of study to support the students' goals for middle school, high school, and beyond.

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:	By June of 2013, 35% of the accountable students in grades 3-5 will score a 3 on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (64)	35% (84)

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	Consistency of instruction	Monitor instruction	Principal and A.P.	Classroom walkthroughs	Noted trends and teacher/admin notes
2	FCAT preparation for 1st time takers (3rd grade through 5th grade)	Provide student workshops	Principal	Data analysis	Benchmark Assessments (e.g., Diagnostics, FAIR, RRR, textbook, Core K-12)
3	Use of motivating and creation of differentiated instruction activities to increase student achievement	Utilize i-Pad 2 application and technology	Core Technology Team	CWT, lesson plans, teacher and student interviews	Benchmark Assessments (e.g., Diagnostics, FAIR, RRR, textbook, Core K-12)
4	Provide concentrated instruction based on student needs	After school and during school tutorials and SAI.	Principal and Assistant Principal	Data Analysis	Benchmark Assessments, Diagnostics, RRR, FAIR, Core-K 12
5	Increase Literacy in grades K-5	Fundations (K-2), Targeted vocabulary, Just Right Books, High Frequency Words, anchor charts, tutorials, SAI, reading through social studies, Seek and Conquer	Principal and Assistant Principal, and Teachers	Data Analysis	Benchmark Assessments, Diagnostics, RRR, FAIR, Core-K 12
6	Limited knowledge and pd of CCSS, RtI, and standards-based instruction.	Administration attends professional development	Principal and A.P.	Student Achievement and Teacher implementation	Lesson plans, completed report cards, EDW reports
7	Time management and common planning	Develop an Instructional Focus Calendar for Reading and Language Arts.	Principal, A.P., and Resource teacher	Administration will meet with each grade level and subject area to review IFC's upcoming focus and monitor implementation through Classroom Walkthroughs.	FCAT District Diagnostics Fountas & Pinnell Comprehension Check, Common Assessment
	Scheduling and technical	Reading teachers will	Principal, A.P., and	Review FAIR data reports	FAIR assessment

8	issues	implement the new FAIR assessments to monitor student progress.	Resource teacher		print outs
9	Motivating reading activities	Establish motivational reading activities utilizing technology (e.g., Ipads, MacLabs)and incorporating the Arts.	Principal, A.P., Resource teacher and Magnet Coordinator	Reading Coach will meet monthly with Reading department, Principal, and Assistant Principal to monitor student progress and program fidelity.	Proficiency percentage on Reading Counts assessments Fountas and Pinnell results Comprehension Check, Common Assessment
10	Rigor of independent and whole group reading	Novel series selected for grades 3-5 (e.g., Flat Stanley, Judy Blume, 39 Steps, Dead Fred, and historical fiction)	Principal	A novel series was selected for grades 3-5 selected based on lexile levels, student interest and instructional materials	Reading journals, assessments, FAIR, Diagnostics, FCAT
11	Number of non-proficient students	Hire a .5 SAI teacher	Principal and A.P.	Measurable improvement in reading	Reading Diagnostics, Running Reading Records, Probes
12	Continual support and assistance for teachers during school hours	Provide a Reading Coach who will assist teachers, model lessons, participate in weekly Learning Team Meetings, organize FAIR schedule, pull and assess student data, update PMRN, organize and oversee Good Cause,co-chair Literacy Leadership Team, and provide professional development	Principal and A.P.	Interviews with teachers, LTM, professional development needs and growth	Teacher surveys

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	By June of 2013, 50% of the accountable students in grades 3-5 will score a Level 4,5, and 6 on the 2013 FAA in Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No students	50% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time for individualized instruction	To provide specific instruction (Access Points) and support through one on one para, ESE teacher, and student grouping	Principal, A.P., and ESE teacher	Data Analysis	Access Points Assessments (e.g., Diagnostics, FAIR, RRR, textbook, Core K-12)

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.	By June of 2013, 25% of the accountable students (per school grade requirements) in grades 3-5 will score a 4 or
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Reading Goal #2a:	higher on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (52)	25% (60)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor of instruction due to the various levels of proficiency	Ensure high order questioning, differentiated instruction and gifted strategies	Administration and LTF	LTM data analysis and lesson plans	EDW, benchmark assessments, and lesson plan rubric
2	Use of motivating and creation of differentiated instruction activities to increase student achievement	Utilize i-Pad 2 application and technology	Core Technology Team	Teacher and student interviews, Lessons, CWT, LTMs	Diagnostics, benchmark assessments, RRR, FAIR, and FCAT scores
3	Provide time for enrichment	After school and during school tutorials	Principal, A.P., and Resource teacher	Data Analysis	Benchmark Assessments (e.g., Diagnostics, FAIR, RRR, textbook, Core K-12)
4	Common Planning	Develop an Instructional Focus Calendar for Reading and Language Arts.	Principal and Reading Coach	Administration will meet with each grade level and subject area to review IFC's upcoming focus and monitor implementation through Classroom Walkthroughs.	FCAT District Diagnostics Fountas & Pinnell Comprehension Check, Common Assessment
5	Challenging reading materials	Provide higher-level novels in the reading and social studies classes	Administration and Team Leaders	Data chats, Team leader and teacher feedback	Diagnostics, benchmark assessments, Core K-12

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:	By June of 2013, 50% of the students who take the FAA in reading will score a level 7 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2)	50% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time for individualized instruction	To provide specific instruction (Access Points) and support through one on one para,	Principal, A.P., and ESE teacher	Data Analysis	Access Points Assessments (e.g., Diagnostics, FAIR, RRR, textbook,

	ESE teacher, and student grouping		Core K-12)
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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:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By June of 2013, 79% of the accountable students (per school grade requirements) in grades 4-5 will make learning gains on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (94)	79% (123)

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	Limited resources	Maximize materials and instruction for tutorials by grouping students that are in multiple subgroups.	A.P and Tutorial Director	Tutorial schedule, rosters and student achievement	Cross reference EDW data, tutorial groups, and attendance sheets
2	Consistency of Instruction	Provide student workshops and monitor classroom instruction	Principal	Classroom walkthroughs and Benchmark Assessments	Benchmark Assessments (e.g., Diagnostics, FAIR, RRR, textbook, Core K-12)
3	Identification and monitoring student progress	Teachers trained on EDW (FAIR and RRR for reading)	Principal and LTF	Analysis of student achievement	EDW data and LTM products
4	Computer availability and proficiency using the computer	Purchase additional computers and place in the appropriate classrooms	ITSA	Increased use and ability to use technology appropriately	Benchmark Assessments (e.g., math Diagnostics, FAIR, Core K-12)
5	Common planning	Develop an Instructional Focus Calendar for Reading and Language Arts.	Principal	Administration will meet with each grade level and subject area to review IFC's upcoming focus and monitor implementation through Classroom Walkthroughs.	FCAT District Diagnostics Fountas & Pinnell Comprehension Check, Common Assessment
6	Technical issues & scheduling	Reading teachers will implement the new FAIR assessments to monitor student progress.	Principal, Assistant Principal and Resource teacher	Review FAIR data reports	FAIR assessment data
7	Computer availability	Establish a Reading Counts motivational reading program.	Media Specialist, Assistant Principal	LTT/Resource Teacher will meet monthly with Reading department, Principal, and Assistant Principal to monitor student progress and program fidelity.	Proficiency percentage on Reading Counts assessments Fountas and Pinell assessment results Comprehension Check, Common 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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:		By June of 2013, 100% of the accountable students in grades 3-5 will make learning gains on the 2013 FAA Reading test.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		100% (1)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time for individualized instruction	Provide support through small groups and one on one instruction by support staff.	Principal, A.P., and ESE teacher	Data Analysis	Access Points Assessments (e.g., Diagnostics, FAIR, RRR, textbook, Core K-12)

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:		By June of 2013, 76% of the students identified in the lowest 25% (per school grade requirements) in grades 4-5 will make learning gains on the 2013 FCAT Reading Test.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
73% (33)		76% (35)			

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	Time to provide additional instruction	Morning, during, and after school tutoring that targets the Lowest 25%	A.P. and Tutorial Director	Student participation and achievement on benchmark assessments	Attendance Sheets and Benchmark Assessments (e.g., Diagnostics, FAIR, RRR, textbook, Core K-12)
2	Appropriate instruction during tutorials	Ensure appropriate material and instruction is being provided during tutorials	A.P. and Tutorial Director	Classroom walkthroughs and prescriptive feedback	CWTs of the participating teachers and feedback notes
3	The large number of Level 1 students in grade 4	Create a class that will have increased instructional support that will remediate while teaching 4th grade benchmarks	Principal	Continual monitoring of student progress	Benchmark Assessments (e.g., Diagnostics, FAIR, RRR, textbook, Core K-12)
4	Scheduling of SAI teacher with the large numbers of students needing remediation	Hired an additional .5 SAI teacher to help with the large numbers of students	Principal	Continual monitoring of student progress	Benchmark Assessments (e.g., Diagnostics, FAIR, RRR, textbook, Core K-12)
	Common planning	Develop an Instructional Focus Calendar for Reading and Language	Principal and Reading Coach	Administration will meet with each grade level and subject area to review	FCAT District Diagnostics

5		Arts.		IFC's upcoming focus and monitor implementation through Classroom Walkthroughs.	Fountas & Pinnell Comprehension Check, Common Assessment
6	Scheduling and technical issues	Reading teachers will implement the new FAIR assessments to monitor student progress.	Principal, Assistant Principal and Reading Coach	Review FAIR data reports	FAIR assessment data
7	Computer availability	Establish a Reading Counts motivational reading program.	Reading Coach, Media Specialist, Assistant Principal	Reading Coach will meet monthly with Reading department, Principal, and Assistant Principal to monitor student progress and program fidelity.	Proficiency percentage on Reading Counts assessments Fountas and Pinnell assessment results Comprehension Check, Common Assessment

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 # By June of 2017, 67% of students will be proficient in reading as measured by PARCC. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	39	44	50	55	61	

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:	By June of 2013, 40% Black, 50% Hispanic, 75% White, 70% Asian of accountable students in grades 3-5 will score a 3 or higher on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% Black(48), 44% Hispanic(127), White 72% (33), Asian 67% (2)	40% Black(60), 50% Hispanic(25), 75% White(30), 70% Asian (2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time to provide additional instruction	Strategically schedule teacher so they can provide the necessary support and services.	Principal/A.P.	Data Analysis	Attendance Sheets and Benchmark Assessments (e.g., Diagnostics, FAIR, RRR, textbook, Core K-12)
2	Coordination of Services	Constant dialogue between classroom teachers regarding student progress and modifications (if needed)	Principal/A.P.	Chart student progress	Benchmark Assessments (e.g., Diagnostics, FAIR, RRR, textbook, Core K-12)

		remediation			
3	Time to provide additional instruction	Morning, during, and after school tutoring	A.P. and Tutorial Director	Student participation and achievement on benchmark assessments	Attendance Sheets and Benchmark Assessments (e.g., Diagnostics, FAIR, RRR, textbook, Core K-12)
4	Appropriate instruction during tutorials	Ensure appropriate material and instruction is being provided during tutorials	Principal/A.P.	Classroom walkthroughs and prescriptive feedback and data analysis	CWTs of the participating teachers and feedback notes and Attendance Sheets and Benchmark Assessments (e.g., Diagnostics, FAIR, RRR, textbook, Core K-12)
5	Computer availability	Students will participate in Scholastic Reading Counts and teachers will help them set personal goals and reward them for achieving them.	Principal and Reading Coach	Principal will monitor weekly SRC reports.	Reading Counts reports
6	Scheduling and common planning	All teachers will participate in at least 3 Data Chats with Administration during the school year to analyze student reading data and create strategies to help students who show any academic deficiencies.	Principal and Assistant Principal	Administration will require all teachers to complete Data Chat Sheets before meetings and be ready to discuss each individual student.	FCAT District Diagnostic Test Data Fountas and Pinnell FAIR Comprehension Check, Common Assessment
7	Increase Literacy in grades 3-5	Targeted vocabulary, Just Right Books, High Frequency Words, anchor charts, tutorials, SAI, reading through social studies, Seek and Conquer	Principal and Assistant Principal, and Teachers	Data Analysis	Benchmark Assessments, Diagnostics, RRR, FAIR, Core-K 12
8	Limited resources	Maximize materials and instruction for tutorials by grouping students that are in multiple subgroups.	A.P and Tutorial Director	Tutorial schedule, rosters and student achievement	Cross reference EDW data, tutorial groups, and attendance sheets

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:	By June of 2013, 30% accountable ELL students in grades 3-5 will score a 3 or higher on the 2012 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (6)	30% (12)

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
	Time and Manpower	Strategically schedule	ELL teacher	Maintain a log of the	Review of log

1		the ELL teacher so she can provide the necessary support and services.		services and support.	
2	Coordination of Services	Constant dialogue between classroom teachers and ELL teacher regarding student progress and modifications (if needed) remediation	ELL teacher	Chart student progress	Benchmark Assessments (e.g., Diagnostics, FAIR, RRR, textbook, Core K-12)
3	Scheduling and common planning	Collaborative teaching model will be implemented during the 90-minute Reading block.	Reading Coach, ELL contact	Student progress will be assessed by the percentage of students making adequate progress towards benchmarks.	FAIR Comprehension Check, Common Assessment District Diagnostics Fountas and Pinnell
4	Differentiate instruction	Provide professional development and give teachers the necessary resources	Administration and ELL teacher	Classroom Walkthroughs, lesson plans and assessments	FAIR Cella District Diagnostics Fountas and Pinnell
5	Opportunities for PD	Attend the Multicultural Fair; Implement various Strategies in Spanish and ELL strategies	Administrator	CWT and data analysis	EDW reports RRR Spanish

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:	By June of 2013, 50% accountable ELL students in grades 3-5 will score a 3 or higher on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (27)	50% (35)

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	Time and Manpower	Strategically schedule the ESE teacher so she can provide the necessary support and services. Purchase .5 ESE teacher through Title I funds.	ESE teacher	Maintain a log of the services and support.	Review of log
2	Coordination of Services	Constant dialogue between classroom teachers and ESE teacher regarding student progress and modifications (if needed) remediation	ESE teacher	Chart student progress	Benchmark Assessments (e.g., Diagnostics, FAIR, RRR, textbook, Core K-12)

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:	By June of 2013, 50% accountable ED students in grades 3-5 will score a 3 or higher on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (71)	50% (97)

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	Time to provide additional instruction	Morning, during, and after school tutoring that targets the Lowest 25%	A.P. and Tutorial Director	Student participation and achievement on benchmark assessments	Attendance Sheets and Benchmark Assessments (e.g., Diagnostics, FAIR, RRR, textbook, Core K-12)
2	Appropriate instruction during tutorials	Ensure appropriate material and instruction is being provided during tutorials	A.P. and Principal	Classroom walkthroughs and prescriptive feedback and data analysis	CWTs of the participating teachers and feedback notes and Attendance Sheets and Benchmark Assessments (e.g., Diagnostics, FAIR, RRR, textbook, Core K-12)
3	Common planning	Collaborative teaching model will be implemented during the 90-minute Reading block.	Reading Coach, ELL contact	Student progress will be assessed by the percentage of students making adequate progress towards benchmarks.	FAIR Comprehension Check, Common Assessment District Diagnostics Fountas and Pinnell
4	Classroom Management	Cooperative Learning model	Cooperative Learning model	Classroom Walkthroughs	FAIR Comprehension Check, Common Assessment District Diagnostics Fountas and Pinnell

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

Seek & Conquer	2-5 Reading	Principal	2-5 Reading teachers and support personnel	Student Workshops during the day	Evidence of strategies used in the classroom by students	Administration
Foundations	K-2 Reading	District support and administration	K-2 Reading	Workshops during the day,PDD, after school	CWT,common teacher planning,modeling, teacher visiting other model classrooms, administration, and district support	Principal/A.P.
Differentiated Instruction	All Teachers	Principal	All Teachers	PDD/In-service/Faculty meetings	CWT,lesson plans, LTM	Principal/A.P
Running Reading Record (RRR) and FAIR	Reading/K-5	District provided and Reading Coach	Reading/K-5	PDD/In-service/during school off site PD	Classroom support and data	Administration,TEam Leaders
Common Core State Standards, RtI,and Reading Strategies	Administration	ASCD various presentors	Principal and A.P.	Summer Institute	Professional development provided to teachers in the various areas	Administration
Standards-based grading	All teachers	Administration and select teachers	All teachers	PDD/In-service/Faculty meetings,LTMs	discussion, student product, report card.	Principal/A.P
Effective Teaching Strategies and iObservation	All teachers	Principal and A.P.	All teachers	LTM/Team Meetings/PDD/in-service/Faculty Meetings	Lesson PLans, Center activities, CWT, LTM, Team Meetings	Administration
RTI	Reading/K-5	SBT Leader and ESE Coordinator	Reading/K-5	PDD/In-service/Faculty meetings	RtI plans and submitted data	Administration, SBT Leader and ESE Coordinator
FCIM	Reading/K-5	Principal	Reading/K-5	PDD/In-service/Faculty meetings	CWT, data chats, and lesson plans	Administration
I-Pad 2	All teachers	Core Technology Team	Teachers K-5	PDD, After school, Faculty Meetings	Lesson plans/CWT	Administration/Cre Technology Team
Great Books	Great Books trainier	Strategically schedule	K-5 teachers	PDD/Inservice Days	Lesson, activities and CWT	Administration and Magnet Coordinator
School Grade/Meeting the Needs of sub-groups	All teachers	Princial	K-5 Teachers	LTM/Team Meetings/PDD/in-service	Discussions/Data chats	Principal/A.P.
Reading Item Specs for FCAT, NGSSS and CCSS	Reading/3-5	Administration, LTF,select teachers	Reading Teachers	LTM/Team Meetings/PDD/in-service	Lesson plans and planning during LTMs	Administration, LTF,Team Leaders
Arts Integration	All teachers	Various Trainers	K-5 teachers	PDD/Inservice Days	Lesson, activities and CWT	Administration and Magnet Coordinator
Daily Five	All teachers	District Trainer/Train the trainer model	K-5 reading teachers	PDD/Inservice	Center activities, CWT, LTM, Team Meetings	Administration/LTF/Team Leaders
Multicultural Fair	K-5	District	Select Dual Language Teachers	October 2012	Implement various strategies in Spanish and ELL strategies	Administrators

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase proficiency in reading in grades K-5 through Foundations.	Materials and supplies: Foundations' materials,novels,studentworkbooks,folders, paper, ink, classroom supplies, laminating film, classroom libraries, paper, ink, chart paper, dry erase markers, pencils, instructional materials	Title I	\$4,000.00
Provide after school tutorials that will provide remediation			

and intervention to students in need. The tutorials will provide a lower student/teacher ratio and is designed to increase student achievement.	After school tutors (salary and benefits)	Title I	\$7,000.00
Provide during school tutorials that will provide remediation and intervention to students in need. The tutorials will provide a lower student/teacher ratio and is designed to increase student achievement.	During school tutors (out of system tutors)	Title I	\$4,000.00
			Subtotal: \$15,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize technology to provide effective and interactive whole group and differentiated instruction, and professional development.	Purchase computers for the K-2 classrooms and labs	Title I	\$2,500.00
			Subtotal: \$2,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Have the necessary materials to provide quality professional development.	Books, Paper, pencils, ink, folders, markers, chart paper, dry erase markers, etc.	Title I	\$2,943.03
Increase knowledge of the CCSS, NGSSS, item specs., Foundations, standards-based grading, and textbook and resources	District provided pd, Foundation' supplies, books, copy paper	Title I, Operational	\$2,000.00
Increase administrations knowledge on Common Core State Standards, reading strategies and the RtI process. The knowledge gained at these workshops will provide the administrators with the ability to provide updated and quality professional development.	Attend a summer institute or conference that deals with the new and existing requirements at the federal, state and district level.	Title I	\$4,702.73
Book Study that supports rigorous centers, standards-based grading,literacy development and effective teaching methods and strategies.	Purchase books (e.g., Daily Five, How to Grade for Learning, The Reading Teacher's Book of List,Art and Science of Teaching)	Title I	\$1,500.00
Attend District provided pd in various areas (LLI, RRR, Daily 5, Multicultural Fair)	Books to support the pd and substitutes	Title I	\$350.00
Summer educators' collaboration to prepare lesson for CCSS and to support summer learning.	Books,paper,pencil, monies paid for work outside the classroom.	Title I	\$1,400.00
			Subtotal: \$12,895.76
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide additional small group intensive instruction for ESE students and other at risk students.	.5 VE teacher 6 hour Para	Title I	\$27,500.00
Summer educators' collaboration to prepare lesson for CCSS and to support summer learning.	Books,paper,pencil, monies paid for work outside the classroom	Title I	\$1,400.00
			Subtotal: \$28,900.00
			Grand Total: \$59,295.76

End of Reading 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:			By April of 2013, 40% of students who take the CELLA will be proficient in Listening/Speaking.		
2012 Current Percent of Students Proficient in listening/speaking:					
31% (27 students)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time and Manpower	Strategically schedule the ELL teacher so she can provide the necessary support and services.	ESOL teacher	Maintain a log of the services and support.	CELLA results
2	Coordination of Services	Constant dialouge between classroom teachers and ESOL teacher regarding student progress and modifications (if needed) remediation	ESOL teacher	Chart student progress	Benchmark Assessments (e.g., Diagnostics, FAIR, RRR, textbook, Core K-12)and CELLA results

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal # 2:			By April of 2013, 30% of students who take the CELLA will be proficient in reading.		
2012 Current Percent of Students Proficient in reading:					
21% (18 students)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Scheduling and common planning	Collaborative teaching model will be implemented during the 90-minute Reading block.	ELL contact	Student progress will be assessed by the percentage of students making adequate progress towards benchmarks.	FAIR Comprehension Check, Common Assessment District Diagnostics Fountas and Pinnell CELLA
2	Differentiate instruction	Provide professional development and give teachers the necessary resources	Administration and ELL teacher	Classroom Walkthroughs, lesson plans and assessments	FAIR Comprehension Check, Common Assessment District Diagnostics Fountas and

					Pinnell CELLA
3	Lack of pd for ESOL/Dual Language teachers	Attend Multicultural Fair	Administration	CWT, lesson plans, and data analysis	EDW and RRR Spanish Version

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring proficient in writing. CELLA Goal #3:			By April of 2013, 25% of students who take the CELLA will be proficient in Writing.		
2012 Current Percent of Students Proficient in writing:					
15% (13 students)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of skills and content literacy	Provide instruction and opportunities to write in all subject areas	Teachers	P.B.W., ability to apply the writing strategies	P.B.W., FCAT Writing, CELLA

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide in school and after school tutorials in writing, reading, math, and science,	Tutorial sessions	Title I	\$2,500.00
			Subtotal: \$2,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Opportunities to practice and learn through technology and interactive tools.	Computers in the classroom	Title I	\$1,000.00
			Subtotal: \$1,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
ESOL Strategies	Resource Books, materials, supplies	Title I	\$250.00
Provide extensive professional development to ELL teacher/Dual Language teachers.	Resource books, attend district training (Multicultural Fair) and meetings	Title I	\$250.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$4,000.00

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	By June of 2013, 35% of accountable students in grades 3-5 will score a 3 on the 2013 FCAT Math Test.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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28% (71)	35% (84)
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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	Consistency of instruction	Monitor instruction	Principal and A.P.	Classroom walkthroughs	Noted trends and teacher/admin notes
2	FCAT preparation for 1st time takers (3rd grade through 5th grade)	Provide student workshops	Principal	Data analysis	Benchmark Assessments (e.g., Diagnostics, FAIR, RRR, textbook, Core K-12)
3	Use of motivating and creation of differentiated instruction activities to increase student achievement	Utilize i-Pad 2 application and technology	Core Technology Team	CWT, lesson plans, teacher and student interviews	Benchmark Assessments (e.g., Diagnostics, FAIR, RRR, textbook, Core K-12)
4	Provide concentrated instruction based on student needs	After school and during school tutorials and SAI.	Principal and Assistant Principal	Data Analysis	Benchmark Assessments, Diagnostics, RRR, FAIR, Core-K 12
5	Increase proficiency in math via technology	Daily Utilization of Vmath, i-Pads, and MAC Labs and upgraded computers in the K-2 classrooms	Principal and Assistant Principal, teachers	Data Analysis	Benchmark Assessments, Diagnostics, RRR, FAIR, Core-K 12
6	Limited knowledge and pd of CCSS, RtI, and standards-based instruction.	Administration attends professional development	Principal and A.P.	Student Achievement and Teacher implementation	Lesson plans, completed report cards, EDW reports
7	Master schedule	Math instruction will be no less than 60 minutes per day in all Kindergarten through fifth grade classrooms.	Principal and Assistant Principal	Lessons Plans and Classroom Walkthroughs. Coach will model lessons, observe and conference with teachers.	Math Benchmark Assessment FCAT Math Diagnostics Comprehension Check/Common Assessment FASTT MATH V-Math
	Common planning	Develop an Instructional Focus Calendar for Math.	Principal and Assistant Principal	Administrations will meet with each grade level to review math IFC's upcoming focus and monitor implementation through Classroom	Math Benchmark Assessment FCAT Math Diagnostics

8				Walkthroughs.	Comprehension Check/Common Assessment FASTT MATH V-Math
9	Scheduling & common planning	All math teachers will participate in at least 3 Data Chats with Administration during the school year to analyze student math data and create strategies to help students who show any academic deficiencies.	Principal and Assistant Principal	Administration will require all teachers to complete Data Chat Sheets before meetings and be ready to discuss each individual student.	Math Benchmark Assessment Math Benchmark Assessment FCAT Math Diagnostics Comprehension Check/Common Assessment FASTT MATH V-Math
10	Providing differentiated activities that target specific learning weaknesses	Establish motivational math activities utilizing technology via V-Math and FASTT math	Administration and Magnet Coordinator	Lesson plans, classroom walk-throughs	Diagnostics, Classroom assessments

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	By June of 2013, 50% of the accountable students in grades 3-5 will score a 4,5, or 6 on the 2013 FAA Math test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0	50% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time for individualized instruction	To provide specific instruction (Access Points) and support through one on one para, ESE teacher, and student grouping	Principal, A.P., and ESE teacher	Data Analysis	Access Points Assessments (e.g., Diagnostics, FAIR, RRR, textbook, Core K-12)

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:	By June of 2013, 31% of the accountable students in grades 3-5 will score a 4 or higher on the 2013 FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (60)	31% (74)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor of instruction due to the various levels of proficiency	Ensure high order questioning, differentiated instruction and gifted strategies	Administration and LTF	LTM data analysis and lesson plans	EDW, benchmark assessments, and lesson plan rubric
2	Use of motivating and creation of differentiated instruction activities to increase student achievement	Utilize i-Pad 2 application and technology	Core Technology Team	Teacher and student interviews, Lessons, CWT, LTMs	Diagnostics, benchmark assessments, RRR, FAIR, and FCAT scores
3	Provide time for enrichment	After school and during school tutorials	Principal, A.P., and Resource teacher	Data Analysis	Benchmark Assessments (e.g., Diagnostics, FAIR, RRR, textbook, Core K-12)
4	Master schedule	Math instruction will be no less than 60 minutes per day in all Kindergarten through fifth grade classrooms.	Principal and Assistant Principal	Administrations will meet with each grade level to review math IFC's upcoming focus and monitor implementation through Classroom Walkthroughs.	Math Benchmark Assessment FCAT Math Diagnostics Comprehension Check/Common Assessment FASTT MATH V-Math
5	Common planning	Develop an Instructional Focus Calendar for Math.	Principal and Assistant Principal	Administrations will meet with each grade level to review math IFC's upcoming focus and monitor implementation through Classroom Walkthroughs.	Math Benchmark Assessment FCAT Math Diagnostics Comprehension Check/Common Assessment FASTT MATH V-Math
6	Schedule & Common planning	All math teachers will participate in at least 3 Data Chats with Administration during the school year to analyze student math data and create strategies to help students who show any academic deficiencies.	Principal and Assistant Principal	Administration will require all teachers to complete Data Chat Sheets before meetings and be ready to discuss each individual student.	Math Benchmark Assessment FCAT Math Diagnostics Comprehension Check/Common Assessment FASTT MATH V-Math
7	Providing challenging and enrichment activities	Provide all students with V-math for school and home use	LTM and Administration	Lessons, CWT, and data analysis	Math Benchmark Assessment FCAT Math Diagnostics Comprehension Check/Common 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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	By June of 2013, 50% of the accountable students in grades 3-5 will score a 7 or higher on the 2013 FAA Math test.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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100% (2)	50% (1)
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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	Time for individualized instruction	To provide specific instruction (Access Points) and support through one on one para, ESE teacher, and student grouping	Principal, A.P., and ESE teacher	Data Analysis	Access Points Assessments (e.g., Diagnostics, FAIR, RRR, textbook, Core K-12)

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:	By June of 2013, 85% of the accountable students in grades 4-5 will make learning gains on the 2013 FCAT Math Test.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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83% (149)	85% (132)
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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	Limited resources	Maximize materials and instruction for tutorials by grouping students that are in multiple subgroups.	A.P and Tutorial Director	Tutorial schedule, rosters and student achievement	Cross reference EDW data, tutorial groups, and attendance sheets
2	Consistency of Instruction	Provide student workshops and monitor classroom instruction	Principal	Classroom walkthroughs and Benchmark Assesmmnts	Benchmark Assessments (e.g., Diagnostics, FAIR, RRR, textbook, Core K-12)
3	Identification and monitoring student progress	Teachers trained on EDW (FAIR and RRR for reading)	Principal and LTF	Analysis of student achievement	EDW data and LTM products
	Computer availability and	Purchase additional	ITSA	Increased use and ability	Benchmark

4	proficiency using the computer	computers and place in the appropriate classrooms		to use technology appropriately	Assessments (e.g., math Diagnostics, FAIR, Core K-12)
5	Master schedule	Math instruction will be no less than 60 minutes per day in all Kindergarten through fifth grade classrooms.	Principal and Assistant Principal	essons Plans and Classroom Walkthroughs. Coach will model lessons, observe and conference with teachers.	Math Benchmark Assessment FCAT Math Diagnostics Comprehension Check/Common Assessment FASTT MATH V-Math
6	Common planning	Develop an Instructional Focus Calendar for Math.	Principal and Assistant Principal	Administrations will meet with each grade level to review math IFC's upcoming focus and monitor implementation through Classroom Walkthroughs.	Math Benchmark Assessment FCAT Math Diagnostics Comprehension Check/Common Assessment FASTT MATH V-Math
7	Schedule & common planning	All math teachers will participate in at least 3 Data Chats with Administration during the school year to analyze student math data and create strategies to help students who show any academic deficiencies.	Principal and Assistant Principal	Administration will require all teachers to complete Data Chat Sheets before meetings and be ready to discuss each individual student.	Math Benchmark Assessment FCAT Math Diagnostics Comprehension Check/Common Assessment FASTT MATH V-Math

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:	By June of 2013, 100% of the accountable students in grades 3-5 will show learning gains on the 2013 FAA Math test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2)	100% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time for individualized instruction	Provide support through small groups and one on one instruction by support staff.	Principal, A.P., and ESE teacher	Data Analysis	Access Points Assessments (e.g., Diagnostics, FAIR, RRR, textbook, Core K-12)

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:	By June of 2013, 84% of the accountable students in the Lowest 25% will make learning gains on the 2013 FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (35)	84% (37)

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	Time to provide additional instruction	Morning, during, and after school tutoring that targets the Lowest 25%	A.P. and Tutorial Director	Student participation and achievement on benchmark assessments	Attendance Sheets and Benchmark Assessments (e.g., Diagnostics, FAIR, RRR, textbook, Core K-12)
2	Appropriate instruction during tutorials	Ensure appropriate material and instruction is being provided during tutorials	A.P. and Tutorial Director	Classroom walkthroughs and prescriptive feedback	CWTs of the participating teachers and feedback notes
3	The large number of Level 1 students in grade 4	Create a class that will have increased instructional support that will remediate while teaching 4th grade benchmarks	Principal	Continual monitoring of student progress	Benchmark Assessments (e.g., Diagnostics, FAIR, RRR, textbook, Core K-12)
4	Master schedule	Math instruction will be no less than 60 minutes per day in all Kindergarten through fifth grade classrooms.	Principal and Assistant Principal	Lessons Plans and Classroom Walkthroughs. Coach will model lessons, observe and conference with teachers.	Math Benchmark Assessment FCAT Math Diagnostics Comprehension Check/Common Assessment FASTT Math V-Math
5	Common planning	Develop an Instructional Focus Calendar for Math.	Principal and Assistant Principal	Administrations will meet with each grade level to review math IFC's upcoming focus and monitor implementation through Classroom Walkthroughs.	Math Benchmark Assessment FCAT Math Diagnostics Comprehension Check/Common Assessment FASTT Math V-Math
	Schedule & common planning	All math teachers will participate in at least 3 Data Chats with Administration during the school year to analyze student math data and	Principal and Assistant Principal	Administration will require all teachers to complete Data Chat Sheets before meetings and be ready to discuss each individual student.	Math Benchmark Assessment FCAT Math Diagnostics

6		create strategies to help students who show any academic deficiencies.		Comprehension Check/Common Assessment FASTT Math V-Math
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #					
	By June of 2017, 69% of students will be proficient in math as measured by PARCC.					
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	52	48	54	59	64	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	By June of 2013, 50% Black, 60% Hispanic, 90% White, 70% Asian of accountable students in grades 3-5 will score a 3 or higher on the 2013 FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% Black(55), 54% Hispanic(27), 84% White(38), 67% Asian (2)	50% Black(74), 60% Hispanic(31), 90% White(41), 70% Asian (2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time to provide additional instruction	Strategically schedule teacher so they can provide the necessary support and services.	Principal/A.P.	Data Analysis	Attendance Sheets and Benchmark Assessments (e.g., Diagnostics, FAIR, RRR, textbook, Core K-12)
2	Coordination of Services	Constant dialogue between classroom teachers regarding student progress and modifications (if needed) remediation	Principal/A.P.	Chart student progress	Benchmark Assessments (e.g., Diagnostics, FAIR, RRR, textbook, Core K-12)
3	Time to provide additional instruction	Morning, during, and after school tutoring	A.P. and Tutorial Director	Student participation and achievement on benchmark assessments	Attendance Sheets and Benchmark Assessments (e.g., Diagnostics, FAIR, RRR, textbook, Core K-12)
4	Appropriate instruction during tutorials	Ensure appropriate material and instruction is being provided during tutorials	Principal/A.P.	Classroom walkthroughs and prescriptive feedback and data analysis	CWTs of the participating teachers and feedback notes and Attendance Sheets and Benchmark Assessments (e.g.,

					Diagnostics, FAIR, RRR, textbook, Core K-12)
5	Classroom management	Increase the use of manipulative and hands on activities to reinforce math concepts.	Principal and Assistant Principal	Lessons Plans and Classroom Walkthroughs. Coach will model lessons, observe and conference with teachers.	Math Benchmark Assessment FCAT Math Diagnostics Comprehension Check/Common Assessment FASTT MATH V-Math
6	Classroom management	All teachers will be trained in working with small groups and differentiated instruction.	Principal and Assistant Principal	Lessons Plans and Classroom Walkthroughs. Coach will model lessons, observe and conference with teachers.	Math Benchmark Assessment FCAT Math Diagnostics Comprehension Check/Common Assessment FASTT MATH V-Math

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:	By June of 2013, 50% accountable ELL students in grades 3- will score a 3 or higher on the 2013 FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (14)	50% (18)

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	Time and Manpower	Strategically schedule the ELL teacher so she can provide the necessary support and services.	ELL teacher	Maintain a log of the services and support.	Review of log
2	Coordination of Services	Constant dialogue between classroom teachers and ELL teacher regarding student progress and modifications (if needed) remediation	ELL teacher	Chart student progress	Benchmark Assessments (e.g., Diagnostics, FAIR, RRR, textbook, Core K-12)
3	Classroom management	Increase the use of manipulative and hands on activities to reinforce math concepts.	Principal and Assistant Principal	Lessons Plans and Classroom Walkthroughs. Coach will model lessons, observe and conference with teachers.	Math Benchmark Assessment FCAT Math Diagnostics Comprehension

					Check/Common Assessment FASTT MATH V-Math
4	Classroom management	All teachers will be trained in working with small groups and differentiated instruction.	Principal and Assistant Principal	Lessons Plans and Classroom Walkthroughs. Coach will model lessons, observe and conference with teachers.	Math Benchmark Assessment FCAT Math Diagnostics Comprehension Check/Common Assessment FASTT MATH V-Math

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:	By June of 2013, 70% of accountable SWD students in grades 3-5 will score a 3 or higher on the 2013 FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (16)	70% (17)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time and Manpower	Strategically schedule the ESE teacher so she can provide the necessary support and services. Purchase .5 ESE teacher through Title I funds.	ESE teacher	Maintain a log of the services and support.	Review of log
2	Coordination of Services	Constant dialogue between classroom teachers and ESE teacher regarding student progress and modifications (if needed) remediation	ESE teacher	Chart student progress	Benchmark Assessments (e.g., Diagnostics, FAIR, RRR, textbook, Core K-12)

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	By June of 2012, accountable ED students in grades 3-5 will either meet AYP(86%)or Safe Harbor (55%) target by scoring a 3 or higher on the 2012 FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (102)	AYP(86%)or Safe Harbor(55%)(115)

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	Time to provide additional instruction	Morning, during, and after school tutoring that targets the Lowest 25%	A.P. and Tutorial Director	Student participation and achievement on benchmark assessments	Attendance Sheets and Benchmark Assessments (e.g., Diagnostics, FAIR, RRR, textbook, Core K-12)
2	Appropriate instruction during tutorials	Ensure appropriate material and instruction is being provided during tutorials	A.P. and Principal	Classroom walkthroughs and prescriptive feedback and data analysis	CWTs of the participating teachers and feedback notes and Attendance Sheets and Benchmark Assessments (e.g., Diagnostics, FAIR, RRR, textbook, Core K-12)
3	Classroom management	Increase the use of manipulative and hands on activities to reinforce math concepts.	Principal and Assistant Principal	Lessons Plans and Classroom Walkthroughs. Coach will model lessons, observe and conference with teachers.	Math Benchmark Assessment FCAT Math Diagnostics Comprehension Check/Common Assessment FASTT MATH V-Math
4	Common planning	Identify and closely monitor the progress of the lowest 25%; revise instruction and intervention groups by students' progress.	Principal and Assistant Principal	Maintained student performance portfolios and records of interventions utilized in the classroom.	Math Benchmark Assessment FCAT Math Diagnostics Comprehension Check/Common Assessment FASTT MATH V-Math

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
GO-Math Textbook series and materials	Math/K-5	District Personnel	Math/K-5	PDD/In-service/During school day	Lesson plans, LTMs, and classroom support	Administration, LTF

Data Chats	Math/3-5	Administration, LTF	Math/3-5	PDD/In-service/During school day	LTM, Team Meetings, PDD	Administration, Resource teacher, LTF
FASTT Math	Math/K-5	Team Leaders	Math/K-5	LTM/PDD/in-service	Lesson PLans/Logs	Team Leaders/LTF/Administration
NGSSS, item specs, and CCSS	Math/K-5	Various trainers	K-5	PDD/In-service/During school day/Faculty Meetings	Lesson plans, LTMs, and classroom support	Administration, LTF, Team Leaders
Differentiated Instruction Explicit teaching, RtI, FCIM, School Grade, ESOL strategies	All teachers	Principal, A.P., SBT leader, ESE coordinator, district representatives	All grades	PDD/In-service/During school day/Faculty Meetings	Lesson plans, LTMs, data chats, EDW reports, required documentation and classroom support	Administration and support personnel
Versatiles	Math/2-5	Team Leaders	Math/2-5	PDD/In-service/During school day	Team Meetings	Team Leaders/LTF/Administration
Vmath	Math 2-5	Vmath representative	Math 2-5	pre-school	LTM, Team Meetings, PDD, Logs	Team Leaders/LTF/Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide after school tutorials that will provide remediation and intervention to students in need. The tutorials will provide a lower student/teacher ratio and is designed to increase student achievement.	Tutorial Supplies - student workbooks, paper, ink, manipulatives, pencils, folders, teacher materials, teacher salary and benefits	Title I	\$8,500.00
Provide during school tutorials that will provide remediation and intervention to students in need. The tutorials will provide a lower student/teacher ratio and is designed to increase student achievement.	Substitutes & benefits during the school day - out of system personnel	Title I	\$4,500.00
Subtotal:			\$13,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Enable teachers to increase student participation and mobility to provide individual help and note trends during whole group instruction (at home too)	V-Math	Title I	\$3,500.00
Provide technology support so student feel comfortable and possess the skills needed for online testing and the technology benchmarks they are supposed to master	Computers	Title I	\$2,500.00
Subtotal:			\$6,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Increase knowledge of the teacher by having them attend and implement the activities and strategies at the various opportunities (e.g., NGSSS, CCSS, item specs., hands-on resources)	Supplies, books, substitutes	Title I	\$700.00
Subtotal:			\$700.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide additional assistance to			

math teachers to enable differentiated and one-on-one instruction.

.5 VE teacher 6 hour para

Title I

\$27,500.00

Subtotal: \$27,500.00

Grand Total: \$47,200.00

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. Science Goal #1a:			By June of 2013, 35% of the accountable students in grade 5 will score a 3 on the 2013 FCAT Science Test.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
31% (36)			35% (29)		
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	Consistency of instruction	Monitor instruction	Principal and A.P.	Classroom walkthroughs	Noted trends and teacher/admin notes
2	Use of motivating and creation of differentiated instruction activities to increase student achievement	Utilize i-Pad 2 application and technology	Core Technology Team	CWT, lesson plans, teacher and student interviews	Benchmark Assessments (e.g., Diagnostics, FAIR, RRR, textbook, Core K-12)
3	Provide concentrated instruction based on student needs	After school and during school tutorials and SAI.	Principal and Assistant Principal	Data Analysis	Benchmark Assessments, Diagnostics, RRR, FAIR, Core-K 12
4	Previous background knowledge regarding the new NGSSS/CCSS for Science.	Analyze of Fall Diagnostics and develop a strategic focus calendar.	Scott Lehman, LTF, and Administration	Student participation, student product and data analysis of student assessments	Benchmark assessments, Core K-12, diagnostics, and EDW
5	Instructional time needed to master the new science NGSSS/CCSS	All 5th students will be provided a 60-minute Science period each day.	Principal and Assistant Principal	Student participation, student product and data analysis of student assessments	Benchmark assessments, Core K-12, diagnostics, and EDW
6	Additional Instruction	Predicted Level 1-3 students in 5th grade will be eligible to receive after school tutorial.	Lead tutorial teacher, Scott Lehman and Administration	Student participation and data analysis of student assessments	Attendance sheets and benchmark assessments, Core K-12, diagnostics, and EDW
7	Lack of Hands-on Application	Ensure that students participate in core science labs and experiments utilizing the science lab.	Scott Lehman, LTF, and Administration	Student participation, completion of labs and experiments, and data analysis of assessments	Benchmark assessments, Core K-12, diagnostics, Gizmos, and EDW
8	Lack of motivation	Provide students with various incentives to motivate and reward students for progress and reaching a Level 3	Scott Lehman and Administration	Data analysis of those students predicted to score a Level 3 or higher on the 2012 Science FCAT	Benchmark assessments, Core K-12, diagnostics, and EDW

		or above.			
9	Motivating science activities	Establish motivational science activities utilizing technology (e.g., Ipads, MacLabs) and incorporating the Arts.	Science teachers, Media Specialist, Assistant Principal, Magnet Coordinator	Lesson plans and CWT	Benchmark assessments, Core K-12, diagnostics, and EDW

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:	0
2012 Current Level of Performance:	2013 Expected Level of Performance:
0	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	Time for individualized instruction	To provide specific instruction (Access Points) and support through one on one para, ESE teacher, and student grouping	Principal, A.P., and ESE teacher	Data Analysis	Access Points Assessments (e.g., Diagnostics, FAIR, RRR, textbook, Core K-12)

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:	By June of 2013, 25% of the accountable students in grade 5 will score a 4 or higher on the 2013 FCAT Science Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (14)	25% (21)

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	Rigor of instruction due to the various levels of proficiency	Ensure high order questioning, differentiated instruction and gifted strategies	Administration and LTF	LTM data analysis and lesson plans	EDW, benchmark assessments, and lesson plan rubric
2	Use of motivating and creation of differentiated instruction activities to increase student achievement	Utilize i-Pad 2 application and technology	Core Technology Team	Teacher and student interviews, Lessons, CWT, LTM	Diagnostics, benchmark assessments, RRR, FAIR, and FCAT scores
	Provide time for	After school and during	Principal, A.P.,	Data Analysis	Benchmark

3	enrichment	school tutorials	and Resource teacher		Assessments (e.g., Diagnostics, FAIR, RRR, textbook, Core K-12)
4	Previous background knowledge regarding the new NGSSS/CCSS for Science.	Analyze of Fall Diagnostics and develop a strategic focus calendar.	Scott Lehman, and Administration	Student participation, student product and data analysis of student assessments	Benchmark assessments, Core K-12, diagnostics, and EDW
5	Instructional time needed to master the new science NGSSS/CCSS	All 5th students will be provided a 60-minute Science period each day and students in grades K-4 have a dedicated time for science.	Principal and Assistant Principal	Student participation, student product and data analysis of student assessments	Benchmark assessments, Core K-12, diagnostics, and EDW
6	Maximizing instructional time and test preparation	Conduct a minimum of 3 science student workshops.	Scott Lehman and Administration	Student participation, student product and data analysis of student assessments	Benchmark assessments, Core K-12, diagnostics, and EDW.
7	Instructional time for grade 4	Develop a strategic focus calendar that will increase knowledge in preparation for grade 5 FCAT test. 4th grade students will have a 60-minute Science block each day.	Grade 4 teachers	Student participation, student product and data analysis of student assessments	Benchmark assessments, Core K-12, diagnostics, and EDW.
8	Lack of Hands-on Application	Ensure that students participate in core science labs and experiments utilizing the science lab.	Scott Lehman and Administration	Student participation, completion of labs and experiments, and data analysis of assessments	Benchmark assessments, Core K-12, diagnostics, and EDW
9	Lack of motivation	Provide students with various incentives to motivate and reward students for progress and high achieving performances.	Scott Lehman and Administration	Data analysis of those students predicted to score an Level 4 or 5 on the 2012 Science FCAT	Benchmark assessments, Core K-12, diagnostics, and EDW

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:	By June of 2013, 100% of the accountable students in grade 5 will score a Level 7 or higher on the 2013 FAA Science Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(1)	100% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time for individualized instruction	To provide specific instruction (Access Points) and support through one on one para, ESE teacher, and student grouping	Principal, A.P., and ESE teacher	Data Analysis	Access Points Assessments (e.g., Diagnostics, FAIR, RRR, textbook, Core K-12)

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
ESOL Strategies	Science/K-5	Various Trainers	Science/K-5	PDD/In-service/Faculty meetings/LTMS	Lesson, activities and CWT	Administration, LTF
Data Chats	Science/3-5	Administration, LTF	Science/3-5	PDD/In-service/Faculty meetings/LTMS	EDW and benchmark tests	Administration, LTF
FCIM, Rtl, School Grade	Science/K-5	Principal, SBT, ESE Coordinator, A.P.	Science/K-5	PDD/In-service/Faculty meetings/LTMS	Gizmos reports, Lesson Plans, EDW and benchmark tests	Administration
NGSSS, Item Specs, CCSS	Science/K-5	Various Trainers	Science/K-5	PDD/In-service/Faculty meetings/LTMS	Lesson Plans, EDW and benchmark tests	Team Leaders, Administration, LTF
Gizmos, Science notebooks, Textbook series	Science/K-5	Various Trainers	Science/K-5	PDD/In-service/Faculty meetings/LTMS	Gizmos reports, Lesson Plans, EDW and benchmark tests	Team Leaders, Administration, LTF

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
After school tutorials to provide targeted and low student/teacher ratio.	Tutorial materials/supplies: science workbooks, copy paper, ink, hands-on science materials, teacher salary and benefits	Title I	\$1,500.00
After school tutorials to provide targeted and low student/teacher ratio	Instructors for tutorials; teacher salary and benefits	Grant from Adult Education (60 hours)	\$1,800.00
			Subtotal: \$3,300.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Scientific Experiments in the classroom	Gizmos and computers	District and Title I	\$2,500.00
			Subtotal: \$2,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide differentiated instruction utilizing the most up-to-date and effective strategies	Attend the aforementioned pd opportunities and implement with fidelity, purchase the necessary materials and provide substitutes	Title I	\$500.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$6,300.00

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	By June of 2013, 75% of the accountable students in grade 4 will score a 4.0 or higher on the 2013 FCAT Writing Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (56)	75% (57)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Scheduling	3rd-5th Grade students will participate in Palm Beach Writes once a month.	Principal and Assistant Principal	Lesson Plans	Writing samples
2	Scheduling	An FCAT informational writing night for parents will be held to share best practices and strategies.	Assistant Principal and the 4th grade teachers	Parents will provide feedback to the teachers about the effectiveness of the information	Palm Beach Writes scores and parent feedback forms
3	Master schedule	Students in 4th grade will use the writing process daily during their 60 minute writing block. All other grade levels will be writing daily for a minimum of 45 minutes daily.	Reading Coach, Principal, and Assistant Principal	Administration will review student writing portfolios with writing teachers on an on-going basis.	Palm Beach Writes Scores and portfolio assessments.
4	Motivating writing activities	Establish motivational writing activities utilizing technology (e.g., Ipads, MacLabs) and incorporating the Arts.	Media Specialist, Assistant Principal, Magnet Coordinator	Lesson Plans, CWT	Palm Beach Writes Scores and portfolio assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	There are no students that fall in this category
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1)	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
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
Anchor Paper Scoring	Writing/3-4	District Personnel	Writing/3-4	PDD/In-service/During the school day	lesson plans and CWT, double scoring to check accuracy	Administraion/LTF
Writing instruction, conferencing, and use of writing rubrics (CCSS and NGSSS)	Writing/K-5	District Personnel	Writing/K-5	PDD/In-service/During the school day	lesson plans and CWT, double scoring to check accuracy	Administraion/LTF
ESOL Strategies	Writing/K-5	District Personnel and school staff	Writing/K-5	PDD/In-service/During the school day	CWT, PBW, and lesson plans	Administration
FCIM	Writing/K-5	Principal	Writing/K-5	PDD/In-service/Faculty meetings	CWT, data analysis, and lesson plans	Administration
Writing Chorts	2 teachers	District	Grade 1 and Grade 4 teacher	During the school day	Sharing with staff, pd sessions	Cohort Leaders and Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Student workshops to ensure consistency of instruction and cooperative learning	Writing packet: copy paper, ink, folders, composition books	Title I	\$700.00
To meet the new requirements for NGSSS writing and CCSS, students in grades K-5 will be exposed to intensive instruction and practice in grammar and punctuation on a daily basis.	Individual student workbooks	Title I	\$4,000.00
Provide during and after school tutors that will provide remediation and intervention to students in need. The tutors will provide a lower student/teacher ratio and small group instruction and is designed to increase student achievement.	Tutor will push-in the writing classroom during the day to provide support for conferencing and revisions. After school tutorial will provide small group setting; teacher salary and benefits	Title I	\$3,000.00
Subtotal:			\$7,700.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Provide Opportinites for students to type/write on	Computers in all K-5 classrooms	Title I	\$2,000.00

computers			
			Subtotal: \$2,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Anchor paper scoring, writing cohort, writing student workshops	Books, substitutes, paper, writing materials	Title I	\$500.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$10,200.00

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		By June of 2013, there will be a 20% decrease in absentism and tardies in grades K-5.			
Attendance Goal # 1:					
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
75%		90%			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
155		56			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
25		20			
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	Parent Involvement	Inform parents when their child is absent or tardy.	Attendance clerk and appropriate teachers	phone call, agendas, parent link, mail letters	TERMS and EDW
2	Motivation	Incentives will be provided for those students who come to school on time.	Administration	Drop in tardies and absences	TERMS and EDW

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

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

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

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
School-Wide Positive Behavior Plan (S.T.A.R.)	Provide strict guidelines and support; school-wide rules developed by staff, students, and parents. Students receive incentives and rewards for good attendance and for coming to school on time.	Various (P.T.A., SAC, Donations, Student Activities, etc..)	\$3,000.00
			Subtotal: \$3,000.00
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
provide extensive training for parents, teachers, staff and students regarding the School-Wide Positive Behavior Plan (S.T.A.R.).	Paper, postage, supplies.	Title I	\$500.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,500.00

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:	By June of 2013, there will be a 50% decrease in the number of out of school suspensions and number of students suspended in grades K-5.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions

0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
91	50% (46)
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
45	50% (22)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent Involvement	Increase Parent involvement through agendas, phone calls, pre-conferences at the hint of trouble.	Administration	Parent logs, decrease in suspension rate	EDW, TERMS
2	Student Motivation	Provide students with a School-wide Positive Behavior Support System named S.T.A.R.	SWPBS Team	SWPBS Teams analysis of data (e.g., tracking forms, referrals, effectiveness of incentives)	Decrease in Tracking Forms and Referrals, and information from in EDW and TERMS
3	Anticipating situations	To provide counseling classes in grades K-2 and small group for grades 3-5.	Counselor	SWPBS Teams analysis of data (e.g., tracking forms, referrals, effectiveness of incentives) and counselor referrals	Decrease in Tracking Forms and Referrals, and information from in EDW and TERMS
4	Lack of adherence to rules and consistency applying the rules.	School-Wide Positive Behavior Plan (S.T.A.R.)	Administration and all stakeholders	SWPBS Teams analysis of data (e.g., tracking forms, referrals, effectiveness of incentives) and counselor referrals	Decrease in Tracking Forms and Referrals, and information from in EDW and TERMS

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

School-wide Positive Behavior Support Plan (S.T.A.R.)	Shool-Wide	Assistant Principal, S.T.A.R. Committee and School Attendance Clerk	School-wide	PDD/In-service/Faculty meetings	Teachers will report excessive tardies and absences, Tardy slips to parents, Reprt to Truancy Officer	A.P.
Artistic Discipline	Entire Staff	Assitant Prinicipal	Entire Staff	PDD/In-Service/Faculty Meetings	Monitoring Referrals, Teacher logs, teacher discipline reports	A.P. and guidance counselor

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
School-wide Positive Behavior Support Plan (S.T.A.R.)	Various incentives that reward students fro being STAR citizens	Various sources (e.g., PTA, SAC, Donations, Student activities)	\$3,000.00
			Subtotal: \$3,000.00
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
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,000.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		By June 2013, parent participation will increase by 20% at school sponsored events and meetings.			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
25%		30%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Parents that work at night or during the school day.	Vary the times (before, during, and after school) and days of events so parents have an increased opportunity to attend the events.	Principal, A.P., PTA and SAC President	Administration will collect and review sign-in sheets	Attendance Sheets
2	Parent Communication	Make the information available to parents in a variety of ways: flyers sent home with students, parent link, digital marquee, information posted in main office. Communication will be provided in English, Spanish, and Haitian-Creole.	Principal, A.P., PTA and SAC President	Administration will collect and review sign-in sheets.	Attendance Sheets
3	Lack of working phone numbers at home.	Teachers will communicate information via the student's agenda, request parent conferences, send letters via USPS, and via email.	Teachers and Administration	Administration will collect and review parent conference logs	Parent communication and Conference Logs
4	Parent involvement in decision- making	Promote and encourage parents to attend SAC, Title I meeting, input in School - Parent - Student Compact and the PIP, suggestion box in the Main Office	Principal, A.P., and SAC President	Increased participation and input	Sign-in logs, suggestions
5	Increase participation of business and community partnerships	Have a staff member in charge of business and community partnerships	Nancy Earley	Increased participation and input	Number of business and community partnerships
6	Understanding the Annual Title I Survey.	Distribute the Annual Title I Survey to all families and get feedback via PTA and SAC meetings, parent conferences and the school's suggestion box. The data and feedback will be used to develop the SIP, PIP and school programs.	Administration	Understanding and development of PIP	Sign-in, agendas, and minutes

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

Parent Involvement Plan	K-5	Administration and SAC	Parents and all staff	May 2012, August 2012, September 2012	Feedback, conversations, email, survey and survey analysis	Principal and SAC
Vounteer PD	K-5	PTA/Principal	Parents	On-going	Sign-in and completion on volunteer requirements	PTA president and Parent Liaison
Meet and Greet	K-5	Principal	Parents and all staff	August 17, 2012	Completed forms and classroom attendance sheets	Assistant Principal
Report Card	K-5	Principal	Parents and all staff	September 12, 2012	Continual information provided through brochures, letters home, parentlink	Principal
Slumber and Read Night	K-2	Principal, Asstistant Principal, Reading Resource Teacher	Administration, K-2 Students, parents and K-2 teachers	March 2013	Leadership Team will Review of attendance sign in and Student at home reading logs.	A.P. and Resource teacher
PLC Meeting/Family Involvement	K-5	ESOL Contact and Administration	ESOL Parents	November 17, 2012 and March 2013	Agenda, Minutes, Sign-ins, communication throughout the year.	ESOL Contact and Administration
Family Fun Nights and PTA Meetings	K-5	PTA	School-wide and parents	On-Going (one per month)	PTA reports	PTA President
Curriculum Night	K-5	Administration	School-wide and parents	September 12, 2012	Sign-in sheets, teacher follow-up	Administration, reading coach, LTF
Annual Title I Meeting	K-5	Principal	School-wide and parents	September 12, 2012	Agenda, Minutes, Sign-ins, Development on SIP and PIP, continued feedback throughout the year.	Principal
FCAT Math, Reading, Writing, and Science night.	3-5	Principal, Asstistant Principal, Resource Teacher	Administration, 3-5 Students, parents and 3-5 teachers	March 2013	Parent Sign-In Sheets and Parent Link reminders. Monitor EDLINE usage and login	Principal, Asstistant Principal
Kindergarten Round-up/Registration	K	Lesli Parker and Charlene Freddino	Appropriate personnel	April 2013	Completion of forms, attendance sheet, phone calls	Principal

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide parents with the following: state and district mandated professional development to increase family involvement and parental knowledge. Provide students and parents with professional development that will model appropriate teaching and learning methods and strategies.	Interctive materials for reading, math and science presentations.	Title I	\$500.00
Dedicate personnel to ensure that parents are informed of all events, documentation is kept and community members form partnerships.	P/T Parent Liaison	Title I	\$5,500.00
Inform parents regarding schools events, policies and procedures, Kindergarten Registration, FCAT	Postage and freight	Title I	\$800.00

scores.			
Increase communication between parents and teachers	Student Agendas	School Improvement Funds	\$1,500.00
			Subtotal: \$8,300.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Translate meetings/conversations	Assisted Hearing Devices for translation	District	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide parents with the following: state and district mandated professional development to increase family involvement and parental knowledge. Provide students and parents with professional development that will model appropriate teaching and learning methods and strategies.	Supplies (e.g., paper, ink, cups, plates, utensils), Food (e.g., coffee, creamers, cookies) and supplies for interactive (food and objects) for reading, math and science presentations. Books, paper, instructional materials.	Title I	\$1,500.00
			Subtotal: \$1,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$9,800.00

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		N/A		
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	Increase proficiency in reading in grades K-5 through Foundations.	Materials and supplies: Foundations' materials, novels, student workbooks, folders, paper, ink, classroom supplies, laminating film, classroom libraries, paper, ink, chart paper, dry erase markers, pencils, instructional materials	Title I	\$4,000.00
Reading	Provide after school tutorials that will provide remediation and intervention to students in need. The tutorials will provide a lower student/teacher ratio and is designed to increase student achievement.	After school tutors (salary and benefits)	Title I	\$7,000.00
Reading	Provide during school tutorials that will provide remediation and intervention to students in need. The tutorials will provide a lower student/teacher ratio and is designed to increase student achievement.	During school tutors (out of system tutors)	Title I	\$4,000.00
CELLA	Provide in school and after school tutorials in writing, reading, math, and science,	Tutorial sessions	Title I	\$2,500.00
Mathematics	Provide after school tutorials that will provide remediation and intervention to students in need. The tutorials will provide a lower student/teacher ratio and is designed to increase student achievement.	Tutorial Supplies - student workbooks, paper, ink, manipulatives, pencils, folders, teacher materials, teacher salary and benefits	Title I	\$8,500.00
Mathematics	Provide during school tutorials that will provide remediation and intervention to students in need. The tutorials will provide a lower student/teacher ratio and is designed to increase student achievement.	Substitutes & benefits during the school day - out of system personnel	Title I	\$4,500.00
Science	After school tutorials to provide targeted and low student/teacher ratio.	Tutorial materials/supplies: science workbooks, copy paper, ink, hands-on science materials, teacher salary and benefits	Title I	\$1,500.00
Science	After school tutorials to provide targeted and low student/teacher ratio	Instructors for tutorials; teacher salary and benefits	Grant from Adult Education (60 hours)	\$1,800.00
Writing	Student workshops to ensure consistency of instruction and cooperative learning	Writing packet: copy paper, ink, folders, composition books	Title I	\$700.00
Writing	To meet the new requirements for NGSSS writing and CCSS, students in grades K-5 will be exposed to intensive instruction and practice in grammar and punctuation on a daily basis.	Individual student workbooks	Title I	\$4,000.00
	Provide during and after school tutors that will provide remediation			

Writing	and intervention to students in need. The tutors will provide a lower student/teacher ratio and small group instruction and is designed to increase student achievement.	Tutor will push-in the writing classroom during the day to provide support for conferencing and revisions. After school tutorial will provide small group setting; teacher salary and benefits	Title I	\$3,000.00
Attendance	School-Wide Positive Behavior Plan (S.T.A.R.)	Provide strict guidelines and support; school-wide rules developed by staff, students, and parents. Students receive incentives and rewards for good attendance and for coming to school on time.	Various (P.T.A., SAC, Donations, Student Activities, etc.)	\$3,000.00
Suspension	School-wide Positive Behavior Support Plan (S.T.A.R.)	Various incentives that reward students for being STAR citizens	Various sources (e.g., PTA, SAC, Donations, Student activities)	\$3,000.00
Parent Involvement	Provide parents with the following: state and district mandated professional development to increase family involvement and parental knowledge. Provide students and parents with professional development that will model appropriate teaching and learning methods and strategies.	Interactive materials for reading, math and science presentations.	Title I	\$500.00
Parent Involvement	Dedicate personnel to ensure that parents are informed of all events, documentation is kept and community members form partnerships.	P/T Parent Liaison	Title I	\$5,500.00
Parent Involvement	Inform parents regarding schools events, policies and procedures, Kindergarten Registration, FCAT scores.	Postage and freight	Title I	\$800.00
Parent Involvement	Increase communication between parents and teachers	Student Agendas	School Improvement Funds	\$1,500.00

Subtotal: \$55,800.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Utilize technology to provide effective and interactive whole group and differentiated instruction, and professional development.	Purchase computers for the K-2 classrooms and labs	Title I	\$2,500.00
CELLA	Opportunities to practice and learn through technology and interactive tools.	Computers in the classroom	Title I	\$1,000.00
Mathematics	Enable teachers to increase student participation and mobility to provide individual help and note trends during whole group instruction (at home too)	V-Math	Title I	\$3,500.00
Mathematics	Provide technology support so student feel comfortable and possess the skills needed for online testing and the technology benchmarks	Computers	Title I	\$2,500.00

	they are supposed to master			
Science	Scientific Experiments in the classroom	Gizmos and computers	District and Title I	\$2,500.00
Writing	Provide Opportunities for students to type/write on computers	Computers in all K-5 classrooms	Title I	\$2,000.00
Parent Involvement	Translate meetings/conversations	Assisted Hearing Devices for translation	District	\$0.00
				Subtotal: \$14,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Have the necessary materials to provide quality professional development.	Books, Paper, pencils, ink, folders, markers, chart paper, dry erase markers, etc.	Title I	\$2,943.03
Reading	Increase knowledge of the CCSS, NGSSS, item specs., Foundations, standards-based grading, and textbook and resources	District provided pd, Foundation' supplies, books, copy paper	Title I, Operational	\$2,000.00
Reading	Increase administrations knowledge on Common Core State Standards, reading strategies and the RTI process. The knowledge gained at these workshops will provide the administrators with the ability to provide updated and quality professional development.	Attend a summer institute or conference that deals with the new and existing requirements at the federal, state and district level.	Title I	\$4,702.73
Reading	Book Study that supports rigorous centers, standards-based grading, literacy development and effective teaching methods and strategies.	Purchase books (e.g., Daily Five, How to Grade for Learning, The Reading Teacher's Book of List, Art and Science of Teaching)	Title I	\$1,500.00
Reading	Attend District provided pd in various areas (LLI, RRR, Daily 5, Multicultural Fair)	Books to support the pd and substitutes	Title I	\$350.00
Reading	Summer educators' collaboration to prepare lesson for CCSS and to support summer learning.	Books, paper, pencil, monies paid for work outside the classroom.	Title I	\$1,400.00
CELLA	ESOL Strategies	Resource Books, materials, supplies	Title I	\$250.00
CELLA	Provide extensive professional development to ELL teacher/Dual Language teachers.	Resource books, attend district training (Multicultural Fair) and meetings	Title I	\$250.00
Mathematics	Increase knowledge of the teacher by having them attend and implement the activities and strategies at the various od opportunities (e.g., NGSSS, CCSS, item specs., hands-on resources)	Supplies, books, substitutes	Title I	\$700.00
Science	Provide differentiated instruction utilizing the most up-to-date and effective strategies	Attend the aforementioned pd opportunities and implement with fidelity, purchase the necessary materials and provide substitutes	Title I	\$500.00
Writing	Anchor paper scoring, writing cohort, writing student workshops	Books, substitutes, paper, writing materials	Title I	\$500.00
	provide extensive training for parents,			

Attendance	teachers, staff and students regarding the School-Wide Positive Behavior Plan (S.T.A.R.).	Paper, postage, supplies.	Title I	\$500.00
Parent Involvement	Provide parents with the following: state and district mandated professional development to increase family involvement and parental knowledge. Provide students and parents with professional development that will model appropriate teaching and learning methods and strategies.	Supplies (e.g., paper, ink, cups, plates, utensils), Food (e.g., coffee, creamers, cookies) and supplies for interactive (food and objects) for reading, math and science presentations. Books, paper, instructional materials.	Title I	\$1,500.00
				Subtotal: \$17,095.76
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide additional small group intensive instruction for ESE students and other at risk students.	.5 VE teacher 6 hour Para	Title I	\$27,500.00
Reading	Summer educators' collaboration to prepare lesson for CCSS and to support summer learning.	Books, paper, pencil, monies paid for work outside the classroom	Title I	\$1,400.00
Mathematics	Provide additional assistance to math teachers to enable differentiated and one-on-one instruction.	.5 VE teacher 6 hour para	Title I	\$27,500.00
				Subtotal: \$56,400.00
				Grand Total: \$143,295.76

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 9/17/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
SAC funds will be used to support school initiatives in both academics and behavior. Some activities, materials, and programs that the SAC will support are the following: field trips, social studies textbooks, incentives, agendas).	\$4,500.00

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

The 2013 School Advisory Council will officially meet once a month beginning in September of 2012 (the first meeting will be after the Title I Annual Meeting) and continuing through May 2013. The School Advisory Council (SAC) will constantly review and revise (as necessary) the School Improvement Plan and annual budget and abide by the By-laws. SAC members will discuss current data, address areas that need improvement, provide recommendations for improvements, support school initiatives, and will make the necessary changes in the School Improvement Plan.

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 PLUMOSA SCHOOL OF THE ARTS 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	51%	58%	88%	47%	244	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	60%	73%			133	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	64% (YES)	78% (YES)			142	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					519	
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 PLUMOSA SCHOOL OF THE ARTS 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	41%	47%	71%	26%	185	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	47%	68%			115	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	74% (YES)	80% (YES)			154	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					454	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested