

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: MORI KAMI PARK ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Stacey A. Quiñones

SAC Chair: Jackie Breslin

Superintendent: Wayne E. Gent

Date of School Board Approval:

Last Modified on: 10/30/2012

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	Stacey A. Quiñones	BA-Elementary Education, Florida Atlantic University, Certified 1-6 with ESOL endorsement MS- Educational Leadership, Nova	1	9	Principal of Morikami Park Elementary 8/11-present 2011-2012 Grade A total points-665 Reading Mastery-87%, Math mastery-89%, Writing mastery-97%, Science mastery-80%, % making learning gains reading-84%, % making learning gains math-78%, lowest 25% making learning gains reading 83%, %lowest 25% making learning gains math-67%. Principal of Binks Forest 3/09-8/11: 2010-2011 Grade A Reading mastery-96%, Math mastery- 95%, Writing mastery- 96%, Science mastery- 89%, AYP- Yes Principal of Binks Forest 09-10 Grade A, Reading mastery- 94%, Math mastery- 95%, Science mastery- 89%, Writing mastery-96%, AYP- Yes Principal of Binks Forest 2008-2009: Grade A, Reading mastery- 96%, Math mastery- 94%, Science mastery-84%, Writing mastery-99%. AYP-yes, all sub groups met AYP.

		Southeastern University; Principal Certification- State of Florida			AP of Royal Palm Beach Elementary 2006-March 2009 2008-2009: Grade A, Reading mastery-84%, Math mastery-83%, Science mastery-61%, Writing mastery-93%. AYP-Yes Reading-81%, Math-80%, Black students met AYP for math with growth model and SWD met AYP for math with Safe Harbor. 2007-2008: Grade A, Reading mastery-80%, Math mastery-83%, Science mastery-66%, Writing mastery-95%. AYP-yes, Reading-75%, Math-77%, SWD met AYP for math with Growth Model. 2006-2007: Grade A, Reading mastery-84%, Math mastery-79%, Science mastery-57%, Writing mastery-96%. AYP-yes, Reading-78%, Math-74%. Black students met AYP for math with Growth model.
Assis Principal	Stephanie Coletto	Bachelor of Arts-Elementary Education, Florida Atlantic University Master of Education-Educational Leadership, Nova Southeastern University ESOL Endorsement Reading Endorsement Elementary K-6 Certification Educational Leadership All Levels Certification	1	3	Assistant Principal of Morikami Park 8/11 - Present 2011-2012 Grade A total points-665 Reading Mastery-87%, Math mastery-89%, Writing mastery-97%, Science mastery-80%, % making learning gains reading-84%, % making learning gains math-78%,lowest 25% making learning gains reading 83%, %lowest 25% making learning gains math-67%. Supplemental Academic Instructor Morikami Park 2007-2008: Grade: A Reading Mastery: 90% Math Mastery: 87% Writing Mastery: 92% Science Mastery: 75% Reading Gains: 75% Math Gains 75% Lowest 25% Reading Gains: 66% Lowest 25% Math Gains: 65% AYP: 100% met

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	Meet with new teachers at the beginning of the school year and one-on-one during the school year at least 4 times.	Principal/Assistant Principal	June 2013	
2	Partnering of new teachers with a mentor and a buddy veteran teacher.	Assistant Principal	June 2013	
3	Attend Job Fairs and communicate with District recruiter on a regular basis.	Principal	On-going	
4	All K-5 teachers will attend monthly PYP/IB meetings to review instructional practices and collaborate as well as support all new teachers.	Magnet Coordinator	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
We have no instructional staff or paraprofessionals that are teaching out-of-field and/or who received less than an effective rating.	

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
63	0.0%(0)	12.7%(8)	47.6%(30)	39.7%(25)	42.9%(27)	100.0%(63)	4.8%(3)	11.1%(7)	63.5%(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
Kathleen Mulholland	Erin Schanuel	Ms. Schanuel is new to 3rd grade.	Mentor will meet with the mentee during common planning and/or weekly team meetings to discuss grade level material.
Jen Shea	Heather Moldovan	Ms. Moldovan is new to first grade	Mentor will meet with the mentee during common planning and/or weekly team meetings to discuss grade level material.
Laurie Sanford	Alyson Levine	Mrs. Levine is new to Kindergarten	Mentor will meet with the mentee during common planning and/or weekly team meetings to discuss grade level material.
Mona Garner	Angele Simmons	Mrs. Simmons is new to kindergarten	Mentor will meet with the mentee during common planning and/or weekly team meetings to discuss grade level material.
Gloria Murphy	Lola Williams	Mrs. Williams is new to 2nd grade	Mentor will meet with the mentee during common planning and/or weekly team meetings to discuss grade level material.
Gloria Murphy	Luis Pacheco	Mr. Pacheco is new to Morikami	Mentor will meet with the mentee during common planning and/or weekly team meetings to discuss grade level material and IB/PYP.
Gloria Murphy	Kim Waters	Ms. Waters is new to 2nd grade.	Mentor will meet with the mentee during common planning and/or weekly team meetings to discuss grade level material.
			Mentor will meet with the

Michelle Waldman	Suzanne Russell	Mrs. Russell is new to 2nd grade.	mentee during common planning and/or weekly team meetings to discuss grade level material.
Michelle Waldman	Kristine Camara	Mrs. Camara is new to 2nd grade.	Mentor will meet with the mentee during common planning and/or weekly team meetings to discuss grade level material.
Michelle Waldman	Natalie Lichtenthal	Mrs. Lichtenthal is new to 2nd grade.	Mentor will meet with the mentee during common planning and/or weekly team meetings to discuss grade level material.
Marsha Tribble	Christophern Overhoff	Mr. Overhoff is new to 3rd grade.	Mentor will meet with the mentee during common planning and/or weekly team meetings to discuss grade level material.
Kimberly Cain	Gail Legenbauer	Mrs. Legenbauer is new to 4th grade	Mentor will meet with the mentee during common planning and/or weekly team meetings to discuss grade level material.
Jackie Breslin	Lauren Kohn	Ms. Kohn is new to 4th grade	Mentor will meet with the mentee during common planning and/or weekly team meetings to discuss grade level material.
Jennifer Dermer	Debra Weintraub	Mrs. Weintraub is new to Morikami	Mentor will meet with the mentee during common planning and/or weekly team meetings to discuss grade level material and IB/PYP.
Michele Jurdak	Tara Curley	Ms. Curley is new to 5th grade	Mentor will meet with the mentee during common planning and/or weekly team meetings to discuss grade level material.
Becky Brant	Lori Niemann	Mrs. Niemann is new to PE	Mentor will meet with the mentee during common planning and/or weekly team meetings to discuss grade level material.

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 C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

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

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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 RTI Leadership Team is comprised of the following members: principal, assistant principal, school psychologist, IB Coordinator, ESE coordinator and guidance counselor.

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 MTSS/RTI Leadership Team 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 MTSS/RtI/ Leadership Team 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 to teachers.

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 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 (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/ Leadership Team, 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 students' 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 SIP school-based RtI Leadership Team will meet with the School Advisory Council (SAC) and will help develop the FY12 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%
- AYP and subgroups
- strengths and weaknesses of intensive programs
- mentoring, tutoring, and other services.

The MTSS/RTI/Inclusion Facilitator will provide professional development for the SAC members on the RtI process.

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
Diagnostic Assessment for Reading (DAR)
Progress Monitoring and Reporting Network (PMRN)
Comprehensive English Language Learning Assessment (CELLA)
CORE K-12
Office Discipline Referrals
Retentions
Absences

Midyear data:

Florida Assessment for Instruction in Reading (FAIR)
Diagnostic Assessment for Reading (DAR)
Palm Beach County Winter Diagnostics
Palm Beach Writes
Progress Monitoring and Reporting Network (PMRN)
K-4 Literacy Assessment System

End of year data:

Florida Assessment for Instruction in Reading (FAIR)
Florida Comprehensive Assessment Test (FCAT)
FCAT Writes

Frequency of required Data Analysis and Action Planning Days:
Once within a cycle of instruction (refer to appropriate focus calendar)

Describe the plan to train staff on MTSS.

The school-based ESE coordinator 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).

The School-Based Literacy Leadership Team is comprised of the following members: Stacey Quiñones, Principal; Stephanie Coletto, Assistant Principal; Amy Mercier, IB Coordinator;

K-Taryn Benjamin/Andrea Miller

1- Hope Hirsh

2- Lola Williams/Michele Waldman

3- Eve Collins/Chris Overhoff

4- Andrea Fine/Debra Bynon

5-Michele Jurdak

ESE-Cindy Scheetz

FA-Becky Brant

SAI-Darshan Deol

The principal provides a common vision for the use of data-based decision-making to ensure all students are making learning gains in language arts.

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

The School-Based Literacy Leadership Team will meet once a month to analyze data and make decisions regarding strategies to improve student achievement in reading and writing. The principal will be responsible for making sure a plan to address student achievement in reading and writing is implemented.

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

The School-Based Literacy Leadership Team will analyze data from SAI students, the lowest 25% of students, and gifted/enrichment students to assure they are making adequate progress. The team will also decide which students will require additional resources to make progress like SAI, FCAT tutorial, daily small group instruction, etc...

Public School Choice

Supplemental Educational Services (SES) Notification

No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*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:	On the 2013 FCAT Reading Test the percentage of accountability students scoring level 3 or above will increase by 3 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 FCAT Reading Test, 23% of accountability students (99 students) scored level 3.	On the 2013 FCAT Reading Test, 26% of accountability students will score a 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	None	Teachers will implement text based reading response assignments across the content areas.	Classroom teachers, Principal, Assistant Principal	Reading diagnostic, K-4 literary assessment.	Lesson plans, student samples
2	The same test taking strategies should be taught by each teacher.	All teachers in grades 2-5 will utilize and teach common test taking strategies.	Principal and Assistant Principal	Administration will check lesson plans biweekly in teachers' classrooms.	Lesson plans, FCAT Reading and Diagnostic Test
3	It will be a challenge to meet with individual teachers one-on-one during the school year.	All teachers will participate in 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	Lesson plans will be reviewed and classroom walkthroughs will be conducted.	Lesson plans and walkthrough logs
4	Time constraints, limited support	Implement daily guided reading with students.	Principal and Assistant Principal	Lesson plans will be reviewed and classroom walkthroughs will be conducted.	Lesson plans and walkthrough logs
5	Time constraints	Utilize the Continuum of Literacy Learning to guide students learning.	Administrators, teachers, reading committee.	Lesson plans will be reviewed and classroom walkthroughs will be conducted.	Lesson Plans
6	Matching assessments to benchmarks. Technology usage.	Teachers will assign Core K-12 assessments weekly as a formative assessment to guide instruction and determine mastery.	Classroom teachers, Principal and Assistant Principal.	Lesson plans will be reviewed and classroom walkthroughs will be conducted.	Lesson plans and walkthrough logs

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:	None
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2012 Current Level of Performance:		2013 Expected Level of Performance:		
On the FAA we had not students scoring at levels 4, 5 and 6 in reading.		None		
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:	On the 2013 FCAT Reading Test, the percentage of accountability students scoring level 4 or 5 will increase by 4 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 FCAT Reading Test, 64% of accountability students (268 students) scored a level 4 or 5.	On the 2013 FCAT Reading Test, 68% of accountability students will score a level 4 or 5.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students not using strategies appropriately.	All teachers will expose students to test taking strategies.	Principal and Assistant Principal	Administration will check lesson plans and do Classroom Walkthroughs.	Lesson Plans and FCAT Reading Diagnostic Test
2	Teachers will need to have reading enrichment activities readily available for students throughout the year.	Teachers will differentiate guided reading instruction, provide ongoing enrichment, and utilize higher order question activities for students in the enrichment reading groups.	Principal and Assistant Principal	Administration will check lesson plans and do Classroom Walkthroughs.	Diagnostic Test Data and Classroom Test Data.
3	Time Constraints	Utilize The Continuum of Literacy Learning to support student learning.	Administrators, Teachers, Reading Committee	CWT, Lesson Plans	Lesson Plans, FCAT Reading and Diagnostic Tests
4	Teachers knowledge of literature circles.	Teachers will implement literature circles in order to engage students in meaningful discussions.	Principal, Assistant Principal and classroom teacher.	Administration will check lesson plans and do Classroom Walkthroughs.	Diagnostic Test Data and Classroom Test Data.
5	None	Teachers will implement text based reading response assignments across the content areas.	Classroom teachers, Principal and Assistant Principal	Lesson Plans, Student Samples.	Diagnostic Test Data and Classroom Test Data.
6	Matching assessments to benchmarks. Technology usage.	Teachers will assign Core K-12 assessments weekly as a formative assessment to guide instruction and determine mastery.	Classroom teachers, Principal and Assistant Principal	Lesson plans will be reviewed and classroom walkthroughs will be conducted.	Lesson plans and walkthrough logs.
	Teachers knowledge and	Teachers will implement	Classroom	Lesson plans will be	Diagnostic Test

7	training in the use of Junior Great Books.	the use of more rigorous text such as Junior Great Books for inquiry based instruction through literature.	teachers, Principal and Assistant Principal	reviewed and classroom walkthroughs will be conducted.	Data and Classroom Test Data.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	On the 2013 FAA Reading Test the percentage of accountability students scoring level 7 or above will remain at 100%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2) students scored at or above achievement level 7 in reading.	100% of the students will score at or above achievement level 7 in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student motivation	The teachers will provide daily intensive intervention.	Principal, Assistant Principal, ESE Contact, ESE Teacher, Classroom Teacher.	Classroom assessments, progress monitoring.	FAA, 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:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	On the 2013 FCAT Reading Test the percentage of students making learning gains will increase by 3 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 FCAT Reading Test, 83% of students (218 students) made learning gains.	On the 2013 FCAT Reading Test, 86% of students will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students not using strategies appropriately.	All teachers will expose students to test taking strategies.	Principal and Assistant Principal	Administration will check lesson plans and do Classroom Walkthroughs.	Lesson Plans and FCAT Reading Diagnostic Test
2	It will be a challenge to meet with individual teachers one-on-one during the school year.	All teachers will participate in 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.	Diagnostic Test Data
3	Time Constraints	Utilize The Continuum of Literacy Learning to	Administrators, Teachers, Reading	Classroom Walkthroughs, Lesson Plans	Lesson Plans

		support student learning.	Committee		
4	None	Teachers will implement text based reading response assignments across the content areas.	Principal and Assistant Principal, classroom teachers.	Lesson plans, student samples	Reading diagnostic, K-4 literacy 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:	On the 2013 FAA Reading Test the percentage of accountability students scoring level 7 or above will remain at 100%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 FAA 100% (2)of students made learning gains in reading.	On the 2013 FAA 100% of students will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student motivation	The teachers will provide daily intensive intervention.	Principal,Assistant Principal, ESE Contact, ESE Teacher, Classroom Teacher.	Classroom assessemnts, progress monitoring.	FAA, 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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	On the 2013 FCAT Reading Test the percentage of students in the lowest 25% making learning gains will increase by 4 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 FCAT Reading Test, 78% of students in the lowest 25% made learning gains.	On the 2013 FCAT Reading Test, 82% of students in 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 not using strategies appropriatley.	All teachers will expose students to test taking strategies.	Principal	Administration will check lesson plans biweekly in teachers' classrooms.	Classroom Walkthroughs and Lesson Plans
2	It will be a challenge to meet with individual teachers one-on-one during the school year.	All teachers will participate in 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 Diagnostic Test Data

3	Non Title 1 schools do not receive funds for tutorial.	An after school Reading tutorial program for students in grades 3-5 who are in the lowest 25% will be offered.	Assistant Principal and IB Coordinator	Lesson Plans and Attendance Sheets	2013 FCAT Reading Results
4	Time Constraints	Utilize The Continuum of Literacy Learning to support student learning.	Administrators, Teachers, Reading Committee	Classroom Walkthroughs, Lesson Plans	Lesson Plans
5	Student motivation	Provide daily iii services for students not meeting proficiency.	Prioncipal, Assistant Principal, teachers.	Classroom Walkthroughs, Lesson Plans, District Diagnostic results	Classroom Walkthroughs, Lesson Plans, District Diagnostic results

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # In six years our school will reduce the achievement gap by 50% 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	83	84	86	87	89	

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:	On the 2013 FCAT Reading Test 100% of student in all subgroups will meet the 2013 targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 FCAT Reading Test, White- 9% Students Black- 23% Students Hispanic- 20% Students Asian- 0% Students America Indian- 0% Students are not making satisfactory progress in reading.	On the 2013 FCAT Reading Test, 13% White, 24% black, 20% Hispanic and 3% Asians, will not make satisfactory progress.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student motivation	Provide daily iii for students not making satisfactor progress.	Assistant Principal, Principal, Classroom Teachers	Walkthroughs, lesson plans,	District diagnostics, CORE K-12 assessments, Classroom assessments
2	Non title 1 schools do not receive funds for tutorial	An after-school reading tutorial for students not making satisfactory progress.	Assistant Principal	Lesson plans and attendance sheets	2013 FCAT reading results

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	On the 2013 Reading FCAT the number of ELL making satisfactory progress in reading will meet the 2013 targets.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2013 FCAT Reading Test 44% students scored not making satisfactory progress.	On the 2013 Reading FCAT 12% of the ELL students will not make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	Teachers will implement ELL modifications/strategies.	Principal, Assistant Principal, Teachers.	Classroom walkthroughs, lesson plans.	Classroom assesemtns, reading diagnostics, CELLA
2	None	Teachers will utilize multicultural text across the content areas.	Principal, Assistant Principal, Teachers.	Classroom walkthroughs, lesson plans.	Classroom assesemtns, reading diagnostics, CELLA
3	Time constraints	Teachers will implement small group reading instruction.	Principal, Assistant Principal, Teachers.	Classroom walkthroughs, lesson plans.	Classroom assesemtns, reading diagnostics, CELLA
4	Non title 1 schools do not receive funds for tutorial	An after-school reading tutorial for students not making satisfactory progress.	Assistant Principal	Lesson plans and attendance sheets.	2013 FCAT reading results

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	On the 2013 Reading FCAT the percentage of SWD making satisfactory progress will meet the 2013 targets.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 FCAT Reading Test 47% of students did not make satisfactory progress in reading.	On the 2013 Reading FCAT 42% of SWD will not make satisfactory progress.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student motivation	Provide daily iii services for students not meeting proficiency.	Prioncipal, Assistant Principal, teachers, Classroom	Walkthroughs, Lesson Plans, District Diagnostic results	Classroom Walkthroughs, Lesson Plans, District Diagnostic results
2	Student motivation	The teachers will provide daily intensive intervention.	Principal,Assistant Principal, ESE Contact, ESE Teacher, Classroom Teacher.	Classroom assessments, progress monitoring.	Classroom assessments, FCAT and reading diagnostics.
3	Not title 1 schools do not receive funds for tutorial	An after-school reading tutorial for students not making satisfactory progress.	Assistant Principal	Lesson plans and attendance sheets.	2013 FCAT reading results.

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:		On the 2013 Reading FCAT the percentage of students making satisfactory progress will meet the 2013 targets.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
On the 2012 FCAT Reading Test 29% Students did not make satisfactory progress.		On the 2013 Reading FCAT, 28% of the ED students will not make satisfactory progress.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student motivation	Provide daily iii service for students not meeting grade level standards.	Classroom Teachers, Administration	Classroom Walkthroughs, Lesson Plans	District Diagnostic results Classroom Walkthroughs, Lesson Plans, District Diagnostic results
2	Non Title 1 schools do not receive funds for tutorial.	An after school Reading tutorial program for students in grades 3-5 who are in the lowest 25% will be offered.	Assistant Principal and IB Coordinator	Lesson Plans and Attendance Sheets	2013 FCAT Reading Results

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
Words Their Way	K-5	Dawn Sarnelli	Teacers K-5	Sept. 11, 2012	Classroom Walkthroughs, lesson plans.	Principal, Assistant Princpal
Text Complexity Training.	K-5	District Trainer	Teachers K-5	October 2012	Classroom Walkthroughs, lesson plans.	Principal, Assistant Princpal
Reading Comprehension	K-5	PDC Team	Teachers K-5	Monthly Faculty Meetings	Classroom Walkthroughs, lesson plans.	Principal, Assistant Princpal
Differentiated Instruction	K-5	District Trainer	Teachers K-5	On-Going	Classroom Walkthroughs, lesson plans.	Principal, Assistant Princpal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Words Their Way	Teacher Resource Book	Magnet Budget	\$1,700.00
			Subtotal: \$1,700.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
Core K-12 Formative Assessments	District Provided	District	\$0.00
Riverdeep	District Provided	District	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Text Complexity	District Trainer	NA	\$0.00
Words Their Way	Dawn Sarnelli	NA	\$0.00
Comprehension	Lessons From the Ground up	NA	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
After School Tutorial	Teachers will Tutor Students in the lowest 25% after school in reading.	School improvemtn Funds and magnet funds	\$1,500.00
			Subtotal: \$1,500.00
			Grand Total: \$3,200.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.				
1. Students scoring proficient in listening/speaking.		NA		
CELLA Goal #1:				
2012 Current Percent of Students Proficient in listening/speaking:				
We do not have students taking this assessment				
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				

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading.	NA
CELLA Goal #2:	
2012 Current Percent of Students Proficient in reading:	
We do not have students taking this assessment.	

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				

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

3. Students scoring proficient in writing.

CELLA Goal #3:

NA

2012 Current Percent of Students Proficient in writing:

We do not have students taking this assessment.

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				

CELLA Budget:

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

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	On the 2013 FCAT Math Test the percentage of accountability students scoring level 3 will increase by 2 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 FCAT Math Test, 21% of accountability students (90 students) scored level 3.	On the 2013 FCAT Math Test, 23% of accountability students will score a 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	During a 60 minute math block it will be difficult to find the time to meet with small groups.	Math instruction will be no less than 60 minutes per day in K-5 classrooms to include some differentiated small skill group instruction.	Principal	Lesson Plans and Classroom Walkthroughs	Diagnostic Math Test
2	Monitoring this strategy will be challenging.	Teachers in grades 2-5 will implement test-taking strategies for math and all teachers will include math vocabulary instruction.	Assistant Principal and Principal	Lesson Plans and Classroom Walkthroughs	Diagnostic Math Test
3	All computers and math software needs to be working properly to implement this strategy.	Students in grades 3-5 will use a variety of math technologies For example: FCAT Explorer, Florida Achieves, FCAT Test Maker.	Principal	Administration will require teachers to use these programs in the computer lab and on classroom computers as noted in lesson plans.	Lesson Plans
4	It will be a challenge to meet with individual teachers one-on-one during the school year.	All teachers will participate in data chats with administration during the school year to analyze student math data and create strategies to help students who show any academic deficiencies.	Assistant Principal and Principal	Administration will require all teachers to complete Data Chat Sheets before meetings and be ready to discuss each individual student.	Diagnostic Math Test and 2011 FCAT Math Test
5	Matching assessments to benchmarks. Technology usage.	Teachers will assign Core K-12 assessments weekly as a formative assessment to guide instruction and determine mastery.	Principal and Assistant Principal, classroom teacher	Lesson plans will be reviewed and classroom walkthroughs will be conducted.	Lesson plans and walkthrough logs.
6	handling of manipulatives	Teachers will use manipulatives to teach depth of understanding.	Principal and Assistant Principal, classroom teacher	Lesson plans will be reviewed and classroom walkthroughs will be conducted.	Lesson plans and walkthrough logs.
7	None	Teachers will implement a daily problem of the day.	Principal and Assistant Principal, classroom teacher	Lesson plans will be reviewed and classroom walkthroughs will be conducted.	Lesson plans and walkthrough logs.
8	None	Teachers will assign homework to practice strategy taught daily and will review the following day.	Principal and Assistant Principal, classroom teacher	Lesson plans will be reviewed and classroom walkthroughs will be conducted.	Lesson plans and walkthrough logs.

9	None	Teachers will use math journals to increase higher order thinking.	Principal and Assistant Principal, classroom teacher	Lesson plans will be reviewed and classroom walkthroughs will be conducted.	Lesson plans and walkthrough logs.
10	Time constraints.	Teachers will implement problem solving lessons on a daily basis, taking students through a step by step process.	Principal and Assistant Principal	Lesson Plans and Classroom Walkthroughs	Diagnostic Math Test and 2013 FCAT Math Test

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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	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 group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	On the 2013 FCAT Math Test the percentage of accountability students scoring level 4 and above will increase by 2 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 FCAT Math Test, 68% of accountability students (287students) scored level 4 and above.	On the 2013 FCAT Math Test, 70% of accountability students will score a level 4 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	During a 60 minute math block it will be difficult to find the time to meet with small groups	Math instruction will be no less than 60 minutes per day in K-5 classrooms to include some differentiated small skill group instruction.	Principal	Lesson Plans and Classroom Walkthroughs	Diagnostic Math Test
	Monitoring this strategy will be challenging.	Teachers in grades 2-5 will implement test-taking	Assistant Principal and Principal	Lesson Plans and Classroom Walkthroughs	Diagnostic Math Test

2		strategies for math and all teachers will include math vocabulary instruction.			
3	All computers and math software need to be working properly to implement this strategy.	Students in grades 3-5 will use a variety of math technologies. For example: FCAT Explorer, Florida Achieves, FCAT Test Maker.	Principal	Administration will require teachers to use these programs in the computer lab and on classroom computers as noted in lesson plans.	Lesson Plans
4	Teachers will need to have math enrichment activities readily available for students throughout the year.	Teachers in grades K-5 will provide math enrichment activities to deepen students content knowledge.	Principal and Assistant Principal	Administration will check lesson plans and do Classroom Walkthroughs.	Diagnostic Test Data and Classroom Test Data.
5	None	Teachers will utilize the enrichment resources provided with the math series.	Principal and Assistant Principal	Administration will check lesson plans and do Classroom Walkthroughs.	Diagnostic Test Data and Classroom Test Data.
6	Handling math material.	Teachers will use manipulatives and hands-on activities with incentives to enhance their math skills.	Principal and Assistant Principal	Administration will check lesson plans and do Classroom Walkthroughs.	Diagnostic Test Data and Classroom Test Data.
7	None	Students in grades 4 and 5 will participate in the county Academic Games.	Michelle McDonald	Administration will check attendance records and observe group practice.	Diagnostic Test Data and Classroom Test Data.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	On the 2013 FAA, the percentage of students scoring level 7 and above will remain 100%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 FAA, 100% (2) students scored at or above Achievement level 7 in mathematics.	On the 2013 FAA the percentage of students scoring level 7 will be 100%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student motivation	The teachers will provide daily intensive intervention.	Principal, Assistant Principal, ESE Contact, ESE Teacher, Classroom Teacher.	Classroom assessments, progress monitoring.	FAA, 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:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	On the 2013 FCAT Math Test the percentage of students making learning gains will increase by 2 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 FCAT Math Test, 78% of students (210 students) made learning gains.	On the 2013 FCAT Math Test, 80% of students will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	It is difficult to find enough time to do small math groups with only a 60 minute math block.	Math instruction will be no less than 60 minutes per day in K-5 classrooms to include some differentiated small skill group instruction.	Assistant Principal and Principal	Lesson Plans and Classroom Walkthroughs	Diagnostic Math Test
2	Monitoring this strategy will be challenging.	Teachers in grades 2-5 will implement test-taking strategies, and all teachers will include math vocabulary instruction.	Principal	Lesson Plans and Classroom Walkthroughs	Diagnostic Math Test
3	All computers and math software needs to be working properly to implement this strategy.	Students in grades 3-5 will use a variety of math technologies. For example: FCAT Explorer, Florida Achieves, FCAT Test Maker.	Assistant Principal and Principal	Administration will require teachers to use these programs in the computer lab and on classroom computers as noted in lesson plans.	Lesson Plans
4	It will be a challenge to meet with individual teachers one-on-one 3 times during the school year.	All teachers will participate in data chats with administration during the school year to analyze student math data and create strategies to help students who show any academic deficiencies	Assistant Principal and Principal	Administration will require all teachers to complete Data Chat Sheets before meetings and be ready to discuss each individual student.	Diagnostic Math Test and 2012 FCAT Math Test
5	Handling materials	Teachers will use manipulatives and hands-on activities with incentives to enhance their math skills.	Assistant Principal and Principal	Lesson Plans and Classroom Walkthroughs	Diagnostic Math Test and 2012 FCAT Math Test
6	Matching assessments to benchmarks. Technology usage.	Teachers will assign Core K-12 assessments weekly as a formative assessment to guide instruction and determine mastery.	Classroom teachers, Principal and Assistant Principal	Lesson plans will be reviewed and classroom walkthroughs will be conducted.	Lesson plans and walkthrough logs
7	None	Teachers will model how to dissect a multi-step word problem in order to solve.	Classroom teachers, Principal and Assistant Principal	Lesson plans will be reviewed and classroom walkthroughs will be conducted.	Lesson plans and walkthrough logs

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:	On the 2013 FAA the percentage of students making learning gains will increase by 50%
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2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2013 FAA Math Test 50% (1) student made learning gains in mathematics.	On the 2013 FAA 100% of students will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student motivation	The teachers will provide daily intensive intervention.	Principal, Assistant Principal, ESE Contact, ESE Teacher, Classroom Teacher	Classroom assessments, progress monitoring.	FAA, 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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	On the 2013 FCAT Math Test the percentage of students in the lowest 25% making learning gains will increase by 20 percent.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 FCAT Math Test, 65% of the students in the lowest 25% made learning gains.	On the 2013 FCAT Math Test, 85% of the students in 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	It is difficult to find enough time to do small math groups with only a 60 minute math block.	Math instruction will be no less than 60 minutes per day in K-5 classrooms to include some differentiated small skill group instruction.	Principal and Assistant Principal	Lesson Plans and Classroom Walkthroughs	FCAT Math Diagnostic
2	Monitoring this strategy will be challenging.	Teachers in grades 2-5 will implement test-taking strategies for math and all teachers will include math vocabulary instruction.	Principal and Assistant Principal	Lesson Plans and Classroom Walkthroughs	Diagnostic Math Test
3	All computers and math software need to be working properly to implement this strategy.	Students in grades 3-5 will use a variety of math technologies. For example: FCAT Explorer, Florida Achieves, FCAT Test Maker.	Principal	Administration will require teachers to use these programs in the computer lab and on classroom computers as noted in lesson plans.	Lesson Plans
4	Non title 1 schools do not receive funds for tutorial.	An after school math tutorial program for students in the lowest 25% in grades 3-5 will be offered.	Assistant Principal and Magnet Coordinator	Lesson Plans and Attendance Sheets	2013 FCAT Math Test
5	It will be a challenge to meet with individual teachers one-on-one during the school year	All teachers will participate in 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.	Diagnostic Math Test and 2013 FCAT Math Test

6	Copying reteach pages.	Teachers will utilize the reteach pages in order for students to understand concepts in smaller segments.	Principal and Assistant Principal	Lesson Plans and Classroom Walkthroughs	Diagnostic Math Test and 2013 FCAT Math Test
7	Student motivation.	Teachers will assign homework to practice strategies taught daily and will review the following day.	Principal and Assistant Principal	Lesson Plans and Classroom Walkthroughs	Diagnostic Math Test and 2013 FCAT Math Test
8	Time constraints.	Teachers will implement problem solving lessons on a daily basis, taking students through a step by step process.	Principal and Assistant Principal	Lesson Plans and Classroom Walkthroughs	Diagnostic Math Test and 2013 FCAT Math Test

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # In Six years our school will reduce the achievement gap by 50%				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	88	89	90	91	92	

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:	On the 2013 FCAT Math Test, all studenys in subgroups by ethnicity will meet the 2013 targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 FCAT Math Test, 8% White students 27% Black student 11% Histpanic students 0% (0) Asian 0% (0) Am. Indians did not make satisfactory progress.	On the 2013 FCAT Math Test, 8% White, 21% Black, 12% Hispanic and 3% Asian will not make satisfactory progress.

Problem-Solving Process to I ncrease Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Copying reteach pages.	Teachers will utilize the reteach pages in order for students to understand concepts in smaller segments.	Assistant Principal and Principal	Lesson Plans and Classroom Walkthroughs	Diagnostic Math Test and 2013 FCAT Math Test
2	It is difficult to find enough time to do small math groups with only a 60 minute math block.	Math instruction will be no less than 60 minutes per day in K-5 classrooms to include some differentiated small skill group instruction.	AssistantPrincipal and Principal	Lesson Plans and Classroom Walkthroughs	FCAT Math Diagnostic

3	None	Teachers will model how to dissect a multi-step word problem in order to solve it.	Classroom teachers, Principal and Assistant Principal.	Lesson Plans and Classroom Walkthroughs	Diagnostic Math Test and 2013 FCAT Math Test
4	Handling material	Teachers will use manipulatives and hands-on activities with incentives to enhance their math skills.	Classroom teachers, Principal and Assistant Principal.	Lesson Plans and Classroom Walkthroughs	Diagnostic Math Test and 2013 FCAT Math Test
5	None	Teachers will make real world connections involving math skills and concepts.	Classroom teachers, Principal and Assistant Principal.	Lesson Plans and Classroom Walkthroughs	Diagnostic Math Test and 2013 FCAT Math Test
6	Non title 1 schools do not receive funds for tutorial	An after school math tutorial for students not making satisfactory progress.	Assistant Principal	Lesson plans and attendance sheets	2013 FCAT math results

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	On the 2013 FCAT Math Test, the percentage of ELL students making satisfactory progress will meet the 2013 targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 FCAT Math Test, 22% of ELL students did not make satisfactory progress.	On the 2013 FCAT Math Test, 8% of the ELL students will not make satisfactory progress.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Copying reteach pages.	Teachers will utilize the reteach pages in order for students to understand concepts in smaller segments.	AssistantPrincipal and Principal	Lesson Plans and Classroom Walkthroughs	FCAT Math Diagnostic
2	None	Teachers will model how to dissect a multi-step word problem in order to solve it.	Classroom teacher, Principal and Assistant Principal	Lesson Plans and Classroom Walkthroughs	FCAT Math Diagnostic
3	Non title 1 schools do not receive funds for tutorial	An after school math tutorial for students not making satisfactory progress.	Assistant Principal	Lesson plans and attendance sheets	2013 FCAT math results

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	On the 2013 FCAT Math Test the number of SWD making satisfactory progress will meet the 2013 targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 FCAT Math Test 32% of SWD scored not making	On the 2013 FCAT Math Test, 34% of the SWD will not make

satisfactory progress.			satisfactory progress.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	It is difficult to find enough time to do small math groups with only a 60 minute math block.	Math instruction will be no less than 60 minutes per day in K-5 classrooms to include some differentiated small skill group instruction.	AssistantPrincipal and Principal	Lesson Plans and Classroom Walkthroughs	FCAT Math Diagnostic
2	Student motivation	The teachers will provide daily intensive intervention.	Principal, ESE Contact, ESE Teacher, Classroom Teacher.	Classroom assessments, progress monitoring.	Classroom assessments.
3	Non title 1 schools do not receive funds for tutorial	An after school math tutorial for students not making satisfactory progress.	Assistant Principal	Lesson plans and attendance sheets	2013 FCAT math results

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	On the 2013 FCAT Math Test the number of Economically Disadvantaged Students making satisfactory progress will meet the 2013 targets%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 FCAT Math Test 28% of Economically Disadvantaged students scored not making satisfactory progress.	On the 2013 FCAT Math Test, 20% of the Economically Disadvantaged students will not make satisfactory progress.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Copying reteach pages.	Teachers will utilize the reteach pages in order for students to understand concepts in smaller segments	Principal and Assistant Principal	Lesson Plans and Classroom Walkthroughs	Diagnostic Math Test and 2013 FCAT Math Test
	It is difficult to find enough time to do small	Math instruction will be no less than 60 minutes	Principal and Assistant	Lesson Plans and Classroom Walkthroughs	Diagnostic Math Test and 2013

2	math groups with only a 60 minute math block.	per day in K-5 classrooms to include some differentiated small skill group instruction.	Principal		FCAT Math Test
3					
4	Non title 1 schools do not receive funds for tutorials	An after school math tutorial for students not making satisfactory progress.	Assistant Principal	Lesson Plans and attendance sheets	2013 FCAT math results

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Math Inquiry/Math Enrichment	K-5	Jackie Breslin	Teachers k-5	December 2012	Classroom walkthroughs, lesson plans, student work samples	Principal and Assistant Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Math Inquiry /Math Enrichment	Jackie Breslin	NA	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
After school math tutorial	Classroom Teachers	Magnet Funds	\$1,500.00
			Subtotal: \$1,500.00
			Grand Total: \$1,500.00

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:	On the 2013 FCAT Science Test the percentage of accountability students scoring level 3 will increase by 3 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 FCAT Science Test, 44% of accountability students(62 students)scored level 3.	On the 2013 FCAT Science Test, 47% of accountability students will score level 3.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	It is difficult to find enough time during the day to teach all of the Science Standards.	Explore all components of the Scientific Method during class instruction and through the IB Units of Inquiry.	Magnet Coordinator and Principal	UOI Planners and Lesson Plans	Science Test and FCAT Science Diagnostic
2	Teachers will need to be trained in Inquiry and understand the Scientific Method.	Students will participate in a Science Inquiry Project using the Scientific Method.	Magnet Coordinator and Principal	Preview Projects	Projects
3	It is difficult to find enough time to teach Science for a full 60 minutes daily.	All 5th grade teachers will plan a 60 minute Science period and include all Science Units of Inquiry.	Magnet Coordinator and Principal	Lesson Plans and Classroom Walkthroughs	FCAT Science Diagnostic
4	Science lessons must be planned for the entire 3 hours.	All PDD/Early dismissal days will be Science days in grades K-5.	Principal	Lesson Plans and Classroom Walkthroughs	Science Test and FCAT Science Diagnostic
5	Science tutorial will be offered.	Teachers will conduct a weekly hands-on science experiment with students.	Principal/Assistant Principal	Lesson Plans and Classroom Walkthroughs	Science Test and FCAT Science Diagnostic
6	Non title one schools do not receive funds for tutorial.	An after school science tutorial will be provided for students not meeting the standard.	Magnet Coordinator and Assistant Principal	Lesson Plans and Classroom Walkthroughs	Science Test and FCAT Science Diagnostic

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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 we did not have any students take the FAA in science.	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
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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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	On the 2012 FCAT Science Test, the percentage of accountability students scoring level 4 or 5 will increase by 5 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2011 FCAT Science Test, 33% of accountability students (44 students) scored a level 4 or 5.	On the 2012 FCAT Science Test, 36% of accountability students will score a level 4 or 5.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	It is difficult to find enough time during the day to teach all of the Science Standards.	Explore all components of the Scientific Method during class instruction and through the IB Units of Inquiry.	Magnet Coordinator and Principal	UOI Planners and Lesson Plans	Science Test and FCAT Science Diagnostic
2	Teachers will need to be trained in Inquiry and understand the Scientific Method.	Students will participate in a Science Inquiry Project using the Scientific Method.	Magnet Coordinator and Principal	Preview Projects	Projects
3	It is difficult to find enough time to teach Science for a full 60 minutes daily.	All 5th grade teachers will plan a 60 minute Science period and include all Science Units of Inquiry.	Magnet Coordinator and Principal	Lesson Plans and Classroom Walkthroughs	FCAT Science Diagnostic
4	Science lessons must be planned for the entire 3 hours.	All PDD/Early dismissal days will be Science days in grades K-5.	Principal	Lesson Plans and Classroom Walkthroughs	Science Test and FCAT Science Diagnostic
5	Students not able to attend due to lack of transportation.	Students will be offered afterschool clubs such as Mad Science, SECME, and Science through our SACC program.	Assistant Principal and Club sponsors	Club rosters	Science Diagnostic and FCAT

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	On the 2013 FAA we will have 100% (1) of our students scoring level 7.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 we did not have any students taking the FAA in science.	On the 2013 FAA we will have 100% (1) of our students scoring level 7.

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students motivation	The teachers will provide daily intensive intervention.	Principal, Assistant Principal, ESE Contact, ESE Teacher, Classroom Teacher	Classroom assessments, progress monitoring	FAA, classroom assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Inquiry Based Instruction	K-5	Michelle Compton	Teachers K-5	September 2012	Classroom Walkthroughs, Lesson Plans.	Principal, Assistant Principal
Concept Based Instruction	K-5	Chris Overhoff	Teachers K-5	January 2013	Classroom Walkthroughs, Lesson Plans.	Principal, Assistant Principal

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
Inquiry Based Instruction	Michelle Compton	Magnet Funds	\$2,000.00
Concept Based Instruction	Chris Overhoff	NA	\$0.00
			Subtotal: \$2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
After-school science tutorial	Classroom Teacher	School Improvement Funds	\$600.00
			Subtotal: \$600.00
			Grand Total: \$2,600.00

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:	On the 2013 FCAT Writing Test the percentage of students scoring level 3 or above will be 100%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 FCAT Writing Test, 97% of the students (141 students) scored level 3 or above.	On the 2013 FCAT Writing Test, 100% of the students will score level 4 or 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	None	Teachers will analyze student writing to determine strengths and weaknesses.	Assistant Principal and Principal	Writing Samples	Palm Beach Writes, classroom writing assignments.
2	Non title one schools do not receive funds for tutorial.	An after school writing tutorial will be provided for students not meeting the standard.	Magnet Coordinator and Assistant Principal	Morikami Writes	Palm Beach Writes
3	Writing Prompts for Morikami Writes need to be available each month.	Students will participate in Morikami Writes (for grades K-2) and Palm Beach Writes (for grades 3-5) monthly.	Assistant Principal	Lesson Plans	Palm Beach Writes and Morikami Writes
4	Time constraints	Teachers will differentiate their instruction to meet students needs through small group writing lessons and individual writing conferences.	Principal	Writing Samples, conference notes and lesson plans	Palm Beach Writes and Morikami Writes
5	Time constraints	Students will use the writing process daily. Work samples will be kept and dated.	Magnet Coordinator and Assistant Principal	Lesson Plans, writing samples	Student work samples.
6	None	Teachers in grades K-2 will implement the Writer's Workshop framework of instruction using the Lucy Calkins Units of Study	Principal and Assistant Principal	Morikami Writes and student published pieces	Palm Beach Writes
7	Time Constraints	Teachers in grade 4 will analyze the FCAT writing CD from 2012 papers to determine qualities that helped papers score higher and teach those strategies.	Principal and Assistant Principal	LTM meeting notes and lesson plans	Palm Beach Writes
8	None	Select students in grade 4 will participate in a pull-out writing group to provide additional support	Principal and Assistant Principal	Lesson Plans	Palm Beach Writes and student writing samples.
9	Time Constraints	Teachers will analyze and score writing from each others class to get a variety of perspectives on their students writing.	Principal and Assistant Principal	LTM meeting notes, student writing samples	Palm Beach Writes and student writing samples.

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:	The percent of students scoring at a 4 or higher will be 100%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
We did not have any students taking the FAA in writing.	100% of students taking the 2013 Florida Alternate Writing Assessment will score a level 4 or higher.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	Teacher will provide small group and individual instruction	Principal and Assistant Principal	Morikami Writes	Palm Beach Writes
2		Student will participate in classroom writing instruction with modifications	Principal and Assistant Principal	Morikami Writes and Conference notes.	Palm Beach Writes

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 on the Writer's Workshop framework for instruction	k-2	District	K-2teachers	ongoing	Classroom walkthroughs and examination of student writing samples	Principal and assistant Principal
Analyzing writing samples at LTM meetings	grade 4	Grade chair or Assistant Principal	Grade4teachers	ongoing	Meeting notes and Morikami Park Writes	Principal and assistant Principal
writing lesson modeled in classrooms of teachers						

new to the grade level	Grade 4 and Grades K-2	Assistant Principal	Grade 4 teachers and K-2 teachers	ongoing	examination of writing samples and classroom walkthroughs	Principal and assistant Principal
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Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Writer's Workshop and The Lucy Calkins Units of Study	Lucy Calkins Units of Study set and Learning Village	Magnet	\$2,500.00
			Subtotal: \$2,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Training on Writing Workshop and the Lucy Calkins Units of Study	District	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Lesson Modeling	School(Assistant Prinicipal)	N/A	\$0.00
Analysis of writing samples	School	N/A	\$0.00
After school writing tutorial	Classroom teachers	School Improvement Funds	\$600.00
			Subtotal: \$600.00
			Grand Total: \$3,100.00

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:	For FY13, we expect to have an attendance rate of 90%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
80%	90%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
163 students	90 students

2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
93 students	50 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	Not having enough time to call	Call parents after 3 absences/tardies	Attendance Clerk	track daily attendance of students with excessive absences	attendance reports
2	None	Enforce school attendance contract	Magnet Coordinator/Administration	Meeting with parents	attendance reports
3	Limited time for SBT meetings/completions of paperwork	Refer students with excessive absences/tardies to SBT	Classroom Teacher/SBT Leader	Meeting notes/daily attendance	attendance reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance	K-5	Administration	All Teachers	on-going	attendance reports	Assistant Principal/Attendance Clerk

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

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:		For FY13, we expected to maintain a low rate of suspensions.			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
1		1			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
1		1			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
0		0			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
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 constraints	Students at risk will meet with Guidance counselor	Eve Saraceni	discipline referrals	suspension reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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Identifying at risk students	Behavior	Eve Saraceni	school-wide	Faculty Meeting	SBT referrals	Assistant Principal/Guidance Counselor
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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:		The percentage of parent involvement will increase by 5% as measured by parent sign-in sheets.			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
The percentage of parent involvement FY12 was 75% as measured by parent sign-in sheets.		The percentage of expected parent involvement FY13 will be 80% as measured by parent sign-in sheets.			
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	Monetary Resources	Host a Family Literacy Night promoting good reading habits.	Literacy night coordinator Reading/Literacy Committee	Teachers will review student's nightly reading logs	100% of students will record amount of nightly reading time on the reading log

2	Lack of community support	Host a family math night at a local store	Math committee members	Collect participation data and family surveys	Family attendance sheets and surveys
3	Lack of resources	Host a family Science night	Science Committee members	Faculty will circulate during the activity and monitor student/parents as they conduct hands-on experiments.	Improve scientific thinking strand on assessment
4	Lack of resources	Host an FCAT Parent Information Night	Administration, Teachers, Parent Volunteers	Sign in sheets, Parent Survey	Family attendance sheets, surveys

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Science Night	Hands-on materials	School Improvement Funds	\$100.00
			Subtotal: \$100.00
			Grand Total: \$100.00

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

Additional Goal(s)

Morikami Park Elementary School will continue to be a Green School of Excellence.
Goal:

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:					
1. Morikami Park Elementary School will continue to be a Green School of Excellence. Goal Morikami Park Elementary School will continue to be a Green School of Excellence. Goal #1:		Morikami Park Elementary received the Green School of Excellence Award in 2012 and will continue to strive to be a Green School in 2013.			
2012 Current level:		2013 Expected level:			
In 2012 Morikami Park Elementary received the Green School Of Excellence Award.		In 2013 Morikami Park will strive to continue excellent achievement in the PBC Green School Recognition Program.			
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	Monitoring and recycling process takes time.	Teachers and students will continue to recycle plastics, paper and aluminum.	Principal and PTA	Total Recyclable materials	Teacher questionnaire
2	Teachers must be willing to sponsor clubs.	Teachers will continue to offer environmental clubs after school.	Assistant Principal and Principal	Students participation in clubs	Club effectiveness
3	lessons must be age appropriate for all ages.	The math/Science lab teachers will teach lessons about how to take care of the earth and Go Green.	Assistant Principal and Principal	Lesson Plans	Student work
4	Teachers must take time to train students.	Teachers will continue to have a class environmentalist and recycler as student jobs.	Assistant Principal and Principal	Student participation	Job charts
5	The teacher must take time to plan Science lesson.	Each teacher will do one Science lesson outside during the school year.	Assistant Principal and Principal	Lesson Plans	Students feedback on unit planners
6	Everyone will have to do their part to reduce energy use.	Morikami will strive to reduce energy consumption by analyzing energy reports and adopting/implementing an energy plan.	Principal and PTA Green Chair	Reduction of energy use	Monthly energy reports

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

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

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

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 Morikami Park Elementary School will continue to be a Green School of Excellence. Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Words Their Way	Teacher Resource Book	Magnet Budget	\$1,700.00
Writing	Writer's Workshop and The Lucy Calkins Units of Study	Lucy Calkins Units of Study set and Learning Village	Magnet	\$2,500.00
				Subtotal: \$4,200.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Core K-12 Formative Assessments	District Provided	District	\$0.00
Reading	Riverdeep	District Provided	District	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Text Complexity	District Trainer	NA	\$0.00
Reading	Words Their Way	Dawn Sarnelli	NA	\$0.00
Reading	Comprehension	Lessons From the Ground up	NA	\$0.00
Mathematics	Math Inquiry /Math Enrichment	Jackie Breslin	NA	\$0.00
Science	Inquiry Based Instruction	Michelle Compton	Magnet Funds	\$2,000.00
Science	Concept Based Instruction	Chris Overhoff	NA	\$0.00
Writing	Training on Writing Workshop and the Lucy Calkins Units of Study	District	N/A	\$0.00
				Subtotal: \$2,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	After School Tutorial	Teachers will Tutor Students in the lowest 25% after school in reading.	School improvemtn Funds and magnet funds	\$1,500.00
Mathematics	After school math tutorial	Classroom Teachers	Magnet Funds	\$1,500.00
Science	After-school science tutorial	Classroom Teacher	School Improvement Funds	\$600.00
Writing	Lesson Modeling	School (Assistant Prinicipal)	N/A	\$0.00
Writing	Analysis of writing samples	School	N/A	\$0.00
Writing	After school writing tutorial	Classroom teachers	School Improvement Funds	\$600.00
Parent Involvement	Science Night	Hands-on materials	School Improvement Funds	\$100.00
				Subtotal: \$4,300.00
				Grand Total: \$10,500.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 9/3/2012)

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
The SAC funds will be used for reading, math, science and writing tutorials.	\$3,000.00

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

The School Advisory Council will monitor the SIP strategies. Diagnostics as well as classroom assessments will be monitored to ensure they are aligned to the SIP goals in all academic subject areas. SAC will also work with academic committees making sure the SIP is being addressed and strategies are being followed through.

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 MORI KAMI PARK ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	92%	95%	98%	77%	362	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	78%	79%			157	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)	74% (YES)			149	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					668	
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 MORI KAMI PARK ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	92%	94%	94%	80%	360	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%	69%			144	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?	72% (YES)	72% (YES)			144	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					648	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested