FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: LOXAHATCHEE GROVES ELEMENTARY

District Name: Palm Beach

Principal: RICHARD MYERSON

SAC Chair: CHERYL SHENKER/KERRIE EGAN

Superintendent: Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 10/11/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Mr. Richard Myerson	BA- History, Brandeis University Master of Science-Educational Leadership, Nova Southeastern University Certification-State of Florida Educational Leadership; Elementary Education 1st-5th; Social Studies 6th-12th; ESOL Endorsed	9	15	Principal of Loxahatchee Groves Elementary 2010-2012: Grade A 2010-2011: Grade: A AYp: NO 2009-2010: Grade: A, AYP: NO 2008-2009: Grade: A, AYP: YES 2007-2008 Grade: A AYP: No (Failed SWD Reading) 2006-2007 Grade: A AYP: Yes 2005-2006 Grade: A AYP: No (Failed Writing) 2004-2005 Grade A

					AYP: Yes
Assis Principal	David McCallum	BA Elem Ed, FAU Master of Science - Educational Leadership, FAU Certification - State of Florida Educational Leadership; Elementary Education ESOL Endorsed	1	5	Canal Point Elementary 2007-2008 Grade: B AYP: No 2008-2009 Grade: B AYP: No 2009-2010 Grade: B AYP: No Pahokee Middle High 2010-2011 Grade: D AYP: No 2011-2012 Grade: D AYP: No

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.

	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)
No data submitted					

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	Regular meetings of new teachers with Principal	Principal	Ongoing	
2	Partnering new teachers with veteran staff	Assistant Principal	Ongoing	
3	School District sponsored job fairs	Principal	Ongoing	

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
0%{0}	All staff are highly effective. We will continue to only hire "Highly Qualified" teachers. If a "Non-Highly Qualified" teacher is placed at our school, we will provide the teacher with a mentor and support him/her to have them become "Highly Effective"

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
51	3.9%(2)	17.6%(9)	35.3%(18)	47.1%(24)	37.3%(19)	100.0%(51)	7.8%(4)	5.9%(3)	78.4%(40)

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
Robin Griffin	Silvie Calix	Teachers share same group of students in third grade classroom.	ESP Program

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

LGES will use Title 1 funds to purchase a Reading Resource teacher who will provide reading instruction to struggling students. We will also provide tutoring for selected students and parent trainings through the use of Title 1 funds.

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

Title III

Services are provided through the district for education materials and ESOL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

Services are available as needed from the district and the school's Guidance staff.

Supplemental Academic Instruction (SAI)

SAI funds a classroom teacher who provides intensive remediation in reading for at risk students in grades 2 & 3.

Violence Prevention Programs

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

Bullying Prevention is provided through Safe Schools. LGES is participating in SWPBS through Safe Schools and our guidance provides instruction through Character Education.

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

Single School Culture and appreciation for multicultural diversity.

Nutrition Programs

LGES will provide free breakfast to all of our students.

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

Required instruction listed in 1003.42(2) F.S., as applicable to apropriate grade levels.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based RtI Leadership Team.
The school based RtI Leadership Team is comprised of the following members: principal, assistant principal, ESE contact, ELL contact, school psychologist, classroom teacher, RtI/Inclusion Facilitator, and guidance staff.
The principal provides a common vision for the use of data based decision making to ensure:
a sound, effective academic program is in place
a process to address and monitor subsequent needs is created
the School Based Team (SBT) is implementing RtI processes
assessment of RtI skills of school staff is conducted
fidelity of implementation of intervention support is documented
adequate professional development to support RtI implementation is provided
effective communication with parents regarding school-based RtI plans and activities occurs.

The RtI/Inclusion Facilitator will assist in the design and implementation of 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 RtI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1 Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school based RtI Leadership Team.

The SBT will use the Problem Solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

* Problem Solving Model

The four steps of the Problem Solving Model are:

Problem Identification entails identifying the problem and the desired behavior for the student.

Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.

Intervention Design & Implementation involves selecting or developing evidence based interventions based upon data previously collected. These interventions are then implemented.

Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

*Problem Solving & Response to Intervention Project 2008

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

Members of the school based RtI Leadership Team will meet with the School Advisory Council (SAC) and will help develop the FY13 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed.

Topics for discussion include, but are not limited to, the following:

FCAT scores and the lowest 25%

strengthens and weaknesses of intensive programs

mentoring, tutoring, and other services.

The RtI/Inclusion Facilitator will provide professional development for the SAC members on the RtI process, as needed.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Baseline data:
Florida Comprehensive Assessment Test (FCAT)
Curriculum Based Measurement
Florida Assessment for Instruction in Reading (FAIR)
Palm Beach County Fall Diagnostics
Palm Beach Writes
K-4 Literacy Assessment System
Comprehensive English Language Learning Assessment (CELLA)
Office Discipline Referrals
Retentions
Absences

Midyear data:
Palm Beach County Winter Diagnostics
Palm Beach Writes
K-4 Literacy Assessment System
Absences

End of year data:
Florida Comprehensive Assessment Test (FCAT)
FCAT Writes
K-4 Literacy Assessment System
Absences

Describe the plan to train staff on MTSS.

The school based RtI/Inclusion Facilitator will provide in service to the faculty on designated professional development days (PDD). These in service opportunities will include, but are not limited to, the following:
Problem Solving Model
consensus building
Positive Behavioral Intervention and Support (PBIS)
data based decision making to drive instruction
progress monitoring
selection and availability of research based interventions
tools utilized to identify specific discrepancies in reading.

Individual professional development will be provided to classroom teachers, as needed

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Richard Myerson, Principal
David McCallum Assistant Principal
Cheryl Shenker ESE Contact
Mary Garofalo, Primary Reading Dept. Chair
Chriss Mille, Secondary Reading Dept. Chair
Yvonne Schultz, SAI Teacher
Amy Buswell, 5th Grade Reading Teacher

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

The School-based literacy team holds monthly meetings. They analyze school data and develop and monitor a school-wide action plan.

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

The major initiative will be for teachers to differentiate instruction based on data.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/11/2012)

*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.

1. LGES will have 2 VPK units primarily serving the children that will attend our school in Kindergarten.
2. Host Kindergarten Round-UP in the day time and night time. At this meeting we will share Kindergarten readiness activities the parents can do with their children.
3. LGES will coordinate with area day care centers with our Kindergarten readiness expectations.
4. LGES will have a staggered start schedule during the first 2 days of school for our Kindergarten and VPK students.
5. Incoming Kindergarten parents will visit the classsrooms during K round Up.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Proficiency will increase by 3% after implementing reading strategies.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (165 students) achieved proficiency (Level 3 and above) according to Differentiated Accountability Report.	72% (178 students) will achieve proficiency (Level 3 and above).

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need to select just right books.	Students will be rewarded for taking Reading Counts quizzes by earning incentives.	Media Specialist	Monthly Print outs and Yearly Totals of Reading Counts per teacher	Monthly/Yearly results of RC points
2	Struggling students need additional reading instruction	All students with a reading deficiency will receive iii services.	Principal	Data chats between teacher and principal.	FCAT Reading 2.0 FY13
3	All students not receiving differentiated instruction	Differentiated instruction using evidence based instruction/interventions within the 90 minute reading block	Reading Teachers	Guided Reading Walkthrus	FCAT Reading 2.0 FY13
4	Students are not exposed to enough non-fiction texts.	Teachers will utilize more non-fiction books in their lessons.	Administration	Lesson Plans	FCAT Reading 2.0 FY13
5	Teachers do not have enough time to teach the core reading program.	Teachers will be provided a 90 minute literacy block.	Assistant Principal	Master Schedule	FCAT Reading 2.0 FY13
6	Teachers do not utilize the continuum.	Train the teachers how to use the continuum to guide instruction for guided reading.	Administration	LTM meetings	FCAT Reading 2.0 FY13
7	Teachers do not fully understand the comprehension scoring on the ELA.	Train the teachers on how to score the comprehension section of the ELA.	Administration	LTM meetings	FCAT Reading 2.0 FY13
8	All students do not have access to the internet at home.	Continue implementing the reading plus program during the aftercare program as well as open the computer lab at night.	Administration	Reading Plus Reports Computer Lab Sign In.	FCAT Reading 2.0 FY13
9	Lack of IPad Apps for Reading Instruction	Provide funds to purchase IPad Apps	Administration	Lesson Plans Usage Log	FCAT Reading 2.0 FY13

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:

2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Above student proficieny will increase by 4% after implementing reading strategies.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (101) students achieved above proficiency (Level 4 and 5) according to Differentiated Accountability Report.	46% (113) will achieve above proficiency (Level 4 and 5).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers do not differentiate instruction for higher achieving students	Teachers will differentiate instruction for higher achieving students.	Principal/Asst. Principal	Teacher Plan Books	Reading FCAT 2.0 FY13
2	Students lack higher order enrichment activities	Provide club with focus on higher order learning activities	Reading Dept. Chairs	Book Club	Reading FCAT 2.0 FY13
3	Lack of exposure to higher order concepts.	4th and 5th grade students will participate in the P. B. County Academic Games.	Academic Games teachers	Academic Games roster	Reading FCAT 2.0 FY13
4	Lack of participation in selecting the required books.	4th and 5th grade students will participate in the Battle of the Books	Club Sponsor	Club Competition	Reading FCAT 2.0 FY13
5	Lack of training in literacy circles/readers workshop.	Reading teachers will attend literature circle/Readers Workshop training when available.	Administration	Lesson Plans	Reading FCAT 2.0 FY13

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Proficiency of students making Learning Gains will increase b 3% after implementing reading strategies.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (110 students) made Learning Gains according to Differentiated Accountability Report.	83% (201) will make a Learning Gain.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not understand learning goals.	Teachers will meet with students to do "data chats" to discuss importance of progress towards learning goals.	Administration/Teachers	SAL-P	Reading FCAT 2.0 FY13
2	Students are not using their reading strategies to read "just right" books.	Students will work in small groups to learn and practice reading strategies	Administration/Reading Dept. Chairs/SAI Teacher	Lesson Plans	Reading FCAT 2.0 FY13

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Proficiency of the lowest 25% will increase by 5% after implementing reading strategies.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76%(34 students) of the lowest 25% made learning gains according to the Differentiated Accountability Report.	81%{38 students) of the lowest 25% will make learning gains.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Scheduling students to receive additional reading services during the school day.	Utilize Response to Intervention (RTI) facilitator, Supplemental Acadmic Instruction (SAI), and Classroom Teachers to provide iii intervention for targeted students.	Administration, SAI Teacher, RTI Facilitator	School Based Team Data, Diagnostics	Reading FCAT 2.0 FY13
2	Scheduling does not allow time for tutoring during the school day.	Provide after school tutoring to targeted students.	Administration/Teachers to Tutor	Tutorial Attendance	Reading FCAT 2.0 FY13
3	Students need targeted skills instruction.	Provide additional instruction through purchasing an RtI Resource Teacher using Title I funds.	RtI Facilitator	Progress Monitoring Plans	School Based Team Data
4	Students at Lowest 25% need additional support	Teachers will serve as mentors to individual students/provide support to classes in Grades 3-5.	Guidance Counselor	List of assigned mentors	Reading FCAT 2.0 FY13
5	Students need targeted skill instruction	Teachers will provide Fundations/Wilson Instruction	Administration	Lesson Plans	Reading FCAT 2.0 FY13
6	Students need targeted skill instruction	Use the LLI Reading system with struggling readers.	Administration	Lesson Plans	Reading FCAT 2.0 FY13

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 # 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:	Proficiency of students making satisfactory progress in reading will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White Students: 69% (49 students) were proficient. Black Students: 61% (9 students) were proficient. Hispanic Students: 70% (17 students were proficient. Asian and American Indian: NA	White Students: 72% (99 students) will be proficient. Black Students: 64% (18 students) will be proficient. Hispanic Students: 73% (35 students) will be proficient. Asian and American Idian: NA

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not have appropriate strategies to be successful readers	Provide afterschool tutoring in reading strategies for students.	Administration	Attendance Sheets	FCAT Diagnostics FCAT Math 2.0 FY13

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:	NA: Only 6 ELL students were tested in 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

	Problem-Solving Process to Increase Student Achievement			
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Proficiency will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45%(21 students) of our SWD achieved proficiency (Level 3 and above).	48% of our SWD will achieve proficiency (Level 3 and above) on the Reading FCAT 2.0 FY13.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students require additional support in the development of reading strategies	Teachers will provide supplemental remedial instruction through iii.	Admin.	Lesson Plans	FCAT Diagnostics, FCAT 2.0
2	There is not enough time in the day to provide additional support	Afterschool tutoring will be provided for SWD students to teach and review reading strategies	Admin	Tutoring Attendance Log	FCAT Diagnostics, FCAT 2.0

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:	Proficiency of the Educationally Disadvantaged students will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60%(71 students) of our ED students achieved proficiency (Level 3 and above).	63% of our Educationally Disadvantaged students will score at Level 3 or above of the FCAT 2.0 FY2013.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional instruction in reading strategies.	Provide tutoring both afterschool and during recess time to teach and reinforce reading strategies.	Admin.	Lesson Plans Tutoring Attendance Logs	FCAT Diagnostics, FCAT 2.0 FY2013
2	Students are not making progress in Reading.	Teachers will provide iii instruction to struggling students and will refer them to SBT for progress monitoring.	Admin.	SBT notes Lesson Plans	FCAT Diagnostics, FCAT 2.0 FY2013

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
Training common core standards	K-2	School District	All K-2 Reading teachers	By Winter break	TDEs	Administration
Level 1 and 2 Running Reading Record	K-5	School District	All K-5 Reading teachers	By Winter break	TDEs	Administration
Fundations and Wilson	ESE K-5/SAI	School District	ESE Teachers, SAI teacher	By Winter break	TDEs	Administration

Inclusion Training	K-5	School District	All Inclusion Teachers	By Winter break	TDEs	Administration
Reading Plus Training	3-5	Reading Plus Staff	Reading teachers 3-5	By October 1	Sign in Sheets	Administration
Cross Grade Level Collorabation Meetigs	K-5	Grade Chairs	All Reading Teachers	By Winter Break	TDEs	Administration
LLI Reading Program	K-3/Reading	School District	Reading Teachers K-3	By Winter Break	TDEs	Administration

Reading 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
Use of IPad for reading remediaion/enrichment	Purchase IPad Apps for Reading	SAC funds	$100.00
			Subtotal: $100.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Cross grade Level meetings	Substitutes	Title 1	$1,000.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase a RTI teacher to work with our Tier 3 students	RTI teacher	Title 1 budget	$63,644.00
School Based Team to monitor struggling students	Stipend for School Based Team Leader	SAC Funds	$500.00
Provide after school tutorial to our lowest 25%	Teachers	Community Grant	$1,500.00
Provide LLI Reading System and support material to Reading teachers K-2.	LLI Reading Program and support material.	SAC Funds	$2,000.00
			Subtotal: $67,644.00
			Grand Total: $68,744.00

End of Reading Goa

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	26% of students will achieve proficiency in Listening/Speaking on the Cella.
2012 Current Percent of Students Proficient in listening/speaking:	

23%(6 students) achieved proficiency in Listening/Speaking on the Cella

	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	Children have difficulty communicating in English.	Teachers will incorporate Mondo Oral Language Instruction in Guided Reading Groups.	Administration	Lesson Plans	CELLA FY13
2	Parents do not speak English	Provide parent support through Title 1 Parent Groups in native language	CLF, Administration	Sign-in Sheet	CELLA FY13

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:	30% will achieve proficiency in Reading on the Cella.

2012 Current Percent of Students Proficient in reading:

27%(6 students) achieved proficiency in Reading on the Cella

	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	Children have difficulty reading	Teachers will provide remedial instruction during iii.	Administration	Lesson Plans	CELLA FY13
2	Parents do not speak English	Provide parent support through Title 1 parent groups in Native Language	CLF, Administration	Sign-in Sheet	CELLA FY13

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	26% of students will be proficient in Writing on the Cella.

2012 Current Percent of Students Proficient in writing:

23%(6 students) achieved proficiency in Writing on the Cella

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are unable to write.	Teachers will provide remediation in writing during iii.	Administration	Lesson plans	CELLA FY13

2	Parents do not speak English	Provide parent support through Title I. Parent groups in native language.	CLF, Administration	Lesson plan	CELLA FY13

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	Proficiency will increase by 3% after implementing math strategies.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (150) students achieved proficiency (Level 3 or above) according to Differentiated Accountability Report.	66% (163 students) will achieve proficiency (Level 3 and above).

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Students lack fluency in basic math facts.</td><td>Students in grades 2-5 will utilize FASTTMATH to build math fluency.</td><td>Math Teachers Grades 2-5</td><td>FASTTMATH Reports</td><td>FCAT Math 2.0 FY13</td></tr>
<tr><td>2</td><td>Students lack enthusiasm for math facts.</td><td>Establish a Math Bee for students in grades 2-5.</td><td>Math Department Heads.</td><td>Math Bee Winners</td><td>FCAT Math 2.0 FY13</td></tr>
<tr><td>3</td><td>Limited number of workshops offered.</td><td>Teachers new to math instruction in grades K-5 will be able to attend math workshops on the math series and the Common Core Standards/Next Generation Sunshine State Standards.</td><td>Math Dept Chairs/Administration</td><td>TDEs</td><td>FCAT Math 2.0 FY13</td></tr>
<tr><td>4</td><td>Teachers do not know how to differentiate math instruction</td><td>Training will be provided for differentiation in math instruction.</td><td>Administration</td><td>Lesson Plans</td><td>FCAT Math 2.0 FY13</td></tr>
<tr><td>5</td><td>Lack of IPads and Apps for math instruction</td><td>Provide funds to purchase IPad and apps</td><td>Administration</td><td>Lesson Plans</td><td>FCAT Math 2.0 FY13</td></tr>
<tr><td>6</td><td>Teachers do not know how to monitor mastery of Benchmarks</td><td>Provide training of monitoring of the math benchmarks for mastery</td><td>Administration</td><td>Lesson Plans</td><td>FCAT Math 2.0 FY13</td></tr>
</table>

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Above proficiency will increase by 3% after implementing math strategies.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (120 students) of the students achieved level 4 and 5 on the FCAT Math FY12.	47% (116 students) of the students will score Level 4 or 5 on the FCAT Math 2.0 FY13.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers do not have the time to enrich their students.	Teachers will be given time in order to plan differentiation of their instruction.	Administration	Lesson Plans	FCAT Math 2.0 FY13
2	The school does not have Math Apps for the IPad	Purchase Math Apps for IPad for classroom use.	Administration	FCAT Scores	FCAT Math 2.0 FY13
3	Students lack the opportunity for higher order thinking	Participate in the SECME program	Club Sponsor	FCAT Scores	FCAT Math 2.0 FY13

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Proficiency will increase by 5% after implementing math strategies.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59%(103 students) made learning gains according to the Differentiated Accountability report.	64%(145 students) will make an annual learning according to the Differentiated Accountability Report.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of funding	Provide after school tutorial.	Administration and tutorial teachers	Tutorial attendance sheet	FCAT Math 2.0 FY13
2	Lack of training	Teachers will increase the usage of math manipulatives when instructing.	Administration	CWT	FCAT Math 2.0 FY13

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Proficiency of the Lowest 25% will increase by 20% after implementing math strategies.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43%(38 students) of the Lowest 25% made learning gains according to the Differentiated Accountability report.	63%(29 students) of the lowest 25% will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need targeted skills instruction.	Provide additional instruction through purchasing an RtI Resource Teacher using Title I funds.	RtI ResourceTeacher.	Progress Monitoring Plan	SBT Data
2	Students in the Lowest 25% need support.	Teachers will serve as buddies to individual students/provide support to classes in Grades 3-5.	Guidance Counselor	List of assigned mentors	FCAT Math 2.0 FY13
3	Lack of funding	Proivde after school tutorial.	Administration	Attendance Sheets	FCAT Math 2.0 FY13
4	The list of students is constantly changing.	Teachers will identify and monitor their lowest 25%.	Administration and Teachers	Data Chats	FCAT Math 2.0 FY13

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 # 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:	Proficiency of students will increase 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White Students: 68%(149 students) were proficient. Black Students 52%(15 students) were proficient. Hispanic Students: 51% (27 students) were proficient. Asian and American Indian: NA	White Students: 71% (100 students) will be proficient. Black Students: 55% (54 students) will be proficient. Hispanic Students: 56% (55 students)will be proficient. Asian and American Indian: NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students don't have appropriate strategies to solve math word problems.	Provide afterschool tutoring in Math Strategies for students.	Admin.	Attendance Sheets	FCAT Diagnostics, FCAT 2.0

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Proficiency will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46%(21 students) were proficient on the Math FCAT.	49% of SWD will pass the Math FCAT 2.0 FY13.

	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 collect and analyze the data.	Teachers will identify and monitor the SWD population. Provide remediation as necessary.	Administration	Data Chats	FCAT Math 2.0 FY13
2	Students exhibit weaknesses in math strategies for problem solving.	Provide tutoring during recess and afterschool tutoring for students in math strategies.	Admin.	Lesson Plans Tutor Attendance Logs	FCAT Math 2.0 FY 13

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Economically Disadvantaged students will increase proficiency by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (62 students) of our Economically Disadvantaged students were proficient in Math.	56% of the Economically Disadvantaged students will pass the FCAT Math 2.0 FY13.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not have strategies to solve math word problems.	Provide tutoring during recess and afterschool on strategies for solving math word problems.	Administration.	Lesson Plans Attendance Logs	FCAT Math 2.0 FY 13
2	Time to collect and analyze data.	Identify and monitor the Economically Disadvantaged population. Provide remediation as necessary.	Administration	Data Chats	FCAT Math 2.0 FY13

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
Common Core Training	K-2	School District	Math teachers K-2	By Winter break	TDE's	Administration
Think Central	K-5	Math Chairs	Math teachers K-5	By Winter break	Agenda from LTM/PDD	Administration
Cross Grade Level Meetings	K-5	Grade Chairs	Math Teachers K-5	By Winter Break	TDE's	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Afterschool Math Tutorial	Funds for tutors and supplies	Title 1 Funds	$1,500.00
			Subtotal: $1,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use IPad for remediation/enrichment	IPad and Apps for Math	Title 1 Funds	$657.00
			Subtotal: $657.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Cross Grade Level Meetings	Substitutes	Title 1	$1,000.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $3,157.00

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:	Proficiency will increase by 4% after implementing science strategies.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (56 students) achieved proficiency (Level 3 and above) according to the Differentiated Accountability Report.	74% (67 students) will achieve proficiency (Level 3 and above) on the FCAT Science FY13.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack skills in scientific thinking.	Students will work on science fair projects after instruction in the scientific method.	Administration	Lesson Plans	FCAT Science 2.0 FY13
2	Science benchmarks tested on FCAT are not all taught in 5th grade.	Teachers will utilize scope and sequence lessons and resources on Learning Village.	Administration	Lesson Plans	FCAT Science 2.0 FY13
3	Teachers are unfamiliar with the new Science series.	Teachers in grades 2-5 will be trained on the new Science Series.	Administration	TDEs	Lesson Plans
4	Teachers are unfamiliar with the FCAT 2.0 NGSSS Science Test	Teachers in grades 4 & 5 will attend FCAT 2.0 NGSSS training.	Administration	TDEs	FCAT Science 2.0 FY13
5	Certain tested benchmarks are not taught in 5th grade.	Teachers in grades 3-5 will plan to ensure that all tested benchmarks are taught and assessed prior to FCAT.	Science Department Head	Scope and Sequence	FCAT Science 2.0 FY13
6	Teachers are not using Think Central.	Teachers need additional training to fully utilize the Think Central program.	Science Department Heads	Lesson Plans	FCAT Science 2.0 FY13
7	Students lack exposure to scientific inquiry methods.	Provide an afterschool science club for grades 4 & 5.	Science Department Head	Club Sign In	FCAT Science 2.0 FY13

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Above proficiency level will increase by 10% after implementing science strategies.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12% (10 students) will achieve above proficency levels (Level 4 and 5) according to Differentiated Accountability Report.	22% (20 students) will acheive above proficiency level (Levels 4 and 5).

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need time to collaborate, discuss data, and plan appropriate lessons.	Monthly PLC meetings will be conducted for teachers to collaborate, review data and plan differentiated instruction.	Administration and Science Chairs	PLC Meeting Agendas	FCAT 2.0 Science FY13
2	Teachers are limited by time and materials to challenge these students within the classroom.	Create a Science Club targeting high achieving students.	Administration	Club Sign In	FCAT 2.0 Science FY13

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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
Think Central	K-5 Science	Science Chairs	K-5 Science Teachers	By Winter Break	LTM Agendas	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Math/Science night	Supplies	Title 1 Budget	$215.00
			Subtotal: $215.00
			Grand Total: $215.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Proficiency (Level 3) will increase by 5% on the FCAT 2.0 Writing test.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	90%(83 students) of students achieved proficiency (Level 3) according to Differentiated Accountability report.	95% (65 students) of students will achieve proficiency (Level 3).

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need time to collaborate, discuss data, and plan appropriate lessons.	Monthly PLC meetings will be conducted for teachers to collaborate, review data and plan lessons.	Administration and Writing Dept. Chairs	Committee Mtg. notes	FCAT Writes FY13
2	Teachers need training for Writers Workshop.	Use LTM time to train our own teachers in grades K-2, & 5	Writing Department Heads	LTM Notes	FCAT Writes FY13
3	Parents are unfamiliar with the grade level writitng expectations.	Provide grade level specific parent workshops to explain the grade level expectations.	Writing Department Heads	Open House sign in	FCAT Writes FY13
4	The school does not coordinate with day care centers.	Coordinate with area Day Care center to share kindergarten expectations.	K Grade Chair	Meeting Sign In	FCAT Writes FY13

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

| Writers Workshop | K-5 | Writing Chairs | K-5 Writing Teachers | By Winter break | LTM Agenda/Sign-in | Administration |
| Common Core Writing | K-2 | District | K-2 Writing Teachers | By Winter break | TDE's | Administration |

Writing Budget:

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

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Attendance will increase by 5% in 2013.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
37% (272 students) had 10 or more absences.	32% (198) students will have 10 or more absences.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
272 students had excessive absences according to Differentiated Accountability Report	198 students will have excessive absences.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
183 students had excessive tardies according to Differentiated Accountability Report	100 students will have excessive tardies.
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	We have no follow up procedure for students with excessive absences or tardies.	A parent/teacher conference will be held when students have ten or more absences or tardies in a school year. Referral to School Based team if absences continue.	Guidance Counselor	Printout of absences	Attendance rate at the end of the year.
2	Funding for awards	Monthly perfect attendance awards will be given each month.	SWE Team	List of students	Attendance rate at the end of the year.

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	The number of suspensions will decrease by 50%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
There were 10 in-school suspensions.	There will be 5 in-school suspensions in 2013.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
There were 10 students suspended in school.	There will be 5 students suspended in school in 2013.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
There were 5 Out-of-School Suspensions.	There will be 2 Out-of-School suspensions in 2013.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
There were 4 students suspended Out-of-School.	There will be 2 students suspended Out-of-School in 2013.

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	School needs to review and modify SWE plan.	Continue with the SWE plan with specific rewards for all students.	Administration/SWE Team	SWE Team	Suspension rate at the end of the year.

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	There will be a 5% increase in volunteer hours in FY13.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
In 2012, Loxahatchee Groves Elementary had 4816 hours of volunteers service.	Loxahatchee Groves will have a 5%(5056) increase in the number of volunteer hours.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents do not always read papers that come home	Utilize Parent Link Messaging System	Administration	Phone Logs	Parent Link Reports
2	Parents do not understand the importance of the FCAT	Hold FCAT Night in English and Spanish after school and that same evening.	Administration	Attendance Log	Parent attendance at FCAT night
	Parents don't have time	Hold Open House	Administration/SAC	Classroom Sign-ins	Attendance

3	to see classrooms during school day		Chair		Sheets
4	Parents can't get to school due to other committments	Post information on Edline	Administration	Monthly Check of Edline Pages for Updating	Monthly Checklist
5	Incoming Kindergarten parents are unaware of the grade level expectations.	Host Kindergarten Round Up in the morning and evening to attract more parents.	Administration Kindergarten Teachers	Sign In Sheets	Sign In Sheets
6	Parents do not have access to parenting material.	Establish a parent resource room.	Guidance Counselor	Sign In Sheet	Sign In Sheet
7	Low attendance due to time constraints and childcare.	Hold Annual Title 1 Parent Involvement Meeting on October 10th at 6:00 pm. Create SWP and Parent Compact	Title 1 Contact	Review of parent surveys and attendacne logs	Attendance logs and end of year parent survey.
8	Language barriers limit communication.	Send home monthly newsletter in English and Spanish. Utilize Parent Link to announce school activities to families in English and Spanish.	Administration	Newsletters Parent Link Logs	Increase in parent participation
9	Parents do not know what is occuring in the classrooms	Utilize student agendas to increase communication between teachers and parents.	Administration	Agendas	Increase in parental involvement.
10	Parents do not attend meetings due to child care issues.	Host a Literacy Night and provide child care.	Administration	Sign In Sheet	Sign In Sheet
11	Parents do not give input into school decisions.	Parents will be able to evaluate our schoolwide program.	Administration	Evaluations Results	Parent Evaluation
12	School lacks business partnerships.	Designate a Business and Volunteer coordinators to create partnerships with local merchants.	Administration	Business Partnership Forms	Business Partnership Forms
13	Parents cannot assist their chiildren due to language barrier.	Provide parent workshop on math strategies given in Spanish. Language facilitator will reach out to Hispanic parents.	Administration	Attendance Sheets Calling Logs	FCAT Diagnostics and FCAT 2.0
14	Parents do not do hands on projects with their children.	Math/Science Hands-On Projects Fun Night	Math/Science Department	Sign In Sheet	FCAT 2.0
15	Parents do not know how to assist their children with Reading strategies.	Provide a Parent Information Network.	Title 1 Contact	Sign In Sheet	Parent evaluation of workshop.
16	Fathers/male role models are not involved in their child's education.	All Pro Dad program	Administration	Sign In Sheet	Parent evaluation of program.

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
Building a Family Resource Center	All	Administration	School Wide	Janaury 2013	Parent Sign in at Center	Administration

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Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
To involve dads in school using All Pro Dads	Breakfast items	Title 1	$1,500.00
			Subtotal: $1,500.00
			Grand Total: $1,500.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	
Problem-Solving Process to Increase Student Achievement	

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

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Afterschool Math Tutorial	Funds for tutors and supplies	Title 1 Funds	$1,500.00
				Subtotal: $1,500.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Use of IPad for reading remediaion/enrichment	Purchase IPad Apps for Reading	SAC funds	$100.00
Mathematics	Use IPad for remediation/enrichment	IPad and Apps for Math	Title 1 Funds	$657.00
				Subtotal: $757.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Cross grade Level meetings	Substitutes	Title 1	$1,000.00
Mathematics	Cross Grade Level Meetings	Substitutes	Title 1	$1,000.00
				Subtotal: $2,000.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Purchase a RTI teacher to work with our Tier 3 students	RTI teacher	Title 1 budget	$63,644.00
Reading	School Based Team to monitor struggling students	Stipend for School Based Team Leader	SAC Funds	$500.00
Reading	Provide after school tutorial to our lowest 25%	Teachers	Community Grant	$1,500.00
Reading	Provide LLI Reading System and support material to Reading teachers K-2.	LLI Reading Program and support material.	SAC Funds	$2,000.00
Science	Math/Science night	Supplies	Title 1 Budget	$215.00
Parent Involvement	To involve dads in school using All Pro Dads	Breakfast items	Title 1	$1,500.00
				Subtotal: $69,359.00
				Grand Total: $73,616.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

⌨ Priority	⌨ Focus	⌨ Prevent	⌨ NA	

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 9/18/2012)

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
1. Ipad Apps 2. School Based Leader 3. LLI Reading materials	$2,600.00

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

The SAC will work on supporting the School-Wide-Behavior Plan by providing funds for rewarding classes that follow the plan appropriately. The SAC will vote on the School Improvement Plan, and spending of A+ monies. It will provide funds for supporting student learning and parent involvement.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Palm Beach School District
LOXAHATCHEE GROVES ELEMENTARY
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	84%	98%	76%	343	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	75%	59%			134	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	60% (YES)	62% (YES)			122	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					599	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District
LOXAHATCHEE GROVES ELEMENTARY
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	87%	88%	69%	329	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	80%	71%			151	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	75% (YES)	62% (YES)			137	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					617	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested