FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: GROVE PARK ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Eric M. Gross

SAC Chair: Ron Rago

Superintendent: E. Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 11/9/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Assis Principal	Vonda Daniels	BS - Elementary Education, University of Central Florida; MS - Educational Leadership, Nova University; ESOL Endorsement - State of Florida; Assistant Principal Certification	2	6	Assistant Principal of Grove Park Elementary in 2011-2012. Grade: D, Reading Mastery: 28%, Math Mastery: 33%, Science Mastery: 27%, Writing Mastery 86%, Math and Reading Learning Gains: 59%, L25 Reading Gains: 67%, L25 Math Gains: 58%
Principal	Eric M. Gross	BS – Elementary Education, Florida State University; MS – Educational Leadership, Florida Atlantic University; ESOL Endorsement – State of Florida; Principal Certification –	3	9	Principal of Grove Park Elementary in 2011-2012. Grade: D, Reading Mastery: 28%, Math Mastery: 33%, Science Mastery: 27%, Writing Mastery 86%, Math and Reading Learning Gains: 59%, L25 Reading Gains: 67%, L25 Math Gains: 58%, Principal of Lighthouse Elementary in 2009-2010: Grade: A, Reading Mastery: 95%, Math Mastery: 97%, Science Mastery: 91%

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Tammy Smith	Bachelor's degree in Elementary Education from FAU; Masters degrees in Educational Leadership and Reading from Walden Univ. National Board Certification in reading and early literacy; ESOL endorsement	1	2	5th Grade Reading teacher at Marsh Pointe Elementary 2009-2011. Grade "A". Reading Mastery: 83%, Math Mastery: 76%, Science Mastery: 71%, Writing Mastery 95%, Math learning gains: 73%, Reading Learning Gains: 74%, L25 Reading Gains: 76%, L25 Math Gains: 68% Reading Coach at Grove Park Elementary form 1/12 until present.
Math / Science	Susan Heckman	Bachelor's degree in Elementary Education from Loyola Univ. of Chicago (K-6) ESOL endorsement (K-12) Educational Media Specialist (PK-12)			2nd Grade teacher at Acrage Pines Elementary 2011-2012. Grade "A" Reading Mastery: 68%, Math Mastery: 75%, Science Mastery: 61%, Writing Mastery 82%, Math Gains: 67%, Reading Gains: 74%, L25 Reading Gains: 79%, L25 Math Gains: 58%

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. "Mentors" are assigned to all new teachers to the campus to answer all procedural questions or questions that may arise with the school and District throughout the year.	Assistant Principal	on-going	
2	2. Monthly meetings for beginning teachers and new teachers to school or District targeting areas such as time management, classroom management, parent conferencing, continuous assessment, available data, etc.	Assistant Principal/ National Board Certified Teacher (Ashley Brezak)	on-going	
3	3. Recruiting highly qualified teachers at the annual District job fair	Principal	May 2013	
4	4. Work with an instructional mentor from the New Teacher Center (NTC) who will assist in training our new teachers.	Assistant Principal/ NTC Mentor	May 2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
18% or 12 teachers are currently teaching out of field due to ELL requirements.	Teachers are signed to participate in ELL coursework. In addition to ELL coursework, staff members are also completing SAE in their related fields to become Highly Qualified.

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
60	3.3%(2)	31.7%(19)	31.7%(19)	33.3%(20)	36.7%(22)	96.7%(58)	13.3%(8)	6.7%(4)	55.0%(33)

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
Wendy Barkhurst	April Zentko	ESE department chair	Support mentee with balanced literacy, core subject areas, procedures, and "best practices" through modeling, peer observations, feedback and bi-weekly meetings. The mentor and mentee will meet bi-weekly in a professional learning community to discuss evidence-based strategies for each domain. Once a month the mentor is given release time to observe the mentee. Time is given for feedback, coaching and planning. Each subject area coach will model lessons using best practice strategies.
Mari Pumphrey	Jennifer Moreira	Literacy Coach	Support mentee with balanced literacy, core subject areas, procedures, and "best practices" through modeling, peer observations, feedback and bi-weekly meetings. The mentor and mentee will meet bi-weekly in a professional learning community to discuss evidence-based strategies for each domain. Once a month the mentor is given release time to observe the mentee. Time is given for feedback, coaching and planning. Each subject area coach will model lessons using best practice strategies.
			Support mentee with

Judi Ackerman	Kelly Willis	NTC appointed mentor	balanced literacy, core subject areas, procedures, and "best practices" through modeling, peer observations, feedback and bi-weekly meetings. The mentor and mentee will meet bi-weekly in a professional learning community to discuss evidence-based strategies for each domain. Once a month the mentor is given release time to observe the mentee. Time is given for feedback, coaching and planning. Each subject area coach will model lessons using best practice strategies.
Tammy Smith	David Frost Kayla Russo	Both mentees are 4th grade reading teachers and are paired up with the Reading Coach	Support mentee with balanced literacy, core subject areas, procedures, and "best practices" through modeling, peer observations, feedback and bi-weekly meetings. The mentor and mentee will meet bi-weekly in a professional learning community to discuss evidence-based strategies for each domain. Once a month the mentor is given release time to observe the mentee. Time is given for feedback, coaching and planning. Each subject area coach will model lessons using best practice strategies.
Judi Ackerman	John Pascley	NTC appointed mentor	Support mentee with balanced literacy, core subject areas, procedures, and "best practices" through modeling, peer observations, feedback and bi-weekly meetings. The mentor and mentee will meet bi-weekly in a professional learning community to discuss evidence-based strategies for each domain. Once a month the mentor is given release time to observe the mentee. Time is given for feedback, coaching and planning. Each subject area coach will model lessons using best practice strategies.

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

Grove Park Elementary will utilize Title I funding to support afterschool and Saturday tutorial programs, purchase instructional materials and assessments, and to purchase instructional coaching positions in reading, math, and science as well as parent involvement related activities.

Title I, Part C- Migrant

> Support services are provided by District personnel

Title I, Part D

> N/A

Title II

> Services are provided through the district to improve the education of English Language Learners by providing educational materials and support services. Through the after-school program and summer school program students needing additional remediation are provided that opportunity. Through the coordination with Title II and Title III funds staff development needs are met through the district.

Title III

> Programs and professional development provided by Safe Schools – Single School Culture, Academic, Behavior and Climate programs, Bullying prevention, Character Education, District Academic Coaches. Through the after-school program and summer school program students needing additional remediation are provided that opportunity. Through the coordination with Title II and Title III funds staff development needs are met through the district.

Title X- Homeless

> District Homeless Social Worker provides resources such as school supplies, food and clothing for students identified as homeless under the McKinney-Vento Act to help break down barriers for a free and appropriate education

Supplemental Academic Instruction (SAI)

> Funds will provide a teacher to work with students providing in-school and extended day support for struggling readers in grades 2-5.

Violence Prevention Programs

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

Nutrition Programs

> Through the district coordination of funds 100% of our students are provided free breakfast.

Housing Programs

> N/A

Head Start

> N/A

Adult Education

> N/A

Career and Technical Education

> N/A

Job Training

> N/A

Other

> Required instruction listed in FL Statute 1003.42(2), as applicable to appropriate grade levels

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

> The School-based RtI Leadership Team consists of the following members: Eric Gross, Principal, Vonda Daniels, Assistant Principal, Susan Feldman, ESE Coordinator, Kim Berryhill, School Psychologist, Tammy Smith, Reading Coach, Susan Heckman, Math Coach, Mary Pumphrey, Literacy Resource Teacher, RtI Facilitator, Dora Lundy, Learning Team Facilitator (LTF), and

DeCarla Boggs, Guidance Counselor.

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 Principal will provide a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities. The role of the RtI Facilitator will be to assist in designing and implementation of progress monitoring, collection and analysis of data, assist in development of intervention plans, implementation of Tier 3 interventions and provide professional development and technical assistance as needed. The team will meet regularly to review the following:
Review screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will use the Problem Solving Model to conduct all meetings. The Team will identify the problem, analyze the problem, design an intervention and implement and evaluate the effectiveness of the intervention. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing capacity, and
making decisions about implementation.

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

The RtI Team met with the School Advisory Council (SAC) members and administration to assist in the development of the SIP. Utilizing the previous year's data, information on Tier 1, Tier 2 and Tier 3 targets. Deficient areas will be discussed. The areas discussed will include FCAT lowest 25%, AYP Subgroups,Strengths and weaknesses of intensive programs, mentoring and tutorials.

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
Reading Running Records
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)
Office Discipline Referrals
Retentions
Absences

Midyear data:
Florida Assessment for Instruction in Reading (FAIR)
Diagnostic Assessment for Reading (DAR)
Palm Beach County Winter Diagnostics
Reading Running Records
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
Reading Running Records
K-4 Literacy Assessment System
ACT/SAT/CPT

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.

Professional development will be provided during faculty meetings and in small sessions on-going throughout the year. The first training, an overview of the process at Grove Park will occur in early September. After that, grade levels will continue the training throughout September and October with a look at how the research based interventions are implemented in the classroom and how to interpret the data collected.

Based on discussions and teacher needs additional professional development will be determined.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Eric Gross, Principal, Vonda Daniels, Assistant Principal, Anna Lookadoo, SAI Teacher, Susan Feldman, RTI Teacher, Tammy Smith, Reading Coach, Mary Pumphrey, Literacy Resource Teacher, Susan Heckman, Math/Science Coach, and Dora Lundy, Learning Team Facilitator.

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

LLT will meet weekly to discuss the implementation of SIP strategies, will identify needs following school wide, grade-wide assessments (diagnostics and K-4 assessments and Palm Beach Writes) and strategize to meet the needs of sub groups not meeting AYP standards in reading. The function of the LLT at Grove Park Elementary is to create a shared literacy vision that is clear and shaped by the school's data. The team will work to determine the vision and implement a plan, where each team member will bring specific expertise to building the culture of literacy in the school. The team will also build in time and opportunities for professional development for all stakeholders.

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

Develop a more rigorous instructional focus calendar in grades K-5. Increasing knowledge of anchor chart scoring rubrics and using Test Specs in 3-5; Develop the teachers' guided reading practices to meet the needs of struggling readers.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 9/5/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

The Parent Liaison and Guidance Counselor visit the local day cares and pre-school programs to distribute flyers and invitations to the Kindergarten Roundup and Registration.

In January 2013, the principal will invite representatives from local daycare centers to discuss school readiness for students entering Kindergarten in the fall.

Pre-K students and their parents will be invited to a special "Open House" in the month of May each year.

At the end of the school year, a flyer is sent out to announce our "Kindergarten Roundup". This event is held to register prospective kindergarten students and to inform parents of the importance of school readiness, and to provide parents with

strategies to assist their child(ren) over the summer.

In addition to the flyer, this information is included in the school's newsletter, and on the school's marquee.

An additional "Kindergarten Roundup" will be held in July 2013 which will include an Immunization Mobile Unit to provide required immunizations for entering school.

Students enrolled in kindergarten are administered the ECHOS assessment to determine school readiness. The results of this assessment is a good indicator of the effectiveness of this plan when comparing data of the students who were enrolled in the preschool program versus those students who were enrolled in other preschool programs, or those who did not receive any preschool experience.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In grades 3-5, 17% (47) of the students have scored at achievement level 3 in reading on the 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 17% (47) of the students have scored at achievement level 3 in reading on the 2012 FCAT.	Our goal is to reach 50% (137) level 3 or higher in reading proficiency.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of vocabulary development hinders some of our students' successes	Professional Development for all teachers in Wordly Wise, oral language strategies, Core curriculum vocabulary strategies, will be implemented through daily classroom instruction to increase vocabulary	Academic coaches	weekly assessments given through the core curriculum, vocabulary; homework assignments,Scheduled training and participation in workshops. Lesson plans indicating instruction and observations of lessons.	SSS Diagnostic, school-based focus assessments, RRR's, District assessments FCAT scores
2	Lack of endurance to complete assignments hinders some of our students' success.	Extend the school day by one hour. Offer after school tutorial services	Administration	classroom observations and weekly comprehension checks	classroom, district, and diagnostic assessments
3	Teachers need to have a clear understanding of the Fountas and Pinnell assessment in order to maintain efficacy of implementation.	Tier 1: Determine core instructional needs by reviewing Fountas and Pinnell reading assessments for all students. Differentiated instruction for each student will be implemented based on the continuous review of data during the 90-minute reading block	Reading Coach, literacy coach and administration	Student progress as measured by ongoing assessments utilizing Reading Running Records. Additionally, student progress will be monitored three times a year using Fountas and Pinnell reading assessments. Review of lesson plans to indicate diffentiated instruction	Reading Running Records, Fountas and Pinnell reading assessments, District Embedded Assessments.
4	Teaching with differentiated levels must be identified.	Teachers will use the FCIM to teach benchmarks and continually assess and re-teach the benchmarks. Teachers will also departmentalize subject matter to become more effective teachers at their identified curriculums.	Administration	Lesson plans will be reviewed during walk-throughs. Data from the embedded assessments will be analyzed with teachers during LTMs and conversations with administration	Embedded Benchmark Assessments, Diagnostic Assessments and FCAT Reading

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:	In grades 3-5, 0% (0) of the students have scored at achievement levels 4,5,or 6 in reading on the 2012 FAA due to the fact that 100% of our students scored level 7 or above.

2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 0% (0) of the students have scored at achievement levels 4,5,or 6 in reading on the 2012 FAA due to the fact that 100% of our students scored level 7 or above.	Our goal is to continue to reach 100% (6) mastery in reading on the FAA.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of vocabulary awareness hinders some of our students' successes	Professional Development for all teachers in Wordly Wise, oral language strategies, Core curriculum vocabulary strategies, will be implemented through daily classroom instruction to increase vocabulary	Academic coaches	weekly assessments given through the core curriculum, vocabulary; homework assignments,Scheduled training and participation in workshops. Lesson plans indicating instruction and observations of lessons.	SSS Diagnostic, school-based focus assessments, RRR's, District assessments FCAT scores
2	Teachers need to have a clear understanding of the Fountas and Pinnell assessment in order to maintain efficacy of implementation.	Tier 1: Determine core instructional needs by reviewing Fountas and Pinnell reading assessments for all students. Differentiated instruction for each student will be implemented based on the continuous review of data during the 90-minute reading block	Reading Coach, literacy coach and administration	Student progress as measured by ongoing assessments utilizing Reading Running Records. Additionally, student progress will be monitored three times a year using Fountas and Pinnell reading assessments. Review of lesson plans to indicate diffentiated instruction	Reading Running Records, Fountas and Pinnell reading assessments, District Embedded Assessments
3	Teaching with differentiated levels must be identified	Teachers will use the FCIM to teach benchmarks and continually assess and re-teach the benchmarks. Teachers will also departmentalize subject matter to become more effective teachers at their identified curriculums.	Administration	Lesson plans will be reviewed during walk-throughs. Data from the embedded assessments will be analyzed with teachers during LTMs and conversations with administration	Embedded Benchmark Assessments, Diagnostic Assessments and FCAT Reading
4	Lack of endurance to complete assignments hinders some of our students' success.	Extend the school day by one hour. Offer after school tutorial services	Administration	classroom observations and weekly comprehension checks	classroom, district, and diagnostic assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In grades 3-5, 9% (26) of the students scored at or above achievement level 4 in reading on the 2012 FCAT.

2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 9% (26) of the students scored at or above achievement level 4 in reading on the 2012 FCAT.	Our goal is to have 20% (57) of students scoring at or above achievement level 4 in reading.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of endurance to complete assignments hinders some of our students' success.	Extend school day by one hour. Offer after school tutoring opportunities for both remediation and enrichment.	Administration	classroom observations and weekly comprehension checks	classroom, district, and diagnostic assessments
2	Students are in need of more time to master concepts in reading.	Increase the school day by 1 hour. After-school tutorial will offer enrichment activities for students identified through SSS Diagnostics, Fountas and Pinnell and the embedded benchmark tests as scoring above proficiency in order to maintain academic successes.	Assistant Principal Reading Coach	Lesson plans reviewed weekly by administration. Walk-throughs of tutorial classrooms. Weekly meetings between tutorial and classroom teacher attended by assistant principal to discuss classroom and tutorial data	SSS Diagnostics, embedded assessments and tutorial mini assessments
3	Scheduling times that are in addition to students' 90 minute reading block may hinder access to iii support	A resource teacher, a six hour tutor, and another .5 resource teacher will work with students needing iii, or Rti in grades K-5.	Reading Coach, and Administration	students will be grouped based on needs for iii instruction outside the 90 minute reading block	Fountas and Pinnell Reading Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	In grades 3-5, 100% (6) of the students scored at or above achievement level 7 in reading on the 2012 FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 100% (6) of the students scored at or above achievement level 7 in reading on the 2012 FAA.	Our goal is to continue to reach 100% (6) mastery in reading on the FAA.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of endurance to complete assignments hinders some of our students' success.	Extend school day by one hour. Offer afterschool tutoring opportunities.	Administration	classroom obervations and weekly comprehension checks	classroom, district, and diagnostic assessments
2	Students are in need of more time to master concepts in reading.	Increase the school day by 1 hour.After-school tutorial will reinforce skills taught in the classroom for students identified through SSS Diagnostics, Fountas and Pinnell and the embedded benchmark tests as needing additional practice and re-teaching beyond the school day.	Assistant Principal Reading Coach	Lesson plans reviewed weekly by administration. Walk-throughs of tutorial classrooms. Weekly meetings between tutorial and classroom teacher attended by assistant principal to discuss classroom and tutorial data	SSS Diagnostics, embedded assessments and tutorial mini assessments
	Scheduling times that are in addition to students'	A resource teacher, a six hour tutor, and	Reading Coach, and Administration	students will be grouped based on needs for iii	Fountas and Pinnell Reading

3	90 minute reading block may hinder access to iii support	another .5 resource teacher will work with students needing iii, or Rti in grades K-5.		instruction outside the 90 minute reading block	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:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In grades 3-5, 59% (55) of the students have made learning gains for reading on the 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 59% (55) of the students have made learning gains for reading on the 2012 FCAT.	Our goal is to have 65% (60) of students make learning gains for reading on the 2013 FCAT.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of endurance to complete assignments hinders some of our students' success.	Extend the school day by 1 hour; offer after school tutorial services	Administration	classroom obervations and weekly comprehension checks	diagnostic assessments
2	Teachers need to have a clear understanding of the Fountas and Pinnell assessment in order to maintain efficacy of implementation.	Determine core instructional needs by reviewing Fountas and Pinnell reading assessments for all students. Differentiated instruction for each student will be implemented based on the continuous review of data during the 90-minute reading block	Reading Coach, literacy coach and administration	Student progress as measured by ongoing assessments utilizing Reading Running Records. Additionally, student progress will be monitored three times a year using Fountas and Pinnell reading assessments. Review of lesson plans to indicate diffentiated instruction	Reading Running Records, Fountas and Pinnell reading assessments, District Embedded 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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	In grades 3-5, 50% (3) of the students have made learning gains for reading on the 2012 FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 50% (3) of the students have made learning gains for reading on the 2012 FAA.	Our goal is to have 65% (4)of our students make learning gains for reading on the 2013 FAA.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of endurance to complete assignments hinders some of our students' success.	extend the school day by 1 hour; offer after school tutorial services	Administration	classroom obervations and weekly comprehension checks	diagnostic assessments
	Teachers need to have a	Determine core	Reading Coach,	Student progress as	Reading Running

2	clear understanding of the Fountas and Pinnell assessment in order to maintain efficacy of implementation.	instructional needs by reviewing Fountas and Pinnell reading assessments for all students. Differentiated instruction for each student will be implemented based on the continuous review of data during the 90-minute reading block	literacy coach and administration	measured by ongoing assessments utilizing Reading Running Records. Additionally, student progress will be monitored three times a year using Fountas and Pinnell reading assessments. Review of lesson plans to indicate diffentiated instruction	Records, Fountas and Pinnell reading assessments, District Embedded 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:	In grades 3-5, 67% of the students in the lowest 25% have made learning gains for reading on the 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 67% of the students in the lowest 25% have made learning gains for reading on the 2012 FCAT.	Our goal is to have 75% of the students in the lowest 25% make learning gains in reading on the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Ensuring teachers can effectively translate best theories of teaching into best practices of teaching can be a barrier.	Implement book study on The Daily Five.	Reading Coach and Principal	Observations of Reading Coach and Administration. Review of lesson plans during walk-throughs. Teacher response journal documenting effectiveness of strategies.	Embedded Benchmark Assessments, Conference Notes of teachers on student progress, District Reading Assessments in Grades 3-5
2	Lack of endurance to complete assignments hinders some of our students' success.	extend the school day by 1 hour; offer after school tutorial services	Administration	classroom obervations and weekly comprehension checks	diagnostic assessments

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
	32	38	45	51	57	

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:	In grades 3-5, 40% of our White population, 76% of our Black population, and 64% of our Hispanic population have not made satisfactory progress for reading on the 2012 FCAT.

	2012 Current Level of Performance:			2013 Expected Level of Performance:	
	In grades 3-5, 40% of our White population, 76% of our Black population, and 64% of our Hispanic population have not made satisfactory progress for reading on the 2012 FCAT.			By 2013, the percentage of students not making satisfactory progress in reading will be reduced to: 66% of our black population, 54% of our Hispanic population, and 35% of our White population.	

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 lack of prior knowledge and real world experiences.	Real World Problems and scenarios related to daily life, Audio Visuals.	Academic Coaches, Principal and Assistant Principal	Student Portfolios	Classroom, district, and diagnostic assessments
2	Teachers need to have a clear understanding of the Fountas and Pinnell assessment in order to maintain efficacy of implementation.	Tier 1: Determine core instructional needs by reviewing Fountas and Pinnell reading assessments for all student ethnicities. Differentiated instruction for each student will be implemented based on the continuous review of data during the 90-minute reading block.	Reading Coach and administration	Student progress as measured by ongoing assessments utilizing Reading Running Records. Additionally, student progress will be monitored three times a year using Fountas and Pinnell reading assessments. Review of lesson plans to indicate diffentiated instruction.	Reading Running Records, Fountas and Pinnell reading assessments, District Embedded Assessments.
3	Scheduling & hiring a iii instructor may pose a challenge.	Tier 2: Provide immediate intensive intervention for students needing more intensive instruction than provided by the core reading curriculum, utilizing Comprehensive Intervention Reading Program	Reading Coach, administration, and RTI facilitator	Student progress as measured by ongoing assessments utilizing Reading Running Records. Additionally, student progress will be monitored three times a year using Fountas and Pinnell reading assessments. Review of lesson plans to indicate differentiated instruction.	Reading Running Records, Fountas and Pinnell reading assessments, District Embedded Assessments.
4	Ensuring fidelity of the review of the DAR results may be considered a barrier.	Tier 3: Determine more specific instructional needs by reviewing DAR results. Provide additional reading instruction by SAI teacher.	RTI facilitator	Student progress is assessed using Breakthrough to Literacy weekly reports, SRI data, Reading Running Records, and Fountas and Pinnell reading assessments. Review of lesson plans to indicate differentiated instruction.	Breakthrough to Literacy reports, SRI data, Reading Running Records, Fountas and Pinnell reading assessments, District Embedded Assessments.
5	Endurance of participation	extend the school day by 1 hour; offer after school tutorial services	Administration	classroom obervations and weekly comprehension checks	diagnostic assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	In grades 3-5, 81% of our ELL students have not made satisfactory progress for reading on the 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 81% of our ELL students have not made satisfactory progress on the 2012 FCAT.	By 2013, the percentage of ELL students not making satisfactory progress in reading will be reduced to 62%.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need to have a clear understanding of the Fountas and Pinnell assessment in order to maintain efficacy of implementation.	Tier 1: Determine core instructional needs by reviewing Fountas and Pinnell reading assessments for all student ethnicities. Differentiated instruction for each student will be implemented based on the continuous review of data during the 90-minute reading block.	Reading Coach and administration	Student progress as measured by ongoing assessments utilizing Reading Running Records. Additionally, student progress will be monitored three times a year using Fountas and Pinnell reading assessments. Review of lesson plans to indicate diffentiated instruction.	Reading Running Records, Fountas and Pinnell reading assessments, District Embedded Assessments.
2	Scheduling & hiring a iii instructor may pose a challenge.	Tier 2: Provide immediate intensive intervention for students needing more intensive instruction than provided by the core reading curriculum, utilizing Comprehensive Intervention Reading Program	Reading Coach, administration, and RTI facilitator	Student progress as measured by ongoing assessments utilizing Reading Running Records. Additionally, student progress will be monitored three times a year using Fountas and Pinnell reading assessments. Review of lesson plans to indicate differentiated instruction.	Reading Running Records, Fountas and Pinnell reading assessments, District Embedded Assessments.
3	Ensuring fidelity of the review of the DAR results may be considered a barrier.	Tier 3: Determine more specific instructional needs by reviewing DAR results. Provide additional reading instruction by SAI teacher.	RTI facilitator	Student progress is assessed using Breakthrough to Literacy weekly reports, SRI data, Reading Running Records, and Fountas and Pinnell reading assessments. Review of lesson plans to indicate differentiated instruction.	Breakthrough to Literacy reports, SRI data, Reading Running Records, Fountas and Pinnell reading assessments, District Embedded Assessments.
4	Endurance of participation	offer after school tutorial services	Administration	classroom obervations and weekly comprehension checks	diagnostic assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	In grades 3-5, 79% of our students with disabilities have not made satisfactory progress for reading on the 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 79% of our students with disabilities have not made satisfactory progress for reading on the 2012 FCAT.	By 2013 the percentage of students with disabilities not making satisfactory progress in reading will be reduced to 72%.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need to have a clear understanding of the Fountas and Pinnell assessment in order to maintain efficacy of implementation.	Determine core instructional needs by reviewing Fountas and Pinnell reading assessments for all SWDs. Differentiated instruction for each student will be	Reading Coach and administration	Student progress as measured by ongoing assessments utilizing Reading Running Records. Additionally, student progress will be monitored three times a year using Fountas and	Reading Running Records, Fountas and Pinnell reading assessments, District Embedded Assessments.

		implemented based on the continuous review of data during the 90-minute reading block.		Pinnell reading assessments. Review of lesson plans to indicate differentiated instruction.	
2	Scheduling & hiring a iii instructor may pose a challenge.	Tier 2: Provide immediate intensive intervention for students needing more intensive instruction than provided by the core reading curriculum, utilizing Comprehensive Intervention Reading Program	Reading Coach, Resource Teacher Administration, and RTI Facilitator	Student progress as measured by ongoing assessments utilizing Reading Running Records. Additionally, student progress will be monitored three times a year using Fountas and Pinnell reading assessments. Review of lesson plans to indicate differentiated instruction.	Reading Running Records, Fountas and Pinnell reading assessments, District Embedded Assessments
3	Ensuring fidelity of the review of the DAR results may be considered a barrier.	Tier 3: Determine more specific instructional needs by reviewing DAR results. Provide additional reading instruction by SAI teacher.	RTI Facilitator	Student progress is assessed using Breakthrough to Literacy weekly reports, SRI data, Reading Running Records, and Fountas and Pinnell reading assessments. Review of lesson plans to indicate differentiated instruction.	Breakthrough to Literacy reports, SRI data, Reading Running Records, Fountas and Pinnell reading assessments, District Embedded Assessments.
4	Endurance of participation	offer after school tutorial services	Administration	classroom obervations and weekly comprehension checks	diagnostic assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In grades 3-5, 73% of our economically disadvantaged students have not made satisfactory progress for reading on the 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 73% of our economically disadvantaged students have not made satisfactory progress for reading on the 2012 FCAT.	By 2013, the percentage of economically disadvantaged students that have not made satisfactory progress in reading will be reduced to 62%.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Teachers need to have a clear understanding of the Fountas and Pinnell assessment in order to maintain efficacy of implementation.	Tier 1: Determine core instructional needs by reviewing Fountas and Pinnell reading assessments for all ED students. Differentiated instruction for each student will be implemented based on the continuous review of data during the 90-minute reading block.	Reading Coach and administration	Student progress as measured by ongoing assessments utilizing Reading Running Records. Additionally, student progress will be monitored three times a year using Fountas and Pinnell reading assessments. Review of lesson plans to indicate differentiated instruction.	Reading Running Records, Fountas and Pinnell reading assessments, District Embedded Assessments.
2	Scheduling & hiring a iii instructor may pose a challenge.	Tier 2: Provide immediate intensive intervention for students needing more intensive instruction than provided by the core reading curriculum, utilizing Comprehensive Intervention Reading Program	Reading Coach, administration, and RTI facilitator	Student progress as measured by ongoing assessments utilizing Reading Running Records. Additionally, student progress will be monitored three times a year using Fountas and Pinnell reading	Reading Running Records, Fountas and Pinnell reading assessments, District Embedded Assessments.

		Program.			assessments. Review of lesson plans to indicate differentiated instruction.	
3	Ensuring fidelity of the review of the DAR results may be considered a barrier.	Tier 3: Determine more specific instructional needs by reviewing DAR results. Provide additional reading instruction by SAI teacher.	RTI facilitator	Student progress is assessed using Breakthrough to Literacy weekly reports, SRI data, Reading Running Records, and Fountas and Pinnell reading assessments. Review of lesson plans to indicate differentiated instruction.	Breakthrough to Literacy reports, SRI data, Reading Running Records, Fountas and Pinnell reading assessments, District Embedded Assessments.
4	Endurance of participation	offer after school tutorial services	Administration	classroom obervations and weekly comprehension checks	diagnostic assessments

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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
Reading Running Records AdministrationLevels 1 & 2	Grades K-5	Reading Coach, lead teachers, District support staff	Grade K-5 teachers	On-going, August 2012 – May 2013	Lesson Plans Classroom visits Data monitoring Modeling strategies in classrooms Weekend and after school day professional development	Administration Reading Coach Literacy Coach
NGSSS Reading Common Core	Grades K-5	Reading coach, district area resource staff	Grade K-5 teachers	On-going, August 2012 – May 2013	Lesson Plans Classroom visits Data monitoring Modeling strategies in classrooms Weekend, summer and after school day professional development	Administration Reading Coach Literacy Coach
LLI training	Grades K-5	Reading Coach, lead teachers, District support staff	Grade K-5 teachers as well as resource and fine arts teachers	On-going, August 2012 – May 2013	Lesson Plans Classroom visits Data monitoring Modeling strategies in classrooms Weekend, summer and after school day professional development	Administration Reading Coach Literacy Coach
Extended Hour reading block	Grades K-5	Reading Coach, lead teachers, District support staff	Grade K-5 teachers as well as resource and fine arts teachers	Daily	Lesson Plans Classroom visits Data monitoring Modeling strategies in classrooms	All Staff
Daily Five Book Study	Grades K-5	Reading Coach, Administration, Lead teachers	Grade K-5 teachers	On-going, August 2012 – December 2013	Lesson Plans Classroom visits Data monitoring Modeling strategies in classrooms	Administration Reading Coach Literacy Coach, Lead teachers
Wordly Wise	Grades K-5	Reading Coach, Administration, Lead teachers	Grade K-5 teachers	On-going, August 2012 – May 2013	Lesson Plans Classroom visits Data monitoring Modeling strategies in classrooms	Administration Reading Coach Literacy Coach, Lead teachers

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Book Study	Daily Five books	Title I	$800.00
	Mentor texts, prompting guides, student supplies such as colored pens, post-its, folders etc.	Title I	$1,500.00
			Subtotal: $2,300.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
	Reading A-Z	Title 1	$700.00
			Subtotal: $700.00
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
Tutoring	After School tutorial program and materials such as Focus books	Title I	$12,500.00
Staff Members	Reading Resource Teacher	Title I	$66,690.00
Staff Members	6 hour Reading Tutor	Title I	$27,578.00
Staff Members	hire my .5 Itf as a .5 reading resource teacher as well	Title I	$33,000.00
			Subtotal: $139,768.00
			Grand Total: $142,768.00

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	By Spring 2013 50% (77) of the students will score within the proficiency level on the 2013 CELLA for listening and speaking

2012 Current Percent of Students Proficient in listening/speaking:
36% (56) of the students have scored within the proficiency level on the 2012 CELLA for listening and speaking

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Addressing each students specifice reading needs as demonstratedon	Utilizing the support of a Reading Coach and Response to Intervation Teacher.	Reading Coach Ap Principal Grade Chairs	Student progress on RRR's. Student progress on Reading Diagnostic	Reading Running Records. Tracking boards K-2

				Assessments iObservation Tool	Target student tracking board 3-5.
1	Reading Running Record	RRR training for all reading teachers including classroom, ESE, ELL and SAI teachers K-5. Tracking progress for each student K-5.			
2	Level of vocabulary attainment and decodings skills. Level of Comprehension skills.	Fountas & Pinell Phonics and Word Work training and implementation K-3	Reading Coach Ap Principal Grade Chairs	Student progress on RRR's. Student progress on Reading Diagnostic Assessments iObservation Tool	Reading Running Records. Tracking boards K-2 Target student tracking board 3-5.
3	Opportunity to read	Schedule daily independent reading K-5	Reading Coach Ap Principal Grade Chairs	Student progress on RRR's. Student progress on Reading Diagnostic Assessments iObservation Tool	Reading Running Records. Tracking boards K-2 Target student tracking board 3-5.
4	Increasing teacher capacity to steach reading	District Professional Development and Teachers College Professional Development.	Reading Coach Ap Principal Grade Chairs	Student progress on RRR's. Student progress on Reading Diagnostic Assessments iObservation Tool	Reading Running Records. Tracking boards K-2 Target student tracking board 3-5.

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	By Spring of 2013, 50% (75) of the students will score within the proficiency level on the 2013 CELLA for Reading.
2012 Current Percent of Students Proficient in reading:	
24% (37) of the students have scored within the proficiency level on the 2012 CELLA for 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	Addressing each students specifice reading needs as demonstratedon Reading Running Record	Utilizing the support of a Reading Coach and Response to Intervation Teacher. RRR training for all reading teachers including classroom, ESE, ELL and SAI teachers K-5. Tracking progress for each student K-5.	Reading Coach Ap Principal Grade Chairs	Student progress on RRR's. Student progress on Reading Diagnostic Assessments iObservation Tool	Reading Running Records. Tracking boards K-2 Target student tracking board 3-5
2	Level of vocabulary attainment and decodings skills. Level of Comprehension skills.	Fountas & Pinell Phonics and Word Work training and implementation K-3	Reading Coach Ap Principal Grade Chairs	Student progress on RRR's. Student progress on Reading Diagnostic Assessments iObservation Tool	Reading Running Records. Tracking boards K-2 Target student tracking board 3-5.
3	Opportunity to read	Schedule daily independent reading K-5	Reading Coach Ap Principal Grade Chairs	Student progress on RRR's. Student progress on Reading Diagnostic Assessments	Reading Running Records. Tracking boards K-2 Target student

				iObservation Tool	tracking board 3-5.
4	Increasing teacher capacity to steach reading	District Professional Development and Teachers College Professional Development.	Reading Coach Ap Principal Grade Chairs	Student progress on RRR's. Student progress on Reading Diagnostic Assessments iObservation Tool	Reading Running Records. Tracking boards K-2 Target student tracking board 3-5.

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	30% (46) of the students will score within the proficiency level on the 2013 CELLA for Writing.

2012 Current Percent of Students Proficient in writing:

20% (31) of the students have scored within the proficiency level on the 2012 CELLA for Writing.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Addressing each students specifice reading needs as demonstratedon Reading Running Record	Utilizing the support of a Reading Coach and Response to Intervation Teacher. RRR training for all reading teachers including classroom, ESE, ELL and SAI teachers K-5. Tracking progress for each student K-5.	Reading Coach Ap Principal Grade Chairs	Student progress on RRR's. Student progress on Reading Diagnostic Assessments iObservation Tool	Reading Running Records. Tracking boards K-2 Target student tracking board 3-5.
2	Level of vocabulary attainment and decodings skills. Level of Comprehension skills.	Fountas & Pinell Phonics and Word Work training and implementation K-3	Reading Coach Ap Principal Grade Chairs	Student progress on RRR's. Student progress on Reading Diagnostic Assessments iObservation Tool	Reading Running Records. Tracking boards K-2 Target student tracking board 3-5.
3	Opportunity to read	Schedule daily independent reading K-5	Reading Coach Ap Principal Grade Chairs	Student progress on RRR's. Student progress on Reading Diagnostic Assessments iObservation Tool	Reading Running Records. Tracking boards K-2 Target student tracking board 3-5.
4	Increasing teacher capacity to teach reading	District Professional Development and Teachers College Professional Development.	Reading Coach Ap Principal Grade Chairs	Student progress on RRR's. Student progress on Reading Diagnostic Assessments iObservation Tool	Reading Running Records. Tracking boards K-2 Target student tracking board 3-5.

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	In grades 3-5, 23% (63) of the students have scored at achievement level 3 in mathematics on the 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 23% (63) of the students have scored at achievement level 3 in mathematics on the 2012 FCAT.	Our goal is to reach 55% (150) scoring at achievement level 3 or higher in mathematics.

	Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of vocabulary development hinders some of our students' successes	Professional Development for all teachers in Wordly Wise, oral language strategies, Core curriculum vocabulary strategies, will be implemented through daily classroom instruction to increase vocabulary	Academic coaches	weekly assessments given through the core curriculum, vocabulary; homework assignments,Scheduled training and participation in workshops. Lesson plans indicating instruction and observations of lessons.	SSS Diagnostic, school-based focus assessments, RRR's, District assessments FCAT scores
2	Lack of endurance to complete assignments hinders some of our students' success.	Extend the school day by one hour. Offer after school tutorial services	Administration	classroom observations and weekly comprehension checks	classroom, district, and diagnostic assessments
3	Fidelity of implementation of the FCIM model	FCIM will be utilized to determine students needing intervention and those needing enrichment.	Math resource teacher, Administration	Review of data provided through embedded benchmark assessments weekly by content area teams to ensure that are redesigned it meet the needs if the student based on the assessments.	Embedded assessments, focused mini-assessments
4	Effective use of time to explicitly teach each benchmark.	A Math lab will be implemented to reinforce skills taught in the classroom. Destination RiverDeep and FastMath software programs will be utilized.	Math resource teacher and Administration	Walkthroughs by Coach and administration specifically focusing on the math courses being utilized in the math lab. use review of lesson plans Monitoring of districtlog-on updates	Embedded Assessments, SSS Diagnostic tests, School-made Focus lesson tests

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:	In grades 3-5, 0% (0) of the students have scored at achievement levels 4,5,or 6 in mathematics on the 2012 FAA due to the fact that 100% (6) of our students scored level 7 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 0% (0) of the students have scored at achievement levels 4,5,or 6 in reading on the 2012 FAA due	Our goal is to continue to reach 100% (6) of students

to the fact that 100% (6) of our students scored level 7 or above.			scoring at levels 4,5,6, or higher in mathematics on the FAA.	

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Lack of vocabulary development hinders some of our students' successes</td><td>Professional Development for all teachers in Wordly Wise, oral language strategies, Core curriculum vocabilary strategies, will be implemented through daily classroom instruction to increase vocabulary</td><td>Academic coaches</td><td>weekly assessments given through the core curriculum, vocabulary; homwork assignments,Scheduled training and participation in workshops. Lesson plans indicating instruction and observations of lessons.</td><td>school-based focus assessments, RRR's, District assessments</td></tr>
<tr><td>2</td><td>Lack of endurance to complete assignments hinders some of our students' success.</td><td>Extend the school day by one hour. Offer after school tutorial services</td><td>Administration</td><td>classroom obervations and weekly comprehension checks</td><td>classroom and district assessments</td></tr>
<tr><td>3</td><td>Fidelity of implementation of the FCIM model</td><td>FCIM will be utilized to determine students needing intervention and those needing enrichment.</td><td>Math resource teacher, Administration</td><td>Review of data provided through embedded benchmark assessments weekly by content area teams to ensure that are redesigned it meet the needs if the student based on the assessments.</td><td>Embedded assessments, focused mini-assessments</td></tr>
<tr><td>4</td><td>Effective use of time to explicitly teach each benchmark.</td><td>A Math lab will be implemented to reinforce skills taught in the classroom. Destination RiverDeep and FastMath software programs will be utilized.</td><td>Math resource teacher and Administration</td><td>Walkthroughs by Coach and administration specifically focusing on the math courses being utilized in the math lab. use review of lesson plans Monitoring of districtlog-on updates</td><td>Embedded Assessments, SSS Diagnostic tests, School-made Focus lesson tests</td></tr>
</table>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	In grades 3-5, 8% (23) of the students scored at or above achievement level 4 in mathematics on the 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 8% (23) of the students scored at or above achievement level 4 in mathematics on the 2012 FCAT.	Our goal is to have 20% (57) of the students score at or above achievement level 4 in mathematics on the 2013 FCAT.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Lack of endurance to complete assignments hinders some of our students' success.</td><td>Extend school day by one hour. Offer after school tutoring opportunities for both remediation and enrichment.</td><td>Administration</td><td>classroom observations and weekly comprehension checks</td><td>classroom, district, and diagnostic assessments</td></tr>
<tr><td></td><td>Teachers must use instructional focus calendars with efficacy.</td><td>The scope and sequence of Curriculum Frameworks and will be used as the primary</td><td>Math resource teacher, Learning Team Facilitator, Administration</td><td>Review of data provided through embedded benchmark assessments weekly by content area</td><td>Embedded assessmentsEmbedded Assessments, SSS Diagnostic tests,</td></tr>
</table>

		focus of lessons.		teams to ensure that are redesigned it meet the needs if the student based on the assessments, review of plan books and walk-throughs	School-made Focus lesson tests
2					
3	Capacity building within the entire learning group.	Cooperative learning groups providing for practice with manipulatives will be utilized weekly.	Math resource teacher, Learning Team Facilitator, Administration	Walkthroughs by Coach and administration specifically focusing on lesson plans	Embedded benchmark assessments, focus mini-assessments, teacher observations

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:	In grades 3-5, 100% (6) of the students scored at or above achievement level 7 in mathematics on the 2012 FAA
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 100% (6) of the students scored at or above achievement level 7 in reading on the 2012 FAA	Our goal is to maintain 100% (6) of students scoring at level 7 in mathematics on the FAA.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of endurance to complete assignments hinders some of our students' success.	Extend school day by one hour. Offer afterschool tutoring opportunities.	Administration	classroom obervations and weekly comprehension checks	classroom, district, and diagnostic assessments
2	Teachers must use instructional focus calendars with efficacy.	The scope and sequence of Curriculum Frameworks and will be used as the primary focus of lessons.	Math resource teacher, Learning Team Facilitator, Administration	Review of data provided through embedded benchmark assessments weekly by content area teams to ensure that are redesigned it meet the needs if the student based on the assessments, review of plan books and walk-throughs	Embedded assessmentsEmbedded Assessments, SSS Diagnostic tests, School-made Focus lesson tests
3	Capacity building within the entire learning group.	Cooperative learning groups providing for practice with manipulatives will be utilized weekly.	Math resource teacher, Learning Team Facilitator, Administration	Walkthroughs by Coach and administration specifically focusing on lesson plans	Embedded benchmark assessments, focus mini-assessments, teacher observations

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:	In grades 3-5, 59% (65) of students have made learning gains on the 2012 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 59% (65) of students have made learning gains on the 2011 Math FCAT.	Our goal is to have 65% (71) of our students make learning gains on the 2013 Math FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Effective use of time to explicitly teach each benchmark	Monitor all assessments to determine students needing additional assistance through re-teaching during the Math block. Plan and provide for differentiated instruction within the math block.	Administration and Math Resource teacher	Focused walk-through by administration and thorough review of lesson plans and student data binder	District embedded assessments, focus lesson mini assessments, SSS Math Diagnostic tests
2	Fidelity in the implementation of the embedded assessments	Review of embedded assessments to determine targeted instruction, modeled instruction, guided practice and independent practice that will occur within the Math block in addition to the core program.	Administration, Math Resource teacher, RtI Facilitator	Focused walk-through by administration and thorough review of lesson plans and student data binder	District embedded assessments, focus lesson mini assessments, SSS Math Diagnostic.
3	Lack of endurance to complete assignments hinders some of our students' success.	offer after school tutorial services	Administration	classroom obervations and weekly comprehension checks	diagnostic 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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	In grades 3-5, 50% (3) of students have made learning gains on the 2012 Math FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 50% (3) of students have made learning gains on the 2012 Math FAA.	Our goal is to have 65% (4) of our students make learning gains in mathematics on the 2013 FAA.

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	Effective use of time to explicitly teach each benchmark.	Monitor all assessments to determine students needing additional assistance through re-teaching during the Math block. Plan and provide for differentiated instruction within the math block.	Administration and Math Resource teacher	Focused walk-through by administration and thorough review of lesson plans and student data binder	District embedded assessments, focus lesson mini assessments, SSS Math Diagnostic tests
2	Fidelity in the implementation of the embedded assessments	Review of embedded assessments to determine targeted instruction, modeled instruction, guided practice and independent practice that will occur within the Math block in addition to the core program.	Administration, Math Resource teacher, RtI Facilitator	Focused walk-through by administration and thorough review of lesson plans and student data binder	District embedded assessments, focus lesson mini assessments, SSS Math Diagnostic.

3	Lack of endurance to complete assignments hinders some of our students' success.	offer after school tutorial services	Administration	classroom observations and weekly comprehension checks	diagnostic 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:	In grades 3-5, 58% of students in the lowest 25% have made learning gains on the 2012 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 58% of students in the lowest 25% have made learning gains on the 2012 Math FCAT.	Our goal is to have 65% of the students in the lowest 25% make learning gains on the 2013 math FCAT.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are in need of additional time to master concepts in mathematics.	Students still having difficulty with mastery as determined by mini-assessments will receive tutorial beyond the school day to reinforce skills still needing to be mastered.	Administration, Math Resourceteacher, RtI Facilitator, case manager.	Monitoring of student data by administration. Focused walk-throughs of tutorial and weekly collaboration of classroom teacher, tutorial instructor and administration.	District embedded assessments, focus lesson mini assessments, SSS Math Diagnostic tests Tutorial assessments.
2	Insufficient staff available to teach SAI model	Targeted supplemental instruction will be planned for students not showing mastery (80%) or above on the embedded assessments outside the math block and the core curriculum	Administration, Math Resourceteacher, RtI Facilitator, case manager.	Focused walk-through by administration and thorough review of lesson plans and student data binder. Monitoring of student interventions by School-based Team, RtI facilitator and case manager.	District embedded assessments, focus lesson mini assessments, SSS Math Diagnostic tests
3	Lack of endurance to complete assignments hinders some of our students' success.	offer after school tutorial services	Administration	classroom obervations and weekly comprehension checks	diagnostic assessments

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%. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	31	38	44	50	56	

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:	In grades 3-5, 67% of all students have not achieved satisfactory progress on the 2012 Math FCAT. 60% of our White population, 71% of our Black population, and 53% of our Hispanic population have not made satisfactory progress.

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	In grades 3-5, 67% of all students have not achieved satisfactory progress on the 2012 Math FCAT. 60% of our White population, 71% of our Black population, and 53% of our Hispanic population have not made satisfactory progress.	By 2013 students not making satisfactory progress in mathematics will be reduced to the following percentages: 52% of our White population, 65% of our Black population, and 58% of our Hispanic population.

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 lack of prior knowledge and real world experiences.	Real World Problems and scenarios related to daily life, Audio Visuals.	Academic Coaches, Principal and Assistant Principal	Student Portfolios	Classroom, district, and diagnostic assessments
2	Availability of manipulatives for each student.	Increase student use of manipulatives and hands-on activities to apply and reinforce mathematics strategies and concepts.	Administration, Math resource teacher	Math Coach will assist in creating a model classroom with centers, work stations and administration will monitor implementation of activities through observations and lesson plans.	Embedded assessments, focus lesson mini-assessments
3	Acquiring data on students in each subgroup.	Monitor the progress of each ethnic subgroup consistently. Consistently revise and instruct students needing intervention.	Administration, Math coach	Bi-Weekly review of each ethnic subgroup. Records will be maintained of strategies and interventions used to assist.	progression between benchmark and mini assessments
4	Lack of endurance to complete assignments hinders some of our students' success.	offer after school tutorial services	Administration	classroom obervations and weekly comprehension checks	diagnostic assessments
5	Students unfamiliar with test environment and format.	Test taking strategies and test taking practice	Math Coach, Principal and Assistant Principal	observation and test results	FCAT, diagnostic and mini assessment results
6	Students lack of basic math skills	Math competition of basic facts, multiplication, division, addition and subtraction facts	Math Coach	Student participation in the competition and test results	FCAT, diagnostic and mini assessment results and math journals

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:	In grades 3-5, 69% of our ELL students have not made satisfactory progress on the 2012 Math FCAT.

2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 69% of our ELL students have not made satisfactory progress on the 2012 Math FCAT.	By 2013, the percentage of ELL students not making satisfactory progress in mathematics will be reduced to 67%.

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	Having enough kits and materials for teachers.	Daily implementation of Everyday counts with fidelity.	Math Resource teacher, Administration	Walkthroughs by resource teacher and administration specifically focusing on Everyday	Embedded benchmark assessments, focus mini-

				Counts, review of lesson plans	assessments, teacher observations
2	Lack of endurance to complete assignments hinders some of our students' success.	offer after school tutorial services	Administration	classroom obervations and weekly comprehension checks	diagnostic assessments
3	Students lack of basic math skills	Math competition of basic facts, multiplication, division, addition and subtraction facts	Math Coach	Student participation in the competition and test results	FCAT, diagnostic and mini assessment results and math journals
4	Students unfamiliar with test environment and format	Test taking strategies and test taking practice	Math Coach, Principal and Assistant Principal	observation and test results	FCAT, diagnostic and mini assessment results
5	Students lack of prior knowledge and real-world experiences.	Real World Problems related to daily life, Audio Visuals.	Math Coach, Principal and Assistant Principal	Student Portfolios	FCAT and diaggnostic Test results

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	In grades 3-5, 76% of our students with disabilities have not made satisfactory progress on the 2012 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 76% of our students with disabilities have not made satisfactory progress on the 2012 Math FCAT.	By 2013, the percentage of students with disabilities that have not made satisfactory progress in mathematics will be reduced to 75%.

			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	Availability of manipulatives for ESE teachers	Increase student use of manipulatives and hands-on activities to apply and reinforce mathematics strategies and concepts.	Math resource teacher, Administration, ESE Teacher	Math resource teacher will assist in creating a model classroom with centers, work stations and administration will monitor implementation of activities through observations and lesson plans.	Embedded assessments, focus lesson mini-assessments
2	Availability of current data for weekly reviews.	Monitor the progress of SWD consistently. Consistently revise and instruct students needing intervention.	Administration, Math resource teacher, ESE Teacher	Weekly review of SWD. Records will be maintained of strategies and interventions used to assist.	progression between benchmark and mini assessments
3	Lack of endurance to complete assignments hinders some of our students' success.	offer after school tutorial services	Administration	classroom obervations and weekly comprehension checks	diagnostic assessments
4	Student lack of prior knowledge and real-world experiences.	Real World Problems related to daily life, Audio Visuals.	Math Coach, Principal and Assistan Principal	Student Portfolios	FCAT and diaggnostic Test results
5	Students unfamiliar with test environment and format.	Test taking strategies and test taking practice	Math Coach, Principal and Assistant Principal	observation and test results	FCAT, diagnostic and mini assessment results
6	Students lack of basic math skills	Math competition of basic facts, multiplication, division, addition and subtraction facts	Math Coach	Student participation in the competition and test results	FCAT, diagnostic and mini assessment results and math journals

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:	In grades 3-5, 67% of economically disadvantaged students have not made satisfactory progress on the 2012 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 67% of economically disadvantaged students have not made satisfactory progress on the 2012 Math FCAT.	By 2013, the percentage of economically disadvantaged students that have not made satisfactory progress in mathematics will be reduced to 62%.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Availability of manipulatives for each student.	Increase the student use of manipulatives and hands-on activities to apply and reinforce mathematics strategies and concepts.	Math resource teacher, Administration	Math resource teacher will assist in creating a model classroom with centers,and administration will monitor implimentation of activities through observations and lesson plans.	Embedded assessments, focus mini-lessons
2	Aquiring data on students in each sub-group.	Monitor the progress of the economically disadvantagedconsistently. consistently revise and instruct students needing improvement.	Administration, Math resource teacher	Weekly review of the economically disadvantaged sub-group. rcords will be maintained of strategies and interventions used to assist.	Progression between benchmarks and mini-lessons
3	Lack of endurance to complete assignments hinders some of our students' success.	offer after school tutorial services	Administration	classroom obervations and weekly comprehension checks	diagnostic assessments
4	Students unfamiliar with test environment and format.	Test taking strategies and test taking practice	Math Coach, Principal and Assistant Principal	observation and test results	FCAT, diagnostic and mini assessment results
5	Students lack of basic math skills	Math competition of basic facts, multiplication, division, addition and subtraction facts	Math Coach	Student participation in the competition and test results	FCAT, diagnostic and mini assessment results and math journals
6	Students' lack of prior knowledge and real world experiences.	Real World Problems related to daily life, Audio Visuals	Math Coach, Principal and Assistan Principal	Student Portfolios	FCAT and diaggnostic Test 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

Development and use of math centers	Grades K-5	Math coach, district area resource staff	Grade K-5 teachers	On-going, August 2012 – May 2013	Observations of Math resource teacher, focused walk-throughs of administration	Math coach, Administration and LTF
Gain greater depth of knowledge of integrating GO Math kits with the NGSSS	Grades K-5	Math coach, district area resource staff	Grade K-5 teachers	On-going, August 2012 – May 2013	Lesson Plans Classroom visits Data monitoring Modeling strategies in classrooms Weekend, summer and after school day professional development	Administration, Math Coach, and LTF
Differentiated instruction in Math	Grades K-5	Math coach, district area resource staff	Grade K-5 teachers	On-going, August 2012 – May 2013	Observations of Math resource teacher and Administration, review of lesson plans, monitor of focus lesson calendar	Math coach, Administration and LTF

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
	Mentor texts, student supplies such as math journals, manipulatives, folders etc.	Title I	$1,000.00
After school Tutoring	Math tutorial program	Title I	$4,000.00
			Subtotal: $5,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Staff Members	Math Coach	Title I	$66,195.00
			Subtotal: $66,195.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Staff Members	Math Lab Tutor	Title I	$27,578.00
			Subtotal: $27,578.00
			Grand Total: $98,773.00

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:	In grade 5, 22% (20) of the students have scored at achievement level 3 in science on the 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grade 5, 22% (20) of the students have scored at achievement level 3 in science on the 2012 FCAT.	Grove Park is expecting 40% (36) of our students to achieve a level 3 or higher on the 2013 Science FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Fidelity of implementation of science curriculum and hands on activities.	Students will complete the Science Response Journal daily to document hands-on activities, respond to activities, connect activities and draw conclusions.	Academic Coaches Science Content Area Team Teacher	Grade Level and content area Science teams will review data from benchmark assessment every 3 weeks. Grade level teams will review journals weekly and provide responses to the journals.	Science response Journals; Embedded common assessments
2	Effective use of time to explicitly teach each benchmark.	Students not meeting mastery on the common assessments will receive additional small group assistance 30 minutes twice a week during school or in after school science tutorial.	Science Teacher Administration	Grade Level and content area Science teams will review data from benchmark assessment every 3 weeks to determine students not meeting the 80% mastery.	Common Science assessments Mini assessments after the additional re-teach
3	Insufficient staff available to instruct students.	Students who perform below mastery level on the core common assessments and the supplemental curriculum and mini assessments will receive a specific intervention developed to match the student's needs in addition to the core curriculum.	School-based Team/ RtI Facilitator/ Case Manager	Grade Level and content area Science teams and case manager will review data from benchmark assessment every week to determine whether or not the student is meeting 80% mastery.	N/A

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:	In grade 5, 0% (0) of the students scored at achievement levels 4, 5, or 6 on the science portion of the 2012 FAA due to the fact that 100% (2) of the students scored at or above achievement level 7.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grade 5, 0% (0) of the students scored at achievement levels 4, 5, or 6 on the science portion of the 2012 FAA due to the fact that 100% (2) of the students scored at or above achievement level 7.	Our goal is to continue to reach 100% (2) mastery in science on the FAA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of vocabulary awareness hinders some of our students' successes	Professional Development for all teachers in Wordly Wise and Sciencesaurus, oral language strategies, Core curriculum vocabulary strategies, will be implemented through daily classroom instruction to increase vocabulary	Academic coaches	weekly assessments given through the core curriculum, vocabulary; homework assignments,Scheduled training and participation in workshops. Lesson plans indicating instruction and observations of lessons.	SSS Diagnostic, school-based focus assessments, RRR's, District assessments FCAT scores
	Lack of endurance to	Extend the school day	Administration	classroom observations	classroom,

	complete assignments hinders some of our students' success.	by one hour. Offer after school tutorial services		and weekly comprehension checks	district, and diagnostic assessments
2					
3	Fidelity of implementation of science curriculum and hands on activities.	Students will complete the Science Response Journal daily to document hands-on activities, respond to activities, connect activities and draw conclusions.	Academic Coaches Science Content Area Team Teacher	Grade Level and content area Science teams will review data from benchmark assessment every 3 weeks. Grade level teams will review journals weekly and provide responses to the journals.	Science response Journals; Embedded common assessments
4	Insufficient staff available to instruct students.	Students who perform above mastery level on the core common assessments and the supplemental curriculum and mini assessments will receive a specific enrichment activities developed to maintain students' academic successes in addition to the core curriculum.	School-based Team/ RtI Facilitator/ Case Manager	Grade Level and content area Science teams and case manager will review data from benchmark assessment every week to determine whether or not the student is meeting 80% mastery.	N/A

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:	In grade 5, 4% (4) of the students scored at or above achievement level 4 in science on the 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grade 5, 4% (4) of the students scored at or above achievement level 4 in science on the 2012 FCAT.	Our goal is to have 15% (15) of students scoring at or above achievement level 4 in science.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Fidelity of implementation of science curriculum and hands on activities.	Students will complete the Science Response Journal daily to document hands-on activities, respond to activities, connect activities and draw conclusions.	Academic Coaches Science Content Area Team Teacher	Grade Level and content area Science teams will review data from benchmark assessment every 3 weeks. Grade level teams will review journals weekly and provide responses to the journals.	Science response Journals; Embedded common assessments
2	Lack of vocabulary development hinders some of our students' successes	Professional Development for all teachers in Wordly Wise and Sciencesaurus, oral language strategies, Core curriculum vocabulary strategies, will be implemented through daily classroom instruction to increase vocabulary	Academic coaches	weekly assessments given through the core curriculum, vocabulary; homework assignments,Scheduled training and participation in workshops. Lesson plans indicating instruction and observations of lessons.	SSS Diagnostic, school-based focus assessments, RRR's, District assessments FCAT scores
	Effective use of time to explicitly teach each benchmark.	Students not meeting mastery on the common assessments	Science Teacher Administration	Grade Level and content area Science teams will review data	Common Science assessments Mini assessments

				Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3		will receive additional small group assistance 30 minutes twice a week during school or in after school science tutorial.			from benchmark assessment every 3 weeks to determine students not meeting the 80% mastery.	after the additional re-teach
4	Insufficient staff available to instruct students.	Students who perform below mastery level on the core common assessments and the supplemental curriculum and mini assessments will receive a specific intervention developed to match the student's needs in addition to the core curriculum.	School-based Team/ RtI Facilitator/ Case Manager		Grade Level and content area Science teams and case manager will review data from benchmark assessment every week to determine whether or not the student is meeting 80% mastery.	N/A

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:	In grade 5, 100% (2) of our students scored at or above achievement level 7 on the 2012 science FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grade 5, 100% (2) of our students scored at or above achievement level 7 on the 2012 science FAA.	Our goal is to continue to reach 100% mastery in science on the FAA.

Problem-Solving Process to Increase Student Achievement					

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of endurance to complete assignments hinders some of our students' success.	Extend school day by one hour. Offer after school tutoring opportunities.	Administration	classroom observations and weekly comprehension checks	classroom, district, and diagnostic assessments
2	Fidelity of implementation of science curriculum and hands on activities.	Students will complete the Science Response Journal daily to document hands-on activities, respond to activities, connect activities and draw conclusions.	Academic Coaches Science Content Area Team Teacher	Grade Level and content area Science teams will review data from benchmark assessment every 3 weeks. Grade level teams will review journals weekly and provide responses to the journals.	Science response Journals; Embedded common assessments
3	Lack of vocabulary development hinders some of our students' successes	Professional Development for all teachers in Wordly Wise and Sciencesaurus, oral language strategies, Core curriculum vocabulary strategies, will be implemented through daily classroom instruction to increase vocabulary	Academic coaches	weekly assessments given through the core curriculum, vocabulary; homework assignments,Scheduled training and participation in workshops. Lesson plans indicating instruction and observations of lessons.	school-based focus assessments, RRR's, District assessments
4	Effective use of time to explicitly teach each benchmark.	Students not meeting mastery on the common assessments will receive additional small group assistance	Science Teacher Administration	Grade Level and content area Science teams will review data from benchmark assessment every 3	Common Science assessments Mini assessments after the additional re-

		30 minutes twice a week during school or in after school science tutorial.		weeks to determine students not meeting the 80% mastery.	teach
5	Insufficient staff available to instruct students.	Students who perform below mastery level on the core common assessments and the supplemental curriculum and mini assessments will receive a specific intervention developed to match the student's needs in addition to the core curriculum.	School-based Team/ RtI Facilitator/ Case Manager	Grade Level and content area Science teams and case manager will review data from benchmark assessment every week to determine whether or not the student is meeting 80% mastery.	N/A

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Content area (Science) Response Journals	5th	Science Teachers, LTF	5th grade science teachers	On-Going	Administration and Science resource teacher will review journal responses on walk-throughs with teachers and students	Administration & Science resource teacher
Virtual labs, essential question training	grades 3-5	Science Teachers, LTF	5th grade science teachers	On-Going	Administration and Science resource teacher will review lesson plans, conduct walk-throughs with teachers and students	Administration & Science resource teacher

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Daily completion of science response journals	Journals	school improvement	$500.00
Implement a tutoring program after school hours	Science A-Z software program	Title 1	$100.00

Vocabulary Building Activities	ScienceSaurus Books	Title I	$2,000.00
		Subtotal:	$2,600.00
		Grand Total:	$2,600.00

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	In 2012, 87% (65) of 4th grade students scored at achievement level 3.0 or higher on the FCAT Writes.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 87% (65) of 4th grade students scored at achievement level 3.0 or higher on the FCAT Writes.	Grove Park is working on increasing their level of proficiency by 8% to 95% (71) for the 2013 FCAT Writes.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of collaboration between the learning team may hinder efficacy	Students will utilize daily writing journals, and work folders to demonstrate growth across time.	Reading Coach/ Assistant Principal/ Writing Teachers	Journals and work folders will be reviewed weekly by the 4th grade team, Reading Coach and Assistant Principal. Feedback will be given to the students on specific components targeted based on a rubric developed for specific pieces of writing.	Work folders and rubrics/ conference notes
2	The teachers' in-depth knowledge of writing instruction.	Teachers will receive on-going professional development in providing explicit instruction of the writing process.	Grade level teachers including ESE and ELL teachers/ Reading Coach/ Assistant Principal	Selected authentic and on-demand writing pieces as determined by the focus calendar will be scored by 2 teachers and feedback provided to the students.	Authentic and on-demand writing pieces work folders, student portfolios, and Palm Beach Writes
3	The teachers' depth of knowledge necessary to create a rigorous focus calendar	Based on the focus calendar created from data monitoring, rewriting will occur on select pieces.	Grade level teachers including ESE and ELL teachers/ Reading Coach/ Assistant Principal	Selected authentic and on-demand writing pieces as determined by the focus calendar will be scored by 2 teachers and feedback provided to the students.	Authentic and on-demand writing pieces and revisions
4	Teacher's understanding of the current state scoring system.	Hire a consultation firm to provide assistance in analyzing data to develop a more rigorous writing curriculum.	Administration, writing teachers, literacy resource teacher	Selected authentic and on-demand writing pieces as determined by the focus calendar will be scored by 2 teachers and feedback provided to the students.	Authentic and on-demand writing pieces and revisions

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:	In 2012, 100% (3) of 4th grade students scored a 4 or higher in writing on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 100% (3) of 4th grade students scored a 4 or higher in writing on the FAA.	Our goal is to continue to reach 100% mastery in writing on the FAA.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of collaboration between the learning team	Students will utilize daily writing journals, and work folders to demonstrate growth across time.	Reading Coach/ Assistant Principal/ Writing Teachers	Journals and work folders will be reviewed weekly by the 4th grade team, Reading Coach and Assistant Principal. Feedback will be given to the students on specific components targeted based on a rubric developed for specific pieces of writing.	Work folders and rubrics/ conference notes
2	Teachers' in depth knowledge of writing instruction.	Teachers will receive on-going professional development in providing explicit instruction of the writing process.	Grade level teachers including ESE and ELL teachers/ Reading Coach/ Assistant Principal	Selected authentic and on-demand writing pieces as determined by the focus calendar will be scored by 2 teachers and feedback provided to the students.	Authentic and on-demand writing pieces and revisions
3	Teachers' understanding of the current state scoring system.	Hire a consultation firm to provide assistance in analyzing data to develop a more rigorous writing curriculum.	Administration, writing teachers, literacy resource teacher	Selected authentic and on-demand writing pieces as determined by the focus calendar will be scored by 2 teachers and feedback provided to the students.	Authentic and on-demand writing pieces and revisions

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
Lucy Caulkins Writing Curriculum	Grades K-3 and 5th	District Specialist	school-wide	On-going August 2012-June 2013	Scheduled professional development dates, monitoring of lesson plans, walkthroughs	Administration, Literacy Coach, LTF
					monitoring of lesson	

Top Score Writing Curriculum	4th grade	Company Representative	4th grade writing teachers	On-going August 2012-June 2013	plans, walkthroughs, data analysis of on-demand pieces of writing	Administration, Literacy coach, company representative

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Lucy Caulkins writing curriculum for grades K-3, 5	Supplies such as writing paper, legal pads, chart paper, colored pens, post-it notes, composition notebooks, binders, and folders	Title I	$3,500.00
			Subtotal: $3,500.00
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
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Top Score Writing Curriculum for 4th grade	Purchase Curriculum, binders, data analysis support, student incentives	School Improvement	$2,000.00
Tutoring	weekend writing tutorial	Frenchman's Creek funding	$4,000.00
			Subtotal: $6,000.00
			Grand Total: $9,500.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Student attendance rate will improve by 10% in both total number of excessive absences and excessive tardies.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
73%	80%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
27% (232)	17% (145)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

19% (161)	9% (76)	

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	The high mobility rate of the students may hinder student attendance rates	Celebrate classes with 100% attendance rates on a weekly basis. Motivate students to want to come to school.	Administration	Weekly monitoring of classroom attendance rates	mothly attendance records and celebratory certificates.
2	Lack of transportation may affect students' arrival time.	Postpone the starting time of school to 8:10a.m. while still encouraging students and parents to arrive at 8:00a.m.	Administration	Weekly monitoring of classroom attendance rates	weekly attendance records

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Parent workshop	Grades K-5	Parent Liason and PTO chairperson	school-wide	September 2012	Monthly reminders to parents and students	Administration, parent Liason, PTO chairperson.

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
Parent Workshops	Incentives for Student & parent participation	PTO	$1,000.00
			Subtotal: $1,000.00
			Grand Total: $1,000.00

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:	The total number of out of school suspensions and in school suspensions will be cut by 10% by June 2013.
2012 Total Number of In—School Suspensions	2013 Expected Number of In-School Suspensions
61	55
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
47	42
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
149	134
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
81	73

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	Overcoming the school's negative reputation.	School will implement a school wide Positive Behavior Support program.	Administration and P.B.S. committee	monitor the number of referrals per month administration receives	Behavior referral
2	Students' lack of conflict resolution skills.	Social & Conflict resolution classes: Bullying Classes: SWPBS	Guidance Counselor, School Police, Administration, SWPBS Committee	Charting & analyzing referrals and suspensions	Suspension data
3	Creating amore student friendly environment.	Initiate a school beautification project to clean up and paint the interior and exterior of the school to create a more aesthetically inviting environment for stakeholders.	Administration and teachers	observations	student and parent questionaires administered at the end of the year.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Refresher in CHAMPS techniques and SWPBS procedures	K-5	Amy Allen-Deker, Susan Heckman, SWPBS committee	school-wide	on-going September 2012 - June 2013	monthly SWPBS committee meetings, sign-in sheets	Administration and SWPBS committee.

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
Champs and SWPBS trainings	Student Incentives	Budget	$1,000.00
			Subtotal: $1,000.00
			Grand Total: $1,000.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	By June 2013, the parent involvement percentage will increase by 11%
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
9%	20%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents have very limited communication with staff members	The student agenda will be used to communicate student progress in Reading weekly as well as areas needing additional practice at home	Administration	Agenda guidelines and requirements for teachers and parent survey end-of-year	Parent end-of-year survey
2	Parents do not have a clear understanding of how they can help their children read at home	Host fall and spring Family Literacy Nights to train parents in ways to assist their children at home in reading.	Parent Liaison, ELL Guidance, Reading Coach, Resource Teachers	Parent sign-in sheets, grade level Literacy Night Agendas	Parent evaluation sheet completed at the end of each Family Night
3	Transportation and child care may be obstacles in getting parents to attend evening activities.	Host a fall and spring Family Math Games Night. Parents will make a math game and play it with their children. The games can be taken home to assist parents in strengthening math skills at home.	Parent Liaison, ELL Guidance, Resource Teachers	Parent sign-in sheets, grade level Math Night Agendas	Parent evaluation sheet completed at the end of each Family Night
4	Many ELL parents feel hesitant to attend school functions because of language barriers.	CLFs and Parent Liaison will host a parent breakfast and training each tri-mister to help make parents more aware of the partnership between parent and school and the impact that partnership play on student achievement.	ELL Guidance, Parent Liaison	Breakfast topic agendas, Parent Breakfast sign-in sheets	Parent evaluation completed at the end of each breakfast
5	Parent comfort level with coming to the school site due to language barriers.	Schedule language facilitators for all events. Use Parent link in multiple languages to advertise parent events.	Assistant Principal, Head Secretary	Sign in sheets	Sign in sheets, percentage of parents attending all GPES parent events
6	Parents comfort level with SSS knowledge and improvement strategies	Parents will be involved in the design and implementation of school wide programs through our monthly SAC meetings	Administration, parent liaison, and SAC members	sign in sheets	sign in sheets, percentage of parents attending all GPES parent events
7	Bringing awareness of our school needs to the community and to continue to develop and maintain business partnerships.	Parent liaison will attend local community activities to recruit volunteers and business partners.	Parent Liaison	The number of volunteer hours registered at the school center	Volunteer report from VIPS
8	Parents lack of how to best support their children at home	Parents will be invited to participate in "best practices" workshops to see how to best facilitate support for their children within the home.	Parent Liason, Teachers, Academic coaches.	Sign in sheets	Sign in sheets, number of parents attending GPES parent events

Professional Development (PD) aligned with Strategies through Professional Learning Community

(PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Parent / Teacher conferences & Family involvement Communication	K-5	Administration	school-wide	On-going	Agendas and participation in parent / teacher conferences	Administration

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
Hire Staff	Community Resource Personnell	Title I	$28,307.00
	Supplies for Family Night	Title I	$500.00
	Postage for parent mailings	Title I	$200.00
Home visitations	In-county travel reimbursement	Title I	$300.00
	Paper & Instructional help at home, books for PLC and breakfast workshops	School Improvement	$400.00
			Subtotal: $29,707.00
			Grand Total: $29,707.00

End of Parent Involvement Goal(s)

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

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

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

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

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Book Study	Daily Five books	Title I	$800.00
Reading		Mentor texts, prompting guides, student supplies such as colored pens, post-its, folders etc.	Title I	$1,500.00
Mathematics		Mentor texts, student supplies such as math journals, manipulatives, folders etc.	Title I	$1,000.00
Mathematics	After school Tutoring	Math tutorial program	Title I	$4,000.00
Writing	Lucy Caulkins writing curriculum for grades K-3, 5	Supplies such as writing paper, legal pads, chart paper, colored pens, post-it notes, composition notebooks, binders, and folders	Title I	$3,500.00
				Subtotal: $10,800.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading		Reading A-Z	Title 1	$700.00
				Subtotal: $700.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Staff Members	Math Coach	Title I	$66,195.00
				Subtotal: $66,195.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Tutoring	After School tutorial program and materials such as Focus books	Title I	$12,500.00
Reading	Staff Members	Reading Resource Teacher	Title I	$66,690.00
Reading	Staff Members	6 hour Reading Tutor	Title I	$27,578.00
Reading	Staff Members	hire my .5 ltf as a .5 reading resource teacher as well	Title I	$33,000.00
Mathematics	Staff Members	Math Lab Tutor	Title I	$27,578.00
Science	Daily completion of science response journals	Journals	school improvement	$500.00
Science	Implement a tutoring program after school hours	Science A-Z software program	Title 1	$100.00
Science	Vocabulary Building Activities	ScienceSaurus Books	Title I	$2,000.00
Writing	Top Score Writing Curriculum for 4th grade	Purchase Curriculum, binders, data analysis support, student incentives	School Improvement	$2,000.00
Writing	Tutoring	weekend writing tutorial	Frenchman's Creek funding	$4,000.00
Attendance	Parent Workshops	Incentives for Student & parent participation	PTO	$1,000.00
Suspension	Champs and SWPBS trainings	Student Incentives	Budget	$1,000.00
Parent Involvement	Hire Staff	Community Resource Personnell	Title I	$28,307.00
Parent Involvement		Supplies for Family Night	Title I	$500.00

Parent Involvement		Postage for parent mailings	Title I	$200.00
Parent Involvement	Home visitations	In-county travel reimbursement	Title I	$300.00
Parent Involvement		Paper & Instructional help at home, books for PLC and breakfast workshops	School Improvement	$400.00
			Subtotal:	$207,653.00
			Grand Total:	$285,348.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

ʲⁿ Priority	ʲⁿ Focus	ʲⁿ Prevent	ʲⁿ NA

Are you a reward school: ʲⁿ Yes ʲⁿ No

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

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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
Student Incentives, Out of county teacher trainings, Technology purchases	$5,000.00

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

Review and discuss the following topics: funding requests, family involvement activities, district accreditation, school improvement plan, FCAT workshops, tutorial programs at school, etc…

AYP DATA

SCHOOL GRADE DATA

No Data Found

Palm Beach School District
GROVE PARK ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	49%	52%	96%	32%	229	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	51%	57%			108	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?	56% (YES)	64% (YES)			120	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					457	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District
GROVE PARK ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	48%	51%	82%	28%	209	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	47%	47%			94	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	55% (YES)	59% (YES)			114	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					417	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested