

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: CROSSPOINTE ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Dr. Cheryl A. McKeever

SAC Chair: Daniel Kindel/Lauren Hepworth

Superintendent: Wayne Gent

Date of School Board Approval: January 2012

Last Modified on: 9/24/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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)
		B.S. Therapeutic Recreation,			<p>Current Status: Principal of Crosspointe Elementary School in 2011-2012: Grade A: Reading Mastery: 51%, Math Mastery: 56%, Science Mastery: 39%, Writing Mastery: 80%, Lowest 25% making learning gains in reading 83%, Lowest 25% making learning gains in Math 84%.</p> <p>Principal of Crosspointe Elementary School in 2010-2011: Grade A: Reading Mastery: 64%, Math Mastery: 72%, Science Mastery: 50%, Writing Mastery: 79%, Lowest 25% making learning gains in reading 71%, Lowest 25% making learning gains in math 73%, AYP: 87%, Black did not make AYP in reading and math, Economically Disadvantaged and ELL made AYP in math but not in reading.</p>

Principal	Dr. Cheryl McKeever	University of Florida; M.S., Specific Learning; Nova University; Ed.D. Educational Leadership Nova University Middle Grades 5-9 English; Specific Learning Disabled K-12, ESOL & Reading Endorsement, Recreation, University of Florida; M.S., Specific Learning; Nova University; Ed.D. Educational Leadership Nova University Middle Grades 5-9 English;	7	19	<p>Principal of Crosspointe Elementary School in 2009-2010: Grade B: Reading Mastery: 63%, Math Mastery: 69%, Science Mastery: 42%, Writing Mastery: 72%, Lowest 25% making learning gains in reading 69%, Lowest 25% making learning gains in math 65%, AYP: 79%, Hispanic made AYP in Reading and Math. White, Black, Economically Disadvantaged and ELL did not make AYP in reading and math.</p> <p>2008-2009: Grade A; Reading Mastery: 64%, Math Mastery: 65%, Science Mastery: 32%, Writing Mastery, 90%, AYP: 95% criteria met, ELL did not make AYP in Reading.</p> <p>2007-2008: Grade B; Reading Mastery: 64%, Math Mastery: 65%, Science Mastery: 32%, Writing Mastery 77%, AYP: 72% criteria met, Hispanic made AYP in reading and math. Black, Economically Disadvantaged, ELL and SWD did not make AYP in Reading and Math.</p> <p>2006-2007: Grade B: Reading Mastery: 66%, Math Mastery: 60%, Science Mastery: 30%, AYP: 95%, Economically Disadvantaged, and SWD made AYP in math through the Growth Model. ELL did not make AYP in math. Economically Disadvantaged and ELL made AYP in reading. SWD did not make AYP in Reading.</p> <p>2005-2006: Principal @ BLMS Grade B: Reading Mastery: 43%, Math Mastery: 44%, AYP: 72 %, Total, Black, Economically Disadvantaged, ELL, SWD did not make AYP in reading and Math. Hispanic did not make AYP in Math.</p>
Assis Principal	Bryan White	B.S. Elementary Education, SUNY Buffalo State College; M.S. Educational Leadership, Grand Canyon University	2	1	<p>Current Status: Assistant Principal of Crosspointe Elementary School in 2011-2012: Grade A: Reading Mastery: 51%, Math Mastery: 56%, Science Mastery: 39%, Writing Mastery: 80%, Lowest 25% making learning gains in reading 83%, Lowest 25% making learning gains in Math 84%.</p> <p>Crosspointe Elementary School in 2010-2011: Grade A: Reading Mastery: 64%, Math Mastery: 72%, Science Mastery: 50%, Writing Mastery: 79%, Lowest 25% making learning gains in reading 71%, Lowest 25% making learning gains in math 73%, AYP: 87%, Black did not make AYP in reading and math, Economically Disadvantaged and ELL made AYP in math but not in reading.</p> <p>Mathematics Resource Teacher (non-school) 2010-2011.</p> <p>Mathematics Coach at South Grade Elementary, 2009-2010. "B" grade in FY10 with 60% reading mastery & 64% math mastery and 79% AYP met. Subgroups making AYP included total school - reading, Black - reading, Economically Disadvantaged - reading.</p> <p>2008-2009: Intermediate Mathematics Resource Teacher. "A" grade in FY09 with 55% reading mastery & 71 % math mastery and 77% AYP met. Subgroups making AYP included total school - math, Black - math, Economically Disadvantaged - math. Accountability.</p> <p>2007-2008: Intermediate Mathematics Resource teacher. "C" grade in FY08 with 51% reading mastery & 64% math mastery and 77% AYP met. Subgroups making AYP included Total School - math, Black - reading, and Hispanic - math</p> <p>2006-2007: K-5 Mathematics Resource teacher. "A" grade in FY07 with 58% reading mastery & 69% math mastery, and</p>

				<p>92% AYP met. All subgroups except Black - reading, Economically Disadvantaged - reading, ELL - reading met AYP.</p> <p>2005-2006: 5th Grade Classroom teacher. "B" grade in FY06 with 59% reading mastery & 59% math mastery and 90% AYP met. All subgroups except Black - math, ELL - reading, and SWD - reading & math made AYP.</p>
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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	Sonya Green	BS; Business Administration MS; Elementary Education Clinical Educator, Reading Endorsed	4	5.5	<p>Reading Coach of Crosspointe Elementary School in 2011-2012: Grade A: Reading Mastery: 51%, Math Mastery: 56%, Science Mastery: 39%, Writing Mastery: 80%, Lowest 25% making learning gains in reading 83%, Lowest 25% making learning gains in Math 84%.</p> <p>Reading Coach of Crosspointe Elementary School in 2010-2011: Grade A: Reading Mastery: 64%, Math Mastery: 72%, Science Mastery: 50%, Writing Mastery: 79%, Lowest 25% making learning gains in reading 71%, Lowest 25% making learning gains in math 73%, AYP: 87%, Black did not make AYP in reading and math, Economically Disadvantaged and ELL made AYP in math but not in reading.</p> <p>Reading Coach of Crosspointe Elementary School in 2009-2010: Grade B Reading Mastery: 63%, AYP: , Black, Hispanic, ELL and FRL did not make AYP in reading. Lowest 25% making learning gains in reading 69%.</p> <p>Science Mastery 42%, Writing Mastery 72%.</p> <p>Pine Grove 2008 - 2009 Grade B, 47% Reading Mastery; 51% Math Mastery; 31% Science Mastery.</p> <p>2007 -2008 Grade B, 58% Reading Mastery; 61% Math Mastery; 41% Science Mastery.</p> <p>2006 – 07 Grade A, 63% Reading Mastery; 62% Math Mastery; 21% Science Mastery.</p> <p>2005 - 06 A, 68% Reading Mastery; 65% Math Mastery</p> <p>2004-05 B 2003-04 B 2002-03 A</p>
					<p>Math/Science Coach of Crosspointe Elementary School in 2011-2012: Grade A: Reading Mastery: 51%, Math Mastery: 56%, Science Mastery: 39%, Writing Mastery: 80%, Lowest 25% making learning gains in reading 83%, Lowest 25% making learning gains in Math 84%.</p> <p>Math/Science Coach of Crosspointe Elementary School in 2010-2011: Grade A Science Mastery: 50%, Math Mastery 72%, Lowest 25% making learning gains in Math: 73%, AYP met in all subgroups in Math</p> <p>Math/Science Coach of Crosspointe Elementary School in 2009-2010: Grade B Math Mastery: 69%, Science Mastery: 42%, Lowest 25% making learning gains in</p>

Math .5 Science .5	Karen Becker	BS; Elementary Education, MA; Elementary Education - Reading, National Board Certified 1995/2005, Clinical Educator, ESE endorsed, ESOL endorsed	5	5	<p>math 65%, AYP: 79%, Hispanic made AYP, White, Black, Economically Disadvantaged and ELL did not make AYP in math.</p> <p>Science Coach of Crosspointe Elementary School in 2008-2009: Grade A Science Mastery: 32%</p> <p>Crosspointe-5th Grade Teacher 2007-2008 Grade B Reading Mastery: 64%, Math Mastery: 65%, Science Mastery: 32%</p> <p>Science Coach of Barton Elementary School in 2006-2007: Grade B Science Mastery: 21%,</p> <p>Barton Elementary-3rd Grade Teacher 2005-2006: Grade A Reading Mastery: 68%, Math Mastery: 65%, Lowest 25% making learning gains in reading: 65%, Lowest 25% making learning gains in math: 63%</p> <p>Barton Elementary-3rd Grade Teacher 2004-2005: Grade B Reading Mastery: 68%, Math Mastery: 62%, Lowest 25% making learning gains in reading: 63%, Lowest 25% making learning gains in math: 57%</p> <p>Barton Elementary-Kindergarten Teacher 2003-2004: Grade B Reading Mastery: 58%, Math Mastery: 60%, Lowest 25% making learning gains in reading: 60%, Lowest 25% making learning gains in math: 75%</p>
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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. Administration will hold regular meetings with new teachers	Principal, Assistant Principal, Coaches	On-Going	
2	2. New teachers will be partnered with veteran teachers	Assistant Principal	On-Going	
3	3. Teachers will participate in on-going professional development.	Principal, Assistant Principal, Coaches, and Professional Development Team	On-Going	
4	4. Teachers will have common planning/collaboration on a regular basis.	Principal, Team Leaders, Coaches	On-Going	
5	5. Teachers will meet for Learning Team Meetings on a rotational basis.	Principal, Assistant Principal Learning Team Facilitator	on-Going	
6	6. Soliciting referrals from instructional staffing specialist to recruit new teachers as needed.	Principal, Assistant Principal	on-Going	

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	Provide the strategies that are being implemented to support the staff in becoming highly effective
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effective.	
NA	

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
59	6.8%(4)	32.2%(19)	25.4%(15)	33.9%(20)	27.1%(16)	98.3%(58)	16.9%(10)	8.5%(5)	67.8%(40)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Veronica Balsamo	Michelle Martello	New teacher to Crosspointe Elementary School and Palm Beach County	Modeling of Instructional Strategies; Curriculum Review, mentor is given release time to observe the veteran teachers as need. Time will be given to mentor teachers to offer feedback, coaching and planning while working with mentee.
Karen Limerick	Jacqueline Porter-Cockett	Interim teacher to Crosspointe Elementary School and Palm Beach County	Modeling of Instructional Strategies; Curriculum Review, mentor is given release time to observe the veteran teachers as need. Time will be given to mentor teachers to offer feedback, coaching and planning while working with mentee.
Paula Rowe	Sharon Perez	Second year teacher to Crosspointe Elementary School	Modeling of Instructional Strategies; Curriculum Review, mentor is given release time to observe the veteran teachers as need. Time will be given to mentor teachers to offer feedback, coaching and planning while working with mentee.
Janet Watson	Kathleen Walsh	New Art teacher to Crosspointe Elementary School	Modeling of Instructional Strategies; Curriculum Review, mentor is given release time to observe the veteran teachers as need. Time will be given to mentor teachers to offer feedback, coaching and planning while working with mentee.
Janet Henrich	Celeste Laurore	New Guidance teacher to Crosspointe Elementary School	Modeling of Instructional Strategies; Curriculum Review, mentor is given release time to observe the veteran teachers as need. Time will be given to mentor teachers to offer feedback, coaching and planning while working with mentee.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I funds assist with providing staff development in reading, writing, math, and science. Title I funds are also used to purchase Reading & Math coaches, Paraprofessionals, RTI, and a Social Services Facilitator, who serves as a liaison between the school and the home. Title I funds will additionally be utilized for before and after school tutorial, as well as Saturday tutorial and/or summer enrichment programs. Title 1 funds support parent workshop trainings to enhance the academic development of their students and increased parent's empowerment to help their students improve on academic skills.

Title I, Part C- Migrant

FY 2013 school year has indicated that we do not have a migrant population enrolled at the time of completion of SIP. However, the existing partnerships that are in place provide support services and donations for those in need.

Title I, Part D

N/A

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Funds at Crosspointe Elementary are used to purchase A to Z licenses and provide professional development for the software.

Title III

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

Title X- Homeless

Guidance Counselors and Parent Liaison provide resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide instruction for Tier 1, 2, and 3 students who fit the District's criteria for placement.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporates field trips, community, and service counseling.

District-wide implementation of Anti-bullying programs and Single School Culture for behavior ensures safe and secure school campus.

Nutrition Programs

The District provides a Health education program through our Food Services department that provides a free breakfast program for all students at our school.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

The school implements an annual unit of study for career choices and options during its annual career day.

Job Training

N/A

Other

Title IV Safe and Drug Free Schools: District receives funds for programs (Red Ribbon Week, Mentors at Middle Schools, etc.) that support prevention of violence in and around the school. These programs prevent the use of alcohol, tobacco, drugs and foster a safe drug free learning environment supporting student achievement.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: Provides 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.

Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Contact and Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

English Language Learners (ELL) Coordinator: Participates in student data collection and strategy development.

Instructional Coach(es) Reading/Math/Science: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Learning Team Facilitator: Facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

RtI/Inclusion Facilitator: Provides guidance to instructional staff on identification of specific student deficiencies and makes an appropriate match to students and researched-based interventions. RtI person will facilitate and support data collection activities; assist in data analysis; provide professional development and technical assistance to teachers regarding databased instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection.

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 Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students?

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

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

guidance counselor) and report back on all data collected for further discussion at future meetings.

* Problem Solving Model

The four steps of the Problem Solving Model are:

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

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

* Problem Solving & Response to Intervention Project 2008

The implementation of RtI at Crosspointe Elementary continues to be an ongoing process that touches individuals and school teams daily in the efforts to improve student academic achievement and/or behavioral challenges. It begins with classroom teachers identifying academic and/or behavioral concerns from students in their classrooms. Teachers are trained in the procedures to follow and documentation necessary for students who are already in ESE and for students who are in General Ed. Teachers refer the student or students who are identified as having academic difficulty, academic skill deficit and/or target behavior challenges. RtI/SBT meetings follow a fixed schedule, with a standard set of meeting agenda items regularly brought up for team discussion. The RtI/SBT is comprised of the following district and school administrators and personnel; The Principal, Assistant Principal, School and/or District RtI facilitator, School Psychologist, Guidance Counselor, Speech and Language Pathologist, School Nurse, Community and School Liaison, Academic Coaches, Teachers, ESOL Coordinator, ESE Coordinator, to help keep lines of communication open among all involved. The RtI/SBT Team meets biweekly to oversee RtI implementation in the campus and to respond to problems as they emerge. During each Team meeting, key discussion topics are brought to the table, academic and behavioral interventions are developed for specific students and/or revised to match the specific need, progress monitoring to match the intervention is established, resources and/or scheduling needs are also reviewed to support/respond to RtI. In addition, district level leaders provide biweekly training through the dissemination of information and training support pertinent to RtI program implementation. The RtI Facilitator disseminates information to SBT members, teachers and parents to build cohesiveness in the process. Gradual release of responsibility is given to the interventionist and members of the Team in order to build capacity. Open communication during team decision making is an essential feature in the process. Building capacity in the parties involved collaboratively ensures high quality instruction, identification of students at-risk for learning difficulties, providing with research-based intervention instruction, frequent monitoring of intervention, and professional development in the area of need.

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

Members of the school-based RtI Leadership Team will meet with the School Advisory Council (SAC) and will help develop the SY13 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed.

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

- FCAT scores and the lowest 25%
- AYP and subgroups
- strengths and weaknesses of intensive programs
- mentoring, tutoring, and other services.

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

RtI develops SIP efforts through the use of the Problem Solving Model. RtI collaboratively develops appropriate interventions through the use of data collection to determine problem identification. Interventions implemented are researched based and are implemented with fidelity. The effectiveness of the students' response to the intervention is monitored, evaluated and measured weekly. Data collected is reviewed by the RtI/SBT team in order to determine continuation of the intervention, shifts in the intervention or changes in the intervention. The RtI framework for STI requires a common vision of collaboration and communication from individuals and groups across the school campus for effective implementation of the RtI initiative. RtI utilizes the previous year's data, information on Tier 1, Tier 2 and Tier 3 to target and focus attention in the areas of FCAT scores and the lowest 25%, AYP and subgroups, strengths and weaknesses of intensive programs, tutoring and other services.

MTSS Implementation

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

Baseline data:

- Florida Comprehensive Assessment Test (FCAT)
- Curriculum Based Measurement
- Florida Assessment for Instruction in Reading (FAIR)
- Palm Beach County Fall Diagnostics
- Palm Beach Writes
- K-3 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
- Palm Beach Writes
- Progress Monitoring and Reporting Network (PMRN)
- K-3 Literacy Assessment System

End of year data:

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

Frequency of required Data Analysis and Action Planning Days:

- Once within a cycle of instruction (refer to appropriate focus calendar)and/or twice a month for data analysis through Learning Team Meetings.

Describe the plan to train staff on MTSS.

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. One PD will take place in mid-August.

The RtI team will also evaluate additional staff PD needs during the bi-monthly RtI Leadership Team meetings.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Sonya Green- Reading Coach, Cheryl McKeever- Principal, Bryan White - Assistant Principal, Gina Penner-teacher, Shaundra Scott - RTI, Ben Defillippo- ELL Coordinator, Candis Murphy - SAI teacher, Regina Sablo- Parent Liason, Bonnie Gomez- Teacher, Malissa Ferguson-Teacher, Joyce Ivery Lester-Media Specialist, Linda Gounaris-ESE Coordinator, Daniel Kindel, Teacher.

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

The LLT will meet once a month to discuss progress toward making our goals toward proficiency. They will make adjustments as necessary. They will plan events to enhance the love of literacy in children through out the school year.

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

The major initiative of the LLT is to motivate students to love reading print materials and to increase reading comprehension levels.

Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 9/22/2012)

*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.

A team from Crosspointe will meet with the parents who have students enrolled in our feeder pre-kindergarten programs. The team will share information about registration, curriculum and additional services offered at the school site. The school's Parent Liaison and Community Language Facilitator conducts community visits to local day care and recreation centers distributing flyers and speaking with parents about Crosspointe's kindergarten program. In turn, parents will be invited to visit Crosspointe to meet the staff, tour the facility, and observe the curriculum action in action. In the spring of 2013 introduction to staff, tours of school, and goodie bags with educational preparatory materials are handed out to entice, prepare, and motivate students and parents during our Kindergarten Roundup. Articulation meetings for ESE and ELL students are offered to parents to assist in a non-threatening transition into kindergarten. Staggered Start is implemented for all K students for the first three days of school to provide the students with a more supportive, less overwhelming environment. Student progress is communicated to parents through weekly reports showing mastery of assessed skills.

*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 students achieving proficiency will increase by 10% or meet state provisions.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 51% of the students achieved proficiency on the 2012 administration of the FCAT Reading Test.	86% of the students will achieve proficiency or meet state provisions in reading on the 2013 FCAT Reading Test.

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	Transition time is not built into the schedule.	Implement 90-minute uninterrupted balance literacy block using the K-12 Comprehensive Research Based Plan inclusive of differentiated instruction with higher order questioning for Students in grades K-5	Administrative Staff Reading Coach	Data Analysis monitored in LTM meetings, Running Reading Records, SRI Results, FAIR Results, teacher created assessments, mini and common assessments	RRR, FAIR, Diagnostic tests
2	Teachers using data to differentiate instruction with rigor and relevance for individual students	Utilize Fountas and Pinnell Oral Language Assessment, District Diagnostic, FAIR, Comprehension Checks and The Continuum of Literacy to facilitate teacher-directed small group differentiated instruction.	Administrative Staff Reading Coach	Data Analysis monitored in LTM meetings, Running Reading Records, individual, students data folders, FAIR, teacher created assessments, mini and common assessments	FAIR Results, Diagnostic Tests, FCAT Results
3	Lack of time during the 90-minute reading block, teacher's lack of knowledge to implement lessons with rigor and relevance.	Develop reading response groups that focus on vocabulary development and the critical analysis of texts through oral discussion and written correspondence.	Teachers, reading coach, Administrative Team	Data Analysis monitored in LTM meetings, RRR, FAIR, Student data folders, teacher created assessments	Diagnostic tests, FCAT, SRI, FAIR
4	Teachers using data to differentiate instruction with rigor and relevance for individual students	Utilize Fountas and Pinnell Oral Language Assessment, District Diagnostic, FAIR, Common Assessments and The Continuum of Literacy to facilitate teacher-directed small group differentiated instruction. Implement "Foundations" into whole group and continue with guided reading groups in grades K-2.	Administrative Staff Reading Coach Teacher	Data Analysis monitored in LTM meetings, Running Reading Records, individual, students data folders, FAIR, teacher created assessments, mini and common assessments	FAIR Results, Diagnostic Tests, FCAT Results
	Ipad2 not compatible to Marzano videos.	School based administrators and	Administrative Staff Reading &	Data Analysis monitored through iObservation and	Marzano's Scales.

5	Teachers & Administrators lack of knowledge with instrument.	Teachers will use the Ipad2 as a professional development tool and resource Library.	Math Coach	Teacher evaluations
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In grades 3-5 students achieving a level 4 or 5 will increase by 15%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 27% of the students achieved a level 4 or 5 on the 2012 administration of the FCAT Reading Test.	40% of the students will achieve a level 4 or 5 in reading on the 2013 FCAT Reading Test.

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 lack implementation of higher-order thinking questions and rigor in daily lessons that reach the needs of students performing above grade level.	Teachers will implement differentiated instruction for proficient students which will include enrichment activities when necessary.	Administration, Coaches, classroom teachers.	Data Analysis monitored in LTM meetings, Running Reading Records, SRI Results, FAIR Results, teacher created assessments, mini and common assessments	Diagnostic Assessments, FCAT 2.0, Common Assessments, classroom assessments.
2	Daily instruction and activities lack rigor and relevance for higher level students.	Incorporate more enrichment activities for high-performing students through the use of Literature Circles, vocabulary development (journals), oral dialogue, and peer-student conferencing through novel based instruction.	Teacher, Reading Coach Administrative team	Lesson plans, Student Data Folders, LTM, walk through observations	Diagnostic test results, comprehension checks, teacher created assessments, SRI results, FAIR

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

2b. Florida Alternate Assessment:
Students scoring at or above Achievement Level 7 in reading.

Reading Goal #2b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.

Reading Goal #3a:

In grades 3-5 students making learning gains will increase by 10%.

2012 Current Level of Performance:

2013 Expected Level of Performance:

In grades 3-5, 69% of the students made learning gains on the 2012 administration of the FCAT Reading Test.

86% of the students will make learning gains on reading on the 2013 FCAT Reading Test.

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 using data to differentiate instruction with rigor and relevance for individual students	Utilize Fountas and Pinnell Oral Language Assessment, District Diagnostic, FAIR, Comprehension Checks and The Continuum of Literacy to facilitate teacher-directed small group differentiated instruction.	Administration, Coaches, LTF, classroom teachers, ESE and ELL teachers.	Data Analysis monitored in LTM meetings, Running Reading Records, SRI Results, FAIR Results, teacher created assessments, mini and common assessments	Diagnostic Assessments, FCAT 2.0, Common Assessments, classroom assessments.
2	Time lost during transition, teachers lack of knowledge to implement interventions that will help individual students remediate reading deficits.	Implement a minimum of 30 minutes of Immediate Intensive Intervention (iii) five days per week. This is provided in addition to or as an extension of the 90 minute uninterrupted literacy block. Also,	Reading Coach Administrative Team	Lesson Plans, LTM, RRR, Anecdotal notes, common assessments	FAIR, RRR, Diagnostic tests, FCAT results, secondary benchmark tests.

	mandatory implementation of Foundations during the reading block, tutorials, Saturday tutorial, secondary benchmarks, and the implementation of Words Their Way.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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					Diagnostic Assessments, FCAT 2.0, Common Assessments, classroom assessments.

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	In grades 3-5 students in the lowest 25% making learning gains in reading will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5 83% of the students in the lowest 25% made learning gains on the 2012 administration of the FCAT Reading Test.	86% of the students in the lowest 25% will make learning gains in reading on the 2013 FCAT Reading Test.

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			Administration, Coaches, LTF, classroom teachers, ESE and ELL teachers.	Data Analysis monitored in LTM meetings, Running Reading Records, SRI Results, FAIR Results, teacher created assessments, mini and common assessments	Diagnostic Assessments, FCAT 2.0, Common Assessments, classroom assessments.
	SAI Instructor is new to Crosspointe Elementary School and to the SAI position.	Implementation of 60 minutes of Immediate Intensive Intervention (iii) and Supplemental	SAI Teacher, Reading Coach, Administrative	Lesson Plans Monitored by Admin. Team Students Data Folders	RRR, comprehension checks, Fluency Probes, student

2	<p>Consistant attendance of students in before and after school tutorial programs.</p> <p>Fidelity of tutorial program before and after school</p>	<p>Academic Instruction (SAI) for a minimum of four days per week, (30 minutes each)as well as a tutorial program before and after school and on Saturdays. This is provided in addition to or as an extension of the 90 minute uninterrupted literacy block. Also, Mandatory fundations implementation during the 90 minute for Primary Literacy Block for grades K-2, Words Their Way, and secondary benchmarks.</p>	<p>Team, SES Coordinator</p>	<p>Data Analysis in LTM's Student work samples from Tutorial Programs</p> <p>RRR, FAIR</p>	<p>data folders, secondary benchmark tests.</p>
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal #				
		5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	In grades 3-5 Black students achieving proficiency will increase by 10%.
Reading Goal #5B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 55% (148)of the Black students achieved proficiency on the 2012 administration of the FCAT 2.0 Reading Test.	86% of the Black students will achieve proficiency or meet state provisions of 59% in reading on the 2013 FCAT 2.0 Reading Test.

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 time during the 90- minute reading block, teachers lack of knowledge to implement lessons with differentiated instruction. Teachers lack of knowledge to remediate reading deficiencies in all students	Implement 90-minute uninterrupted balanced literacy block with planned supplemental instruction/intervention (ex: explicit instruction, modeled instruction, guided practice and independent practice) with instructional focus determined by review of FAIR data, Common Assessments and Reading Running Records.Tutorial program before and after school and on Saturdays will	Reading Coach, SAI Teacher,Administrative Team	Data analysis through LTM, SRI, RRR, Students Data Folders, reading counts, FAIR, Teacher created assessments and common assessments	FAIR, Diagnostic Test, FCAT

also be in place to assist students.

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 ELL students achieving proficiency will increase by 10% or meet state provisions.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 76% (80) of the ELL students did not achieve proficiency on the 2012 administration of the FCAT Reading Test.	86% of the ELL students will achieve proficiency in reading on the 2013 FCAT Reading Test.

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 lack the ability to implement differentiated instruction based on student data and needs.	Plan supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by review of FAIR data and will include explicit instruction, modeled instruction, guided practice and independent practice. The ESOL teachers and regular education teachers will use the districts Toolbox for ESOL students. Teachers will also use the Henle Dictionaries to enhance vocabulary and visual clues. The teachers will also use Henle Dictionaries to enhance visual clues This "Toolbox" consists of graphic organizers that present a visual layout for non-English speakers. Students will be given mapping organizers to layout a visual representation for vocabulary words.	Reading Coach, ELL Coordinator, Administrative Team	Lesson plans with small group differentiation included daily. RRR, SRI, FAIR, CELLA Learning Team Meetings	RRR, SRI, CELLA, FAIR

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:	Students with Disabilities will demonstrate a 10% increase in proficiency in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 68% (26) of students were not proficient on the administration of the 2012 FCAT 2.0 Reading Test.	42% of students with disabilities will be proficient on the 2013 FCAT 2.0 Reading Test.

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	NA	NA	NA	NA	NA

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 Economically Disadvantaged students achieving proficiency will increase by 10% or meet state provisions.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 50% (164) of the Economically Disadvantaged students did not achieve proficiency on the 2012 administration of the FCAT 2.0 Reading Test.	86% of the Economically Disadvantaged students will achieve proficiency or meet state provisions of 63% in reading on the 2013 FCAT 2.0 Reading Test.

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 lack the ability to implement differentiated instruction based on student data and needs.	Implement 90-minute uninterrupted balanced literacy block with planned supplemental instruction/intervention (e.i.: explicit instruction, modeled instruction, guided practice and independent practice) with instructional focus determined by review of FAIR data, comprehension checks and Reading Running Records. Tutorial program before and after school and on Saturdays will also be in place to assist students.	Reading Coach, SAI, ELL, ESE teachers, Administrative Team	Student Data Folders, LTM, SRI, FAIR, Diagnostic Results, Teacher created assessments and common assessments	FCAT, FAIR, RRR, SRI, and teachers made assessments.

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

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

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

Explorer, Destination Reading, LLI, Foundations, Guided Reading, Words Their Way, LTMs, FAIR.	K-5	Reading Coach, LTF, district trainers.	3-5 reading teachers.	Early Release days, inservice days, monthly reading meetings.	modeling, teacher observation, lesson plans	Reading Coach, LTF, administration
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Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will attend Reading conference to gain professional development in the area of reading		Title 1	\$2,500.00
Tutorial Program/Assistance: Provide am, after school, and Saturday tutorial/Enrichment programs for low performing and proficient students. Also, employ 4 hour paraprofessional to assist with classroom instruction during the day.		Title 1	\$6,250.00
Subtotal:			\$8,750.00
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
	paper, chart paper, reading supplemental resources, markers	Title 1	\$1,500.00
Employ a full time reading coach to provide weekly in service, daily classroom assistance, instructional support and model classroom lessons/strategies.		Title 1	\$33,794.00
Employ a .5 resource teacher to work with Tiered students and facilitate the monitoring of students referred to School Based Team.		Title 1	\$32,750.00
Salary to pay for paraprofessionals to assist teachers who provide instruction to struggling readers in their classrooms.		Title 1	\$49,442.72
Subtotal:			\$117,486.72
Grand Total:			\$126,236.72

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

1. Students scoring proficient in listening/speaking. CELLA Goal #1:	Students in grades 3-5 will demonstrate a 10% increase in proficiency on the administration of the 2013 FCAT test.
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2012 Current Percent of Students Proficient in listening/speaking:

In grades 3-5, 35% of students were proficient in Listening/Speaking on the administration of the 2012 FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

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

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:	Students in grades 3-5 will demonstrate a 10% increase in proficiency on the administration of the 2013 FCAT 2.0 Reading test.
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2012 Current Percent of Students Proficient in reading:

In grades 3-5, 26% of students were proficient in Reading on the administration of the 2012 FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1			Administration, ELL teacher, classroom teacher, LTF.		RRR, Reading Diagnostic assessments, FCAT 2.0 Reading test, classroom assessments, SRI.

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

3. Students scoring proficient in writing. CELLA Goal #3:	Students will increase proficiency in writing by 10% in 2013.
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2012 Current Percent of Students Proficient in writing:

In grades 3-5, 16% (40) of students were proficient in writing.

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

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

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	In grades 3-5 students achieving proficiency will increase by 15% or meet state provisions.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 32% (113) of the students achieved proficiency on the 2012 administration of the FCAT 2.0 Math Test.	86% of the students will achieve proficiency or meet state provisions in math on the 2013 FCAT 2.0 Math Test.

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	Next generation math standards; 3rd year of implementation of new math series.	Implement 60-minute uninterrupted math block using the Direct Instructional Model with Math Coach modeling and support. Increase use of higher order questioning and rigor of activities in classes.	Administrative Team, instructional support team staff, math coach	Lesson Plan Review, classroom walk throughs, student data folders, teacher created assessments, mini assessments, Go Math chapter assessments, diagnostic tests, FCAT, and all assessments analyzed in LTM.	Diagnostic Tests, FCAT Results, CORE 12, Teacher created assessments, student data folders.
2	Teachers lack of knowledge to correlate the POD with instruction. POD needs to have rigor and relevance to be effective.	Engage in warm-up/Problem of the Day Activities to include daily Focus question and other reporting categories specific resource materials (i.e. daily multiple big idea exposure).	Administrative Team, instructional support team staff, math coach	Lesson Plan Review, classroom walk throughs, student data folders, teacher created assessments, mini assessments, Go Math chapter assessments, diagnostic tests, FCAT analyzed in LTM	Diagnostic Tests, FCAT Results, Teacher made assessments, student data folders.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	In grades 3-5 students achieving a level 4 or 5 will increase by 14%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 24% (85) of the students achieved a level 4 or 5 on the 2012 administration of the FCAT 2.0 Math Test.	45% of the students will achieve a level 4 or 5 in math on the 2013 FCAT 2.0 Math Test.

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 lack implementation of higher-order thinking questions and rigor in daily lessons that reach the needs of students performing above grade level.	Teachers will implement differentiated instruction for proficient students which will include enrichment activities when necessary.	Administration, Coaches, classroom teachers.	Data Analysis monitored in LTM meetings, Running Reading Records, SRI Results, FAIR Results, teacher created assessments, mini and common assessments	Diagnostic Assessments, FCAT 2.0, Common Assessments, classroom assessments.
2	Time constraints, lack of familiarity with new math reporting categories and new math series.	Utilizing the FCIM, with benchmark assessments and school wide monthly skills specific common assessments to identify students in the core curriculum needing enrichment.	Math Coach, Administrative Team, instructional support team	Lesson Plans, classroom walk throughs, common assessment data analyzed during LTM.	Diagnostic Tests, FCAT test, Go Math assessments.
3	Classroom management, single school culture for behavior must be implemented with fidelity; teachers not comfortable with technology themselves; computer lab schedule.	Use technology, center rotations and individual student data folders for skill specific enrichment of high-performing students (i.e. GIZMOS, Riverdeep, FCAT Explorer, Math Solutions).	Math Coach, Administrative Team, instructional support team	Lesson Plans; classroom walk throughs, common assessment data, analyzed during LTM, student data folders.	Diagnostic Tests, FCAT test, Go Math 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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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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No Data Submitted

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal # 3a:	In grades 3-5 students making learning gains will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 74% (166) of the students made learning gains on the 2012 administration of the FCAT 2.0 Math Test.	84% of the students will make learning gains on math on the 2013 FCAT 2.0 Math Test.

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 time Students lack pre-requisite skills.	Determine core instructional needs by reviewing common assessment data. Service by skill through individual data folders for all students. Plan differentiated instruction using evidence-based instruction/interventions within the mathematics blocks and school-wide tutorials.	Math Coach, Administrative Team, instructional support team	Lesson Plans, Classroom walk throughs, teacher made assessments developed during LTM, common assessments analyzed during LTM.	Diagnostic Test results, FCAT 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 group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal # 3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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					Diagnostic Assessments, FCAT 2.0, Common Assessments, classroom assessments.

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

of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	In grades 3-5 students in the lowest 25% making learning gains in math will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 84% (53) of the students in the lowest 25% made learning gains on the 2012 administration of the FCAT 2.0 Math Test.	89% of the students in the lowest 25% will make learning gains in math on the 2013 FCAT 2.0 Math Test.

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			Administration, Coaches, LTF, classroom teachers, ESE and ELL teachers.	Data Analysis monitored in LTM meetings, Running Reading Records, SRI Results, FAIR Results, teacher created assessments, mini and common assessments	Diagnostic Assessments, FCAT 2.0, Common Assessments, classroom assessments.
2	Teachers uncomfortable with EDW and interpreting data. Transient population, language barriers, new math series, lack of prior knowledge due to implementation of new math standards.	Determine core instructional needs by reviewing monthly skills, & common assessment data. Provide skill practice through individual student data folders for all within bottom quartile. Plan differentiated instruction using evidence-based instruction/interventions within the mathematics blocks, school-wide tutorials and tutorial program before and after school and on Saturdays.	Math Coach, Administrative Team, Instructional support team staff	Lesson Plans reviewed by Administration, classroom walk throughs, observations, common assessments and analyzed during LTM, teacher created assessments developed during LTM, student data folders.	Common assessment data, Diagnostic & FCAT Results.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Elementary School Mathematics Goal #			
5A :			<input type="text"/>			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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 Black students achieving proficiency will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
<input type="text"/>	<input type="text"/>

In grades 3-5, 50% (134) of the Black students did not achieve proficiency on the 2012 administration of the FCAT 2.0 Math Test.	86% of the Black students will achieve proficiency in math or meet state proficiency on the 2013 2.0 FCAT Math Test.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of fundamental knowledge in math, gap in math fluency in addition, subtraction, multiplication and division skills. Teachers lack of knowledge in differentiated instruction in math.	Plan supplemental instruction/intervention for students within this subgroup not responding to core instruction. Focus of instruction is determined by review of common assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice. Supplemental instruction is provided in addition to core instruction. Tutorial program before and after school and on Saturdays will be offer to students.	Math Coach, Administrative team, Instruction suport team staff	Lesson Plans reviewed by Administration, classroom walk through observations, common assessments analyzed during LTM, teacher created assessments developed during LTM, student data folders.	Common assessment data, Diagnostic & FCAT Results.

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	In grades 3-5 ELL students achieving proficiency will increase by 20% or meet state provisions.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 63% (66)of the ELL students did not achieve proficiency on the 2012 administration of the FCAT 2.0 Math Test.	80% of the ELL students will achieve proficiency or meet state provisions on 2013 FCAT 2.0 math Test.

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 fundamental knowledge in math, gap in math fluency in addition, subtraction, multiplication and division skills. Teachers lack knowledge in differentiated instruction in math.	Plan supplemental instruction/intervention for students within this subgroup not responding to core instruction. Focus of instruction is determined by review of common assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice. Supplemental instruction is provided in addition to core instruction. Tutorial program before and after school and on Saturdays will also be in place to assist students.	Math Coach, Administrative team, Instruction suport team staff	Lesson Plans reviewed by Administration; classroom walk through observations, common assessments analyzed during LTM, & teacher made assessments developed during LTM, & student data folders	Common assessment data, Diagnostic & FCAT 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:	Students in grades 3-5 will increase proficiency by 10% in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 42% of students with disabilities achieved proficiency on the administration of the 2012 FCAT 2.0 Mathematics test.	52% of students with disabilities will achieve proficiency on the 2013 FCAT 2.0 Mathematics test.

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	NA	NA	NA	NA	NA

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	In grades 3-5 Economically Disadvantaged students achieving proficiency will increase by 10% or meet state provisions.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 54% of the Economically Disadvantaged students achieved proficiency on the 2012 administration of the FCAT Math Test.	86% of the Economically Disadvantaged students will achieve proficiency or meet state provisions of 69% in math on the 2013 FCAT 2.0 Math Test.

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 fundamental knowledge in math, gap in math fluency in addition, subtraction, multiplication and division skills. Teachers lack knowledge in differentiated instruction in math.	Identify and closely monitor the progress of the lowest 30th percentile consistently, revising instruction by incorporating manipulatives with hands-on activities to reinforce mathematic concepts. Tutorial program before and after school and on Saturdays will also be in place to assist students.	Math Coach, Administrative team, Instruction suport team staff	Lesson Plans reviewed by Administration; classroom walk through observations, common assessments analyzed during LTM, teacher made assessments developed during LTM, & student data folders .	Common assessment data, Diagnostic & FCAT Results.

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

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

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

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Tutorial program/assistance - provide am, after school and Saturday tutorial/enrichment programs for low performing and proficient students in mathematics.		Title 1	\$6,250.00
			Subtotal: \$6,250.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will attend professional Math conferences to gain professional development in the area of Mathematics.	Registrations, out of county fees.	Title 1	\$2,000.00
			Subtotal: \$2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Employ a .5 Mathematics Coach to provide weekly inservice, daily classroom assistance, instructional support and model lessons/strategies.		Title 1	\$33,794.00
	paper, chart paper, markers, math supplemental resources	Title 1	\$1,000.00
			Subtotal: \$34,794.00
			Grand Total: \$43,044.00

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 grades 3-5 students achieving proficiency will increase by 15% or meet state provisions.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grade 5, 27% (29)of the students achieved Level 3	60% of the students will achieve proficiency or meet

on the 2012 administration of the FCAT 2.0 Science Test.			state provisions in science on the 2013 FCAT 2.0 Science Test.		
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	Transition time is not built into the schedule. Students lack the ability to take notes and interpret science data	Implement the Science Rotational Model inclusive of daily vocabulary development and hands-on laboratory experiments for a minimum of 30 minute block, once a week.	Science Teacher/Coach Adminstrative Team, Instructional support team	Lesson Plans reviewed by administration, classroom walk throughs by sciecne coach, data analysis during LTM, support team staff and administrative team.	Science Journals,Common Assessments, Diagnostic Tests, FCAT Tests
2	Transition time is not built into the schedule. Students lack the ability to take notes and interpret science data.	K-4 will receive 90 – minutes weekly instruction and implement a science journal and hands-on practice. Grade 5 will receive 300 minutes of weekly instruction and implement a science journal and hands-on practice.	Science Resource teacher, Adminstrative Team, Instructional support team	Lesson Plans reviewed by administration, classroom walk throughs by science resource teacher, support team staff and administrative team as well as data analysis during LTM.	Science Journals, Common Assessments, Diagnostic Tests, FCAT Tests
3	Students lack skills to participate in cooperative group learning activities.	Grade 5 students will participate in Sensational Science days which includes a rotational science lab for multiple strand exposure three times per school year.Tutorial program before and after school and on Saturdays will also be in place to assist students.	Science Teacher/Coach Adminstrative Team, Instructional support team	Science Journals, completed science activities	Science Journals,Common Assessments, Diagnostic Tests, FCAT Tests
4	Science textbook/materials that are aligned with the next generations SSS.	All students will complete hands-on lab activities weekly and use a science journal/notebook to document hands-on investigations.	Science Teacher/Coach Adminstrative Team, Instructional support team	Lesson Plans reviewed by administration, classroom walk throughs by science coach, Instructional support team staff and administrative team.	Science Journals,Common Assessments, Diagnostic Tests, FCAT 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 science. Science Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

No Data Submitted

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	In grades 3-5 students achieving a level 4 or 5 will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grade 5, 12% (13) of the students achieved a level 4 or 5 on the 2012 administration of the FCAT 2.0 Science Test.	19% of the students will achieve a level 4 or 5 in science on the 2013 FCAT 2.0 Science Test.

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 lack implementation of higher-order thinking questions and rigor in daily lessons that reach the needs of students performing above grade level.	Teachers will implement differentiated instruction for proficient students which will include enrichment activities when necessary.	Administration, Coaches, classroom teachers.	Data Analysis monitored in LTM meetings, Running Reading Records, SRI Results, FAIR Results, teacher created assessments, mini and common assessments	Diagnostic Assessments, FCAT 2.0, Common Assessments, classroom assessments.
2	Science teachers need adequate time in lab for science based technology activities.	Use of technology and science based informational text that incorporates vocabulary development along with higher order thinking by classroom teachers to enrich high-performing student (i.e. GIZMOS)	Science Lab Teacher, ITSA, Administrative Team	Lesson plans monitored by administration, lab schedule, Gizmos reports, Diagnostic, & Common Assessments analyzed during LTM.	Common assessments, Diagnostic test & FCAT 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 group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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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						

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
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	In grade 4, students achieving proficiency will increase by 10% or meet state provisions.
2012 Current Level of Performance:	2013 Expected Level of Performance:

In grade 4, 80% of the students achieved proficiency on the 2012 administration of the FCAT Writing Test.	90% of the students will achieve proficiency or meet state provisions in writing on the 2013 FCAT Writing Test.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack pre-requisite skills. Students have limited prior knowledge in writing. Students not familiar to state rubric.	Students will use the writing process daily to incorporate vocabulary development and sentence structure. This will be documented and recorded in the students journal/notebook/ or work folder and reviewed during individual student/teacher conferencing.	Administrative team, Reading coach, Writing Support Specialist	Individual students conferencing with focus on progressive skills in writing daily. Create skill groups to target specific needs.	Palm Beach Writes, Writing journals, Anchor charts, Write Score, LLC Fourth grade State Rubric, & Common Assessments
2	Students are not trained in peer editing. Students are not familiar with the state rubric.	Students will utilize peer score processes to edit and revise each others writing samples.	Administrative team, Reading coach, Writing Support Specialist	Monitor writing data in LTM meetings, review writing samples scored by teachers, monitor students progress toward goal of 4.0 monthly.	Palm Beach Writes, Writing journals, Anchor charts, Write Score, LLC Fourth grade State Rubric
3	Students struggle with grammar and spelling in writing assignments. Teachers need additional time to differentiate writing instruction.	Teachers and Students will utilize the analyzed data from Right Score LLC to drive the instructional focus within their individual classrooms i.e. focus, organization, details and vocabulary development and implement daily grammar/spelling.	Administrative team, Reading coach, Writing Support Specialist	Compare teacher scoring on writing assignments to Write Score LLC. Review Write Score LLC results in LTM meetings. Monitor student progress toward goal of 4.0 monthly.	Palm Beach Writes, Writing journals, Anchor charts, Write Score, LLC Write Score, Fourth grade State Rubric

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Elementary Writing Workshops, FCAT writing training, LTM meeting.	K-2, 3-5	District LTM, coaches	writing teachers in grades K-5.	Early Release days	Model, observation, conversations, lesson plans, common planning.	Administration, coach, writing support specialist.

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will administer writing prompts to gather baseline data to guide writing instruction.	Writing prompts and scoring from Write Score, writing notebooks, markers, colored pencils.	Title 1	\$3,050.00
			Subtotal: \$3,050.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will attend writing professional development.		Title 1	\$208.00
			Subtotal: \$208.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
	paper, printer cartridges, notebooks, markers, etc.		\$1,750.00
			Subtotal: \$1,750.00
			Grand Total: \$5,008.00

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:	Crosspointe Elementary School will reduce the number of students with 10 or more absences by at least 5% and the number of students with 10 or more tardies by at least 5%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The current attendance rate is 83%.	Crosspointe Elementary will increase daily attendance by 5%. The new goal will be 88%.

2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
The number of students with excessive absences is 145 students.	Crosspointe Elementary will decrease excessive absences by 10%.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
The number of students with excessive tardies is 95 students	Crosspointe Elementary will decrease excessive tardies by 10%.

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 phone system cannot contact the parents when the school does not have updated phone numbers.	Update parent contact information as soon as it becomes available to the teachers, administration or office staff in the terms data base.	Guidance Counselors, Attendance Clerk, Teachers, Administration	Review attendance reports monthly.	Terms, Attendance letters, and EDW reports.
2	Parental Support and Student Participation	Reward classes by grade level for least amount of tardies at the end of each trimester.	Administrative Team, Guidance, Teachers, parents	Review Class Tardies monthly	Terms reports, EDW
3	Parental Support Student Participation	Attendance/Tardy Contracts	Guidance Counselor, Attendance Clerk, Teachers	Analyze contract results	EDW Reports Contracts
4	Students are not in control of their own transportation to school	Invite parents and students to breakfast to review the importance of being on time to school daily once students are tardy 10 times.	Assistant Principal, Parent Liaison, Guidance Counselors, Language Facilitors	Monitor sign in sheets to determine if tardies decrease	EDW Reports, Terms

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

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

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

Attendance Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Crosspointe Elementary School will decrease our suspension rate by 5%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
The total number of in-school suspensions is 3 students.	Crosspointe will decrease in school Suspensions by 50% for the 2013 school year.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
The total number of in-school suspensions is 3 students.	Crosspointe elementary will decrease school Suspensions by 5% for the 2013 school year.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
The total number of out-of-school suspensions is 39.	Crosspointe Elementary School will decrease out of school suspensions by 10% for the 2013 school year.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
The total number of students suspended out of school is 27.	Crosspointe Elementary School will decrease out of school suspensions by 10% during the 2013 school year.
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students schedule, guidance counselor schedules, student attendance.	Guidance Counselors will meet with high risk students to offer assistance (conflict resolution, counseling groups)	Guidance Counselors, Teachers	Guidance Counselors will evaluate student behaviors as well as individual information from counseling sessions.	Guidance logs, counselor group attendance sheets.
2	Student behavior while teachers are absent and substitutes are in the classroom.	Teachers will stress the importance of all school Rules when there is a guest in the room or on campus.	Faculty and Staff	Administration will review referrals turned in by substitutes.	Terms A24 screens, discipline logs
3	Students are unclear on behavioral expectations and CHAMPS rules	Adminstration will hold assemblies to review CHAMPS expectations and school rules	Adminstration, teachers, and staff	Analyze suspension rate, Faculty and Staff Feedback	Terms A24 screens, discipline logs

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

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

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

Suspension Budget:

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

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: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Crosspointe Elementary School will increase parent involvement in academic parent trainings which include reading, math, writing and science activities by 5%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
School Effectiveness survey indicates that 54% of parents state that they are involved in and support school strategies, resources, and discipline procedures. 70% of parents attended at least 1 training in 2011.	Crosspointe Elementary School is expecting a 5% increase over last year's Parent Involvement Training participation which includes reading, math, writing and 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	Getting parents to feel comfortable due to language and cultural differences to come to the school and participate in school activities. Lack of Child Care Time of workshops, some parents work in the evening.	Make and Take Night for reading, math, science and writing activities that parents can work with students on at home to help improve student achievement. Administer Title 1 Survey and use information to evaluate parental involvement activities.	Parent Liason, Coaches, Teachers, Administrative Team	Collect participation data and survey from parents, Phone logs, Follow up activities and student logs.	Parent Sign in sheets, phone logs, Teacher made assessments, Diagnostic & FCAT Results, Discussions at SAC Meetings. Title 1 survey
2	Getting parents to feel comfortable due to language and cultural differences to come to the school and participate in school activities. Lack of Child Care Time of workshops, some parents work in the evening.	FCAT PARENT NIGHTS for parents of 3-5 grade students	Parent Liason, Coaches, Teachers, Administrative Team	Collect participation data and survey from parents, Phone logs, Follow up activities and student logs.	Parent Sign in sheets, phone logs, Teacher made assessments, Diagnostic & FCAT Results, Discussions at SAC Meetings.
3	Getting parents to feel comfortable due to language and cultural differences to come to the school and participate in school activities. Lack of Child Care Time of workshops, some parents work in the evening.	Reading with the Stars grades K-2 to enhance reading skills a home.	Parent Liason, Coaches, Teachers, Administrative Team	Collect participation data and survey from parents, Phone logs, Follow up activities and student logs.	Parent Sign in sheets, phone logs, Teacher made assessments, common assessments, RRR, end of the year assessments. Discussions at SAC Meetings.

4	<p>Getting parents to feel comfortable about coming out and participating because of language and cultural differences.</p> <p>Lack of Child Care, Time of workshops, some parents work in the evening.</p>	<p>Parent Leadership Counsel to inform parents of rights for their students and to communicate this information to other parents community.</p>	<p>Parent Liason, ELL Coordinator, Administrative Team</p>	<p>Collect participation data and survey from parents, Phone logs.</p>	<p>Parent Sign in sheets, phone logs,</p>
5	<p>Lack of parental knowledge of the FCAT Writing process.</p>	<p>Parents are invited to FCAT Writes Night where they are provided with activities that they can work on at home to assist their child in getting ready for FCAT Writes.</p>	<p>Grade Four Writing Teachers, Administrative Team</p>	<p>Parent Sign in sheets, monitor students activities at home through agenda planners and home school communication.</p>	<p>Parent Sign in sheets, Palm Beach Writes assesemnts, FCAT Writes Score</p>
6	<p>Parents lack strategies at home to assist students in the area of reading, math and science.</p>	<p>Parents are invited to FCAT make and take Night where they are provided with activities that they can work on at home to assist their child in getting ready for FCAT .</p>	<p>Accountability Teachers, Administrative Team, Coaches, ELL and ESE Coordinator, Parent Liason</p>	<p>Parent Sign in sheets, monitor students activities at home through agenda planners and home school communication.</p>	<p>Parent Sign in sheets, Diagnostic test, FCAT Results</p>
7	<p>Getting parents to feel comfortable about coming out and participating because of language and cultural differences.</p> <p>Parents new to Crosspointe Elementary School may not be aware of academic requirements, NCLB, Title I and school activities offered to both parents and students.</p>	<p>SABLO's Chat which meets bi-monthly on Friday mornings (Evenings or Saturdays as needed).</p> <p>Sablo's Chat informs parents of their rights regarding their child's education, NCLB, Title I, academic requirements and activities related to academics offered at Crosspointe. During this meeting parents questions and or concerns may also be addressed. Parents are encourage to join our PTA, SAC and Volunteer at the school in various capacities.</p>	<p>Parent Liason, CLF's ELL and ESE Coordinators, Adminstrative Staff</p>	<p>Invitations for SABLO's Chat are given to all parents when they register during the school. They are translated into Creole and Spanish. SABLO's Chat is mentioned in the Crosspointe Newsletter, and on the school Marquee.</p>	<p>Parent Sign in logs, VIP's registration forms, VIP computer log.</p>
8	<p>Parents avaiibility due to working during school hours.</p> <p>Parents lack strategies at home to assist students in the area of reading, writing, math and science.</p>	<p>To increase student achievement, subs will be provided for teachers to conduct individual parent-teacher conferences to discuss student strengths, weaknesses and strategies for corrective instructional support at home</p>	<p>Administration</p>	<p>Conference Notes and teacher's conference logs.</p>	<p>Conference notes and logs.</p>

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

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

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

Parent Involvement Budget:

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

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)

Healthy Eating and Exercise Habits Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Healthy Eating and Exercise Habits Goal Healthy Eating and Exercise Habits Goal #1:		Crosspointe Elementary School will encourage healthy eating habits and teach all staff , students and parents the importance of a good exercise program.			
2012 Current level:		2013 Expected level:			
Needs assessment indicates that 5% of the parents are involved in promoting a good exercise program.		Crosspointe Elementary School expects to increase parent involvement in promoting healthy eating habits and exercise programs by 10%.			
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 not promoting physical activities during scheduled PE times. Parents do not encourage outdoor play times. Parent and child activities are not related to exercise programs.	Develop a team of teachers, parent liasion, parents and students to implement programs in our school that coincide with FCAT/Academic programs in wellness.	PE Teacher, Administrative Team	Healthy School Program	School Logs Exercise Logs Healty Eat Tips on Morning announcements and in monthly news letters.

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

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

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

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Healthy Eating and Exercise Habits Goal(s)

Business and Community Partnerships Goal:

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

1. Business and Community Partnerships Goal Business and Community Partnerships Goal #1:	Crosspointe Elementary School will increase Business,Community and Volunteer Partnerships by providing support service to students and teachers in core subject areas.
2012 Current level:	2013 Expected level:
Crosspointe Elementary School has 49 established Business,Community Partners and over 129 volunteers who has accumulated over 7,656 hours earning the Five Star Award for the 2012 school year.	Crosspointe Elementary School will increase Business, Community Partnerships and volunteers by 2% from the previous year.

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	1.Business, Community and volunteer Partners are not aware of the activities that they are needed for at the school center. 2.Limited time and funds available from the Business and Community Partners	1. Reach out to businesses and volunteers in the community to assist the school in various activites to help students and teachers. 2. Make them aware of the flexible days and times that they can help not only through funds but the giving of their time and expertise that they can share with students, staff & parents. 3. Invite them to a welcome breakfast where they can network with each other and share ideas.	Parent Liasion, Administrative Team	Volunteer hours logged in the VIPs program. Sign in sheets for school activities	VIPs log of volunteer hours

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

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

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

Budget:

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

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teachers will attend Reading conference to gain professional development in the area of reading		Title 1	\$2,500.00
Reading	Tutorial Program/Assistance: Provide am, after school, and Saturday tutorial/Enrichment programs for low performing and proficient students. Also, employ 4 hour paraprofessional to assist with classroom instruction during the day.		Title 1	\$6,250.00
Mathematics	Tutorial program/assistance - provide am, after school and Saturday tutorial/enrichment programs for low performing and proficient students in mathematics.		Title 1	\$6,250.00
Writing	Teachers will administer writing prompts to gather baseline data to guide writing instruction.	Writing prompts and scoring from Write Score, writing notebooks, markers, colored pencils.	Title 1	\$3,050.00
				Subtotal: \$18,050.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Teachers will attend professional Math conferences to gain professional development in the area of Mathematics.	Registrations, out of county fees.	Title 1	\$2,000.00
Writing	Teachers will attend writing professional development.		Title 1	\$208.00
				Subtotal: \$2,208.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading		paper, chart paper, reading supplemental resources, markers	Title 1	\$1,500.00
Reading	Employ a full time reading coach to provide weekly in service, daily classroom assistance, instructional support and model classroom lessons/strategies.		Title 1	\$33,794.00
Reading	Employ a .5 resource teacher to work with Tiered students and facilitate the monitoring of students		Title 1	\$32,750.00

	referred to School Based Team.		
Reading	Salary to pay for paraprofessionals to assist teachers who provide instruction to struggling readers in their classrooms.	Title 1	\$49,442.72
Mathematics	Employ a .5 Mathematics Coach to provide weekly inservice, daily classroom assistance, instructional support and model lessons/strategies.	Title 1	\$33,794.00
Mathematics	paper, chart paper, markers, math supplemental resources	Title 1	\$1,000.00
Writing	paper, printer cartridges, notebooks, markers, etc.		\$1,750.00
			Subtotal: \$154,030.72
			Grand Total: \$174,288.72

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 9/22/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

Continue to keep SAC stakeholders informed and updated on student progress, teacher professional development, and student testing results.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Palm Beach School District CROSSPOINTE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	72%	79%	50%	265	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	69%	67%			136	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?	71% (YES)	73% (YES)			144	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					545	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District CROSSPOINTE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	63%	69%	72%	42%	246	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	62%	67%			129	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?	69% (YES)	65% (YES)			134	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					509	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested