

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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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

School Name: HAMMOCK POINTE ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Carol P. Crilley

SAC Chair: Daria Rubin

Superintendent: E. Wayne Gent

Date of School Board Approval:

Last Modified on: 11/6/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Carol P. Crilley	B.A. Sociology Queens College of the New York City University M.S. Nova-Southeastern Ed. Leadership; Principal Certification State of Florida ESOL endorsed; History; Sociology	6	18	2012 Letter Grade A 2010 Letter Grade B 2011 Letter Grade A 2010, 11 AYP not met. 07-09 Hammock Pointe Elem. Principal A rated school and AYP goals met. 02-07 Orchard View Elem. Principal Title 1; Letter Grades C,C,B,C,B AYP goals not met 00-02 Addison Mizner Principal A rated school AYP goals met 98-00 Hagen Road Elem. Assistant Principal Letter grade D,A
		B.S. Elementary from Indiana University M.S. Elementary Ed			Teacher at Hagen Ranch 1980-81 Verde 1981-92 Hammock Pt 1992 – present 1999-2001 Letter grades were B.

Assis Principal	Mary Barnett	FAU Principal Certification all Levels Elem. Ed.; ESOL Endorsed Ed. Leadership FAU	21	13	2001 – present letter grade are A 2000 - present A.P. at Hammock Pointe. AYP met 2003-2009 2010 Lettter grade B; 2011 Letter grade A 2010 - 2011 AYP not met. 2012 Letter Grade A
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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)
N/A	N/A	N/A			N/A

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Monthly meetings of new teachers or teachers new to the school.	Teacher Leader Assistant Principal Principal	On-going	
2	2. Pair new teachers with mentors	Assistant Principal	On-going	
3	Hire HQ teachers and paraprofessionals.	Principal	On-going as needed	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
N/A	Strategies that will be used at the ESP district program, buddy/mentor program, administrative meetings for data chats.

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
63	0.0%(0)	20.6%(13)	25.4%(16)	44.4%(28)	33.3%(21)	100.0%(63)	12.7%(8)	4.8%(3)	69.8%(44)

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
Sonia Wegweiser	TBA	Reading Endorsed; Reading Recovery	Mentor will demonstrate in class strategies. Observe teacher implementing strategies.
Kathy Melchionno	TBA	Nationally Board Certified	Mentor will demonstrate and present effective Math strategies at LTM and Faculty Meetings.
Lauren Gardner	TBA	Nationally Board Certified	Mentor will demonstrate and present effective Math strategies at LTM and Faculty Meetings.
Delia Velez	TBA	Masters Degree/100% students passed writing FCAT	Mentor will demonstrate and present effective Writing Strategies.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I funds are used to provide after-school tutoring and enrichment for students. Additional content area materials will be purchased, technology peripherals, and computer based programs will be added in order to support core curriculum. Funds will be used to increase parent communication and purchase supplies for parent trainings. Staff development materials, professional books, and stipends are provided utilizing Title I funds. Additionally, substitutes will be funded to allow staff to attend professional development opportunities.

A computer teacher position will be added to provide instruction on all district based software; correlate computer lab lessons to math, reading or science lessons taught in classrooms. The computer teacher will administer tests, ex. SRI, Core K-12 and provide data to the home room teacher. The computer teacher will inservice classroom teachers on district programs. The computer teacher will provide computer based interventions for Tier 2 and Tier 3 students.

Blessings in a Back Pack program provides weekend meals for students.

Extra individual, group or family counseling is provided through any of the following organizations; Chrysalis, Behavioral& Development Behavior Group; Youth Service Bureau, Center for Group Counseling, Mental Health Association.

Safe Schools Bullying Prevention; Cyber Prevention workshops for staff, students and families.

Boca Museum of Art provides trips to the museum; in class lessons for students and family nights for the community. Family Central provides assistance to families for after school care. AG Signs Plus, Inc assists with signs, banners that provide information. PNC bank provides students an opportunity to open bank accounts.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

Title II funds are used to provide free breakfast for the students at Hammock Pointe Elementary School.

These funds will also be used to provide professional development throughout the school year for not only district trainings but also for staff to attend workshops held both in county and out of county.

Title III

Services are provided through the district for educational materials and ELL district support services to improve the education of English Language Learners. Twice a year, our ESOL department has a parent meeting in the morning and in the evening to accommodate working parents in which information is shared about the ESOL program and area community services available to them.

Hammock Pointe is staffed with an ESOL coordinator and 2 language facilitators, 1 in Spanish and 1 in Portuguese to help facilitate with learning.

All materials are available in English, Spanish, Portuguese and Haitian-Creole.

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction (SAI) is provided to retained 3rd graders, and the lowest 25% in grades 2,3,4,5.

Violence Prevention Programs

District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity, Be a Buddy not a Bully, Character Counts, School-wide Positive Behavior System.

Nutrition Programs

Blessings in a Back Pack - Weekend meals go home for students on Free and Reduced Lunch National Program.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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, monitors RtI implementation, provides training for all staff, and communicates with parents the RtI plans and activities; and attends School Based Team Meetings

Assistant Principal: Attend School Based Team Meetings, and support principal in trainings and communication with parents.

ESE Contact: Participates in data collection, assists ESE and inclusion teachers to integrate core instructional activities/materials into Tier 3 instruction. Grade Chairs and the School Based Team.

Speech Pathologist: Educates the team in the role language plays in curriculum, instruction, assessment and student learning.

School Psychologist: Gathers, interprets, and analyzes student data. Provides support in fidelity of implementation and facilitates data-based decision making activities.

Guidance Counselor: Provides quality services and expertise on social/ emotional issues of student. Along with interventions, the counselor will link the child-serving and community agencies to support the child's academic, emotional, behavioral, and social success.

ESOL Coordinator: Participates in data collection, assists ESOL teacher and classroom teachers with tier 1 and 2 core instructional activities/materials for students.

SAI Teacher: Collects and reports on data for Tier 1 and 2 students in the SAI program.

Reading Coach: Collects and analyzes reading data. Provides guidance on K-12 reading plan. Identifies strategies, activities

and materials to implement core curriculum and provide student success. Provides professional development.

School Nurse: Monitor student health issues which may have an effect on academic success.

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 team will meet once a week to:
Review screenings and assessments to link them to instructional decisions.
Review progress monitoring data.
Identify students who are meeting or exceeding benchmarks, are at moderate risk or high risk for not meeting benchmarks.
Identify professional development and resources. Team will collaborate and will facilitate building consensus, and developing capacity in teachers to problem solve issues regarding student learning.

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?

Principal: Provides a common vision for the use of data based decision-making, monitors RtI implementation, provides training for all staff, and communicates with parents the RtI plans and activities. Attends School Based Team Meetings
Assistant Principal: Attend School Based Team Meetings, and support principal in trainings and communication with parents.
ESE Contact: Participates in data collection, assists ESE and inclusion teachers to integrate core instructional activities/materials into Tier 3 instruction. Chairs the School Based Team.
Speech Pathologist: Educates the team in the role language plays in curriculum, instruction, assessment and student learning.
School Psychologist: Gathers, interprets, and analyzes student data. Provides support in fidelity of implementation and facilitates data-based decision making activities.
Guidance Counselor: Provides quality services and expertise on social/ emotional issues of student. Along with interventions, the counselor will link the child-serving and community agencies to support the child's academic, emotional, behavioral, and social success.
ESOL Coordinator: Participates in data collection, assists ESOL teacher and classroom teachers with tier 1 and 2 core instructional activities/materials for students.
SAI Teacher: Collects and reports on data for Tier 1 and 2 students in the SAI program.
School Nurse: Monitor student health issues which may have an effect on academic success.

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: Progress Monitoring and Reporting Network; Dibels, D.A.R.; Literacy Assessment System; Diagnostics; Core K-5 Assessments; FCAT
End of the year: FCAT; Literacy Assessment System.

Describe the plan to train staff on MTSS.

Professional development will be on-going throughout the year. Differentiated Instruction, Inclusion strategies, Station Training, Wilson, Orton-Gillingham, and Multiple Intelligence Kagan training. Data and research data will be used to make decisions on student learning.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal, Assistant Principal, SAI Teacher, Media Specialist, Team Leaders, ESE Coordinator, ESOL Coordinator

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

LLT Meets monthly to discuss literacy topics, concerns, and initiatives. LLT members are responsible for collecting and disseminating information to their teams.

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

This year's major initiatives are ensuring fidelity, accuracy, consistency on the implementation of the NGSSS in grades 2-5 and Core Curriculum in Kindergarten and First Grade; fidelity of the iii groups will be addressed, updated and monitored.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

Each year Hammock Pointe Elementary School holds a Kindergarten Round-Up so incoming kindergarteners and their parents are able to meet the teachers, see the campus, and receive necessary information for registration. HPES PreK teacher will work closely with Kindergarten teachers to ready students for Kindergarten. They will conduct joint activities during the school year.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In June 2012 FCAT 2.0 28% of students tested scored level 3 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012 FCAT 2.0 28%(114) of students tested scored level 3 or above.	By June 2013 29%(128) of students in grades 3-5 will score level 3 or above

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time and schedule constraints due to state and local mandates. Receiving school for MacKay Scholarships, Title 1 Choice School for 6 schools.	Implement with fidelity the 90 minute literacy block. Provide CLF in-class support in reading classes. Teachers monitor each week the absences and tardies and then contact parents. Implement differentiated instruction in lessons.	Principal ESOL Coordinator Assistant Principal	Classroom walkthroughs. Meeting with grade level teams. Diagnostic data, K-4 Literacy Assessment data, Common Assessments. EDW Data Teacher/student data chats Administration/teacher data chats Administration monitors absentee and tardy students	2013 Reading FCAT
2	Home languages other than English	Provide CLF support and parent nights to parents Rosetta Stone Program	ESOL teacher and coordinator	Parent teacher meetings. Classroom walkthroughs. Meeting with grade level teams, Diagnostic data, K-4 Literacy Assessment Data, Common Assessments.	2013 Reading FCAT
3	Attendance	Teachers monitor weekly the absentees and tardies contact parents	Assistant Principal	Administration monitors absentee tardy students	Attendance Report
4	student population demographics have change.	staff will continue to implement research based reading strategies including Fountas and Pinnell LLI program, incorporating technology through the use of iPads, Kindle and/or Nook.	SAI, classroom teachers, and Principal	weekly data analysis	EDW. SRI, reading counts, and reading running records

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:	
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Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	In the FY 2012 Alternate Assessment 33%(2) of students passed.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the FY 2012 Alternative Assessment 33%(2) of students passes	By June 2013 all students (3) will pass the alternative assessment

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N?A	Use	Administration	Teacher Observation, Data collection	LSI , plan books,

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 39%(160) of students achieved a level of 4 or higher on the Reading 2.0 FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 39%(160) students scored level 3 on the Reading FCAT 2.0	40%(177) of students will achieve level 4 or higher

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time Constraints Language	iii Reading Counts FineArts teachers will support iii services	Media Specialist Fine Arts Team leaders	Diagnostics; Reading Counts	FCAT
2	Lack of parent participation reinforcing skills at home	Increase parental awareness of effective reading strategies through parent training for each grade level	Principal and assistant principal	Parental input	Exit evaluation (Signin, agenda, minutes, survey)
3	Time Constraints	Build instructional capacity by Implementing Readers Workshop i all grades Focus on implementing reading strategies across all academic subject areas.	Administration	Monitor student progress through classroom and diagnostic assessments	Diagnostics, FCAT.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	In 2012 67%(4) students scored a level 7 on the Florida Alternate Assessment in reading.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 67%(4) students scored a level 7 in reading.	In 2013 all students will be proficient on the FAA.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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 June 2012 74%(197) of students in grades 4,5 and retained 3rd graders will make learning gains in reading as measured by the Reading FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012 74%(197) of students in grades 4,5 and retained 3rd graders will make learning gains in reading as measured by the Reading FCAT	75%(227) of students in grades 4 and 5 and retained 3rd graders will make learning gains as measured on the Reading FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language Time and schedule constraints. Complexity level of questions. changes from grade to grade making it a challenge to maintain/increase student achievement	iii block time students divided into strategies groups Reading Counts Fine Arts teachers will support iii services	Administration ESOL Coordinator ESE Coordinator Rtl Coach	Grade level assessments, SRI, Diagnostics	2013 Reading FCAT
2	Varied cognitive ability levels that require differentiated instruction to make learning gains each year	Small group instruction, SAI, differentiated instruction, leveled station teaching	Classrooms teachers, administration	Assessment data, diagnostics, 2013 FCAT	2013 FCAT

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	In 2012 83%(5) of students main learning gains on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 83%(5) students made learning gains.	In 2013 all students (3) will make learning gains on the FAA.

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	2012 64%(46) of students in grades 4, 5 and retained 3rd graders in the lowest 25% of the school made learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 64%(46) of students in grades 4, 5 and retained 3rd graders in the lowest 25% of the school made learning gains.	By June 2013 65% of students in the lowest 25% will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time and scheduling constraints. Language School of Choice	After school tutoring CLF working with ESOL students	Principal and Assistant Principal	Diagnostics, Reading Counts SRI Common Assessments	2013 Reading FCAT
2	Time and scheduling constraints. Language School of Choice	iii - Orton-Gillingham and Wilson Reading Programs	Principal and Assistant Principal	Diagnostics, Reading Counts SRI Common Assessments	2013 Reading FCAT
3	Time and scheduling constraints. Language School of Choice	Differentiate Instruction to meet the needs of the learners in reading classes	Principal and Assistant Principal	Diagnostics, Reading Counts SRI Common Assessments	2013 Reading FCAT
4	Accommodating the different learning styles of students.	Professional development for all teachers in cooperative learning and multiple intelligences training i.e. Kagan and Project Mind workshops	Principal and Assistant principal	on-going evaluations of assessments	Formative and Summative assessments

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	5A : <input type="text"/>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	68%	71%	74%	77%	80%	

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,	
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Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:		In FY 2012 the subgroups of White, Asian, and American Indian met reading targets			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Black 48%; Hispanic 30%		By 2013 41% black and 25% Hispanic will not make satisfactory progress.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Home language. Time and schedule constraints due to district and state mandates.	Parent Trainings technology	Administration Guidance Counselor	Classroom walkthroughs. Teacher/student and Administrator/ Teacher data chats. Grade level assessments Diagnostics	2013 Reading FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:					
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:		The subgroup of ELL did not meet 2012 reading targets.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
57% of ELL students tested were proficient in reading as measured by the Reading FCAT		By June 2013 45% ELL students will not make progress.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time and scheduling constraints due to state and district mandates.	iii strategies based on students needs	Principal, Assistant Principal, ESOL Coordinator	Classroom walkthroughs. Teacher/Student and Administrator/Teacher Data Chats. Diagnostics, K-4 Literacy Assessment	2013 Reading FCAT
2	Language	After school tutorial	Administrator and Lead Teacher	Administrative walkthroughs	Diagnostics, SRI
3	Language	Rosetta Stone	ESOL Coordinator	Administrative walkthroughs	Diagnostics, SRI, RRR
4	Language	Orton-Gillingham Reading Program	ESOL Coordinator	Administrative walkthroughs	Diagnostics, SRI, RRR

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:					
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:		In 2012 SWD made progress in reading targets.			

2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 52% of SWD did not make progress in reading	By 2013 51% of SWD will not make satisfactory progress.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	time	improve SBT process; increased focus of data analysis at LTM. the use of AtoZ guiding reading books.	ESE coordinator and administrators	EDW, diagnostic tests	2013 Reading FCAT

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In FY 2012 economically disadvantaged students made progress in reading targets.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
35% of ECDIS	By 2013 33% of ECDIS will not make progress in reading targets.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time and scheduling constraints due to state and district mandates.	SES and After School Tutorials	Coordinating Teacher	Walk Throughs, Observations, Diagnostics, SRI and RRR	2013 Reading FCAT
2	Time and schedules.	iii Time Differentiated Instruction Use Higher Order thinking questions during instruction.	Teacher SBT Administrator	Walk Throughs, Diagnostics, SRI, and RRR Lesson plans	2013 Reading FCAT
3	Time and schedules.	Orton-Gillingham Reading Program; Wilson Reading;	Administrator	Walk Throughs, Diagnostics, SRI, and RRR Lesson plans	2013 Reading FCAT
4	Time and schedules.	SAI Program	Administrator	Walk Throughs, Diagnostics, SRI, and RRR Lesson plans	2013 Reading FCAT
5	Time and schedules.	Utilize computer programs such as FCAT Explorer, Think Central, Rosetta Stone before school tutoring	Administrator	Walk Throughs, Diagnostics, SRI, and RRR Lesson plans	2013 Reading FCAT

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
Readers Workshop	K-5	Natasha Araos	School-Wide	TBA	Observations, Lesson Plans LTM meeting agendas	Administrator, LTM Facilitator
EDW training	K-5	Paula Joseph	School-Wide	TBA	Data Interpretation	Administration
Kagan Cooperative Strategies	K-5	Em McAna/Daria Rubin	School-Wide	TBA	Observations, Lesson Plans	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
iii, and SAI reading interventions	LLI Red Box	Title 1	\$4,500.00
Tutorial	Certified teachers and benefits	Title 1	\$7,000.00
SAI interventions grades 2-4	Leveled Reading books	Title 1	\$1,500.00
Tutorial and during school interventions	Supplies	Title I	\$880.00
			Subtotal: \$13,880.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Provide leveled reading for struggling readers	Reading AtoZ	Title 1	\$1,000.00
Rosetta Stone	Computer Teacher	Title 1	\$5,000.00
Train students to access and use all district student programs	Computer Teacher	Title 1	\$64,000.00
Implement Readers Workshop K-5	Supporting classroom libraries	Title 1	\$1,000.00
Use iPads, Kindles, Nook for resources materials	iPads, Kindle, Nook	Title I	\$3,000.00
			Subtotal: \$74,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Cooperative Learning	Kagan	Title 1	\$1,000.00
Readers Workshop	Implementation of the Readers Workshop program	Title 1	\$0.00
Training Coverage for Teachers to attend PD	Substitutes	Title I	\$1,800.00
			Subtotal: \$2,800.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$90,680.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

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

1. Students scoring proficient in listening/speaking.
CELLA Goal #1:

47%(27) students achieved proficiency in Listening and Speaking

2012 Current Percent of Students Proficient in listening/speaking:

47%(27) students achieved proficiency in Listening and Speaking

Problem-Solving Process to Increase Student Achievement

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

37%(21) students achieved proficiency in reading.

2012 Current Percent of Students Proficient in reading:

37%(21) students achieved proficiency in reading.

Problem-Solving Process to Increase Student Achievement

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

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

3. Students scoring proficient in writing.
CELLA Goal #3:

50%(29) students were proficient in writing in 2012.

2012 Current Percent of Students Proficient in writing:

50%(29) students were proficient in writing in 2012.

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 FY 2012 31%(128) students scored level 3 or higher on the math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY 2012 31%(128) students scored level 3 or higher on the math FCAT.	32%(140)of the students in grades 3-5 will be level 3 or higher as measured by the 2013 Math FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time and schedule constraints due to district and state mandates.	1. Teacher will differentiate instruction and model for understanding through use of manipulatives. 2. Teachers will implement small group instruction (fluid grouping) during math block. 3. Teacher will utilize GO Math series to promote a deep understanding. 4. SES and After school Tutorial.	Principal, Assistant Principal	Classroom Walkthroughs; Teacher/Student and Administrator/Teacher Data Chats Diagnostic assessments, Classroom assessments	2013 Math FCAT
2	Student knowledge of math computer programs	Computer teacher will instruct and monitor students use of math programs including PENDA and VMath	Computer Teacher	Data Chats, diagnostics, quiz reviews	2013 Math FCAT

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	33%(2) students were proficient in mathematics on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33%(2) students scored a level 4, 5, or 6 in mathematics.	In 2013 all students will be proficient in mathematics.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	29%(120) of students in grades 3-5 achieved levels 4 or 5 in 2012 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29%(120) of students in grades 3-5 achieved levels 4 or 5 in 2012 Math FCAT.	30%(132) students in grades 3-5 will achieve level 4 or 5 on the 2012 Math FCAT

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Amount of Time	Team teaching in grades 3-5. Inclusion classes, Hands on math including learning centers and stations.	Principal, Assistant Principal	Classroom walkthroughs. Teacher/Student and Administrator/Teacher data Chats. Meeting with grade level teams Diagnostics, Classroom assessments.	2013 Math FCAT
2	Master Schedule	Use the 30 minute periods on 2 regular P.E. days for enrichment in math	Classroom teacher	Classroom walkthroughs Teacher/Student and Administrator/Teacher Data Chats Diagnostics, Classroom assessments	2013 Math FCAT
3	Lack of background knowledge and realia	SECME and critical thinking and problem solving skills	SECME sponsor	SECME participation and SECME Olympiad	2013 Math FCAT

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	In 2012 67%(4) students achieved a level 7 or above on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67%(4) of students scored a level 7 in mathematics.	In 2013 68% (4) of students scored a level 7 in mathematics.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	64%(170) of students in grades 3-5 made learning gains in 2011 Math FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
64%(170) of students in grades 3-5 made learning gains in 2011 Math FCAT	65%(196) of students will make learning gains on the 2012 Math FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time and schedule constraints due to district and state mandates.	Teacher training on NGSSS. Go Math Training and Implementation SES and School Tutorial.	Principal, Assistant Principal	Classroom walkthroughs, Teacher/student and administration/teacher data chats, Meetings with grade level and math content teachers. Classroom assessments Diagnostic Assessments	2013 Math FCAT
2	Time and student ability to use computer programs.	Monitor student use of math technology programs. Gizmos, PENDA, FCAT Explorer, Destination Math	Computer Teacher and Classroom teacher	Data chats with students and teachers Progress on programs	2013 Math FCAT

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	In 2012 67%(4) of students made learning gains in the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67%(4) students made learning gains in mathematics.	In 2013 all students will show learning gains on the Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement

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

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.	64%(48) of Lowest 25% made learning gains on the 2012
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Mathematics Goal #4:	Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64%(48) of Lowest 25% made learning gains on the 2012 Math FCAT.	By June 2013 65%(49) of the students will make learning gains as measured by the Math FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher adjustment to the new math series	1 Training in the new series. 2. Teacher will model for understanding through the use of manipulatives. 3. Teachers will implement iii with small group. instruction based on students needs 3. ESE and ESOL teachers will focus on the lowest 25%. 4. Fine Arts teachers will support iii services	Principal Assistant Principal	1.Classroom walk-throughs. 2. Teacher/student and administrator/teacher data chats. 3. Administration will meet with grade level teams. Diagnostic assessments Chapter Assessments.	2013 Math FCAT
2	Time and schedule restraints due to state and district mandates	SES and School After school tutorials	Principal Assistant Principal	Classroom walk-throughs. Diagnostics, Classroom assessments	2013 Math FCAT
3	Time Constraints	Teach students FAST Math and provide time during media and computer lab for practice.	Specialist, Computer Teacher	Media and Computer Teacher Monitors data and shares information with classroom teacher	2013 Math FCAT
4	Time for computer programs	Add Computer teacher to Fine Arts schedule. Computer teacher will instruct students how to use math programs.	Principal	Printouts of data from computer programs that students use. Diagnostic tests.	2013 Math FCAT

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 # All students will continue to improve their mathematic skills 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	62%	65%	69%	72%	76%	

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 FY 2012 White, Black, Asian, and American Indian met math targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:

Hispanic 40% is not making satisfactory progress.			By June 2013 32% Hispanic will not make satisfactory progress.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time constraints due to district and state mandates.	SES and After School tutorials. Differentiated Instruction	Administrator and Lead Teacher.	Walkthroughs, diagnostics, Core K-12 Assessments	2013 Math FCAT.

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	In June 2012 White, Black, Asian, and American Indian subgroups met reading targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
June 2012 FCAT 55% of ELL students did not make satisfactory progress.	By June 2013 32% of ELL students will not make satisfactory progress.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language Barrier	Teachers model for understanding through the use of manipulatives. Teachers will implement small group instruction.	Principal, Assistant Principal	Classroom Walk throughs, Teacher/student and administrator/teacher data chats. Administrators will attend LTMs. Classroom assessments Diagnostics	2013 Math FCAT
2	Time and Schedules	Selected students will attend afterschool tutorial.	Afterschool Coordinator	Walk throughs, Diagnostics, classroom assessments	2013 Math FCAT
3	Time Constraints	Teach students FAST Math and provide time during media and computer lab for practice	Media Specialist Computer Teacher	Monitor data and sharing information with classroom teacher	2013 Math FCAT
4	Home Language Barrier	Students will utilize Rosetta Stone in school and at home with parents	ESOL Coordinator	Diagnostics, CELLA	2013 Math FCAT

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	In 2012 Students with Disabilities did not make progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% of SWD not making satisfactory progress.	In 2013 46% of SWD will not make satisfactory progress.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Availability of staff	after school tutorial	Administration	Diagnostic, FCAT	2013 FCAT

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	44% of economically disadvantaged students did not meet 2012 satisfactory math targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% of economically disadvantaged students are not making satisfactory progress.	In 2013 39% of EC DIS students will not make satisfactory progress.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time Constraints	SES and After School tutorials Differentiated Instruction	Administrator	Diagnostics, Core K-12 classroom tests. Walkthroughs, observations	2013 Math FCAT
2	Time Constraints	Computer teacher will train students on FCAT Explorer; Destination Math; Think Central; Gizmos	Computer Teacher	Monitoring data from various computer programs.	2013 Math FCAT
3	Time Constraints	Teach students FAST Math and provide time during media and computer lab for practice	Media Specialist, Computer Teacher	Monitor data and sharing information with classroom teacher	2013 Math FCAT

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core	K-5	CCSS contact, and administration	School-wide	PDD	LTM	Administration

Mathematics Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
After School Tutorial	Certified teachers and salary	Title 1	\$5,000.00
To provide student monitoring and evaluation	VMATH	Title 1	\$1,500.00
Tutorials and during school interventions	Supplies	Title I	\$870.00
To provide student monitoring and evaluation K-5	Reg Math	Title 1	\$4,000.00
			Subtotal: \$11,370.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Online supplemental resource to actively engage students	PENDA	Title 1	\$1,000.00
Math Software Program	Gizmos	District Funds	\$0.00
			Subtotal: \$1,000.00
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: \$12,370.00			

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.		In 2012 38%(56) of 5th grade students tested scored at level 3 or above and 24% scored are levels 4 and 5 on the Math FCAT.			
Science Goal # 1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
In 2012 38%(56) of 5th grade students tested scored at level 3 or above and 24% scored are levels 4 and 5 on the Math FCAT.		By June 2013 41%(63) of the 5th grade students will score at a level 3 or above proficiency in Science.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time and schedule constraints due to state and district mandates	Small group instruction Labs; After School Care program in science iii reading interventions 4th and 5th grade science field trips	Administrators After School Director	Classroom walk throughs, Teacher/student and administrator/teacher data chats. Classroom assessments Diagnostics	2013 Science FCAT, Diagnostic Tests
	Students lack	grade level field trips	Administrators,	Classroom walk	2013 Science

2	background knowledge in FCAT 2.0 standards	and in house field trips, after school science program, Art/Science program, Go Green club and use iPads, Kindle, Nook for resource materials to produce student science based podcasts	classroom teachers, club sponsors	throughs, Teacher/student and administrator/teacher data chats. Classroom assessments Diagnostics	FCAT, Diagnostic Tests
3	Limited hands on experience in science experimentation	teacher created effective hands-on experiments and investigations targeting the NGSS benchmarks for the specific grade level	administrators, classroom teachers	Classroom walk throughs, Teacher/student and administrator/teacher data chats. Classroom assessments Diagnostics	2013 Science FCAT, Diagnostic Tests
4	Materials	teachers will compile a list of necessary to implement hands-on/inquiry lessons.	classroom teachers and administration	Classroom walk throughs, Teacher/student and administrator/teacher data chats. Classroom assessments Diagnostics	2013 Science FCAT, Diagnostic 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 June of 2012 21% (30) of students achieved level 4 or 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June of 2012 21% (30) of students achieved level 4 or 5.	By June 2013 25%(38) of 5th grade students will achieve a level 4 or 5 as measured by the Science FCAT.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Time and schedule constraints due to state and district mandates.	Utilized hands on weekly lab experiments. Collaboration between science teachers and reading teachers. After School Program for Science Utilize online resources available through series.	Principal, Assistant Principal After School Director	Teacher/student and administrator/teacher data chats. Classroom assessments Diagnostics	2013 Science FCAT

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	In 2012 100%(3) of students achieved a level 7 in science on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(3) students achieved a level 7 in science	In 2013 all tested students will be proficient in science.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
District provided science workshops	K-5	District	Science teachers	TBA	2013 Science FCAT	Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
After-School Science Program	science labs, supplies, trained lab assistant	After Care Department (SACC)	\$4,000.00
Science Lab	Science contact, science lab materials	District Funded	\$0.00

Student science based podcasts	Ipads	Title I	\$2,929.00
			Subtotal: \$6,929.00
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
Increase Students knowledge of the science world through field trips	Admission and Transportation	Title 1	\$1,500.00
			Subtotal: \$1,500.00
			Grand Total: \$8,429.00

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.		79% (105) of students scored level 3 or higher on the 2012 Writing FCAT.			
Writing Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
79% (105) of students scored level 3 or higher on the 2012 Writing FCAT.		By June 2013, 84% (110) 4th grade students will score 4.0 or above on the Writing FCAT			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time and schedule constraints due to district and state mandates.	Use anchor charts. Weekly student teacher conferences. Journal writing. Students will use the writing process daily in content areas. Writing teachers will plan collaboratively to choose common assessments prompts	Principal, Assistant Principal	Student writing samples will be maintained in student folders. Conference notes will be used for documentation Data chats between teacher/students and administrator/teacher. Administrators will review journals. Palm Beach Writes Classroom assessments	2013 Writing FCAT
2	Teacher adjustment to new writing program	Continue Lucy Calkins Writing Program in Kindergarten Initiate same program in First and Second grade.	Principal, Assistant Principal	Student writing samples will be maintained. Student conferences will be held between the students and their teacher.	Program assessments

3	Students do not have the required background knowledge that facilitates creative thinking	Teachers will have students write daily for a sustained period of time, teachers will model graphic organizers, teachers will model mini lessons to teach the 4 writing elements, teachers will conference with students, teachers and students will create anchor charts, teachers will state clear objectives for each lesson including rubrics.	Classroom teachers, administration	writing portfolios, data chats, conference notes, EDW	2013 Florida Writes
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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 4 or higher in writing. Writing Goal #1b:	In 2012 50%(1) student scored a proficient score in writing on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 50%(1) student scored a proficient score in writing on the Florida Alternate Assessment.	In 2013 all students tested in the area will score a level 4 or higher.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
Lucy Caulkins	K-2	District	K-2	TBA	Portfolios	Principal
Writers Workshop	K-5	Natasha	School-Wide	TBA (including PDD)	Classroom visits and Walkthroughs	Principal

Writing Budget:

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

Implement Lucy Calkins Writing Program	Teacher program manuals and units of study	SAC	\$2,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Writers Workshop	Implement Writers Workshop program	Title 1	\$1,500.00
Lucy Calkins	Implementation of Lucy Calkins Writing Program using district staff	District funded	\$0.00
Substitute Coverage for Teachers to attend PD	Substitutes	Title I	\$1,800.00
			Subtotal: \$3,300.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$5,300.00

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:	In FY 2012, the attendance rate was 75%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
In FY 2012, the attendance rate was 75%.	By June 2013, the expected attendance rate will be 82%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
228 students had excessive absences	By June 2013, the excessive number of student will be 200.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
2012 there were 127 students with excessive tardies.	By June 2013, the expected number of students with excessive tardies will be 100.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Student illnesses,	Supply each family with	Teachers,	Monitoring weekly	EDW Dashboard

1	Leave the country for family reasons; family vacations in and out of the country	the school calendar and student handbook. Parent meetings centered on importance of daily attendance and punctuality. Perfect Attendance Awards, Student of the Month Award, Parent Link Edline.	attendance clerk and assistant principal	absentee reports	report
2	Attendance	Teachers monitor weekly the absentees and tardies contact parents	Assistant Principal	Administration monitors absentee tardy students	Attendance Report

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

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:	In 2012 0 students received in school suspensions and 4 students received out of school suspensions.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
2012 students received in school suspensions	In 2013 expected number of in-school suspensions is 0.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
2012 0 students received in school suspensions	In 2013 expected number of in-school suspensions is 0.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
3 students received out-of-school suspensions	In 2013 1 students may receive out of school suspensions.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
3 students received out-of-school suspensions	In 2013 1 students may receive out of school suspensions.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	Continue to use School Wide Positive Behavior System	Administration	Review of suspension data, PBS committee,	EDW
2		PBS Committee will develop a scale or rubric to measure student behavior success	PBS Committee, Assist. Principal	Review of suspension data, PBS Committee	EDW

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		80% of parent involvement based on parent participation at a school-wide events during the school year.			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
80% of parents participated in school activities, such as Book Fairs, Carnival, Walk-a-Thon, McDonald's Night, Fifth Grade Play and grade level programs in the cafeteria. Example: Kindergarten Program and First Grade Thanksgiving Program.		100% Room Parent participation in all classes - grades Pre-K to grade 5. 80% Parent Involvement at Pre-K/Kindergarten -Fifth grade Curriculum Night, Assemblies such as Veteran's Day Assembly in November and School Carnival in spring. Parent Resource Night will be scheduled before FCAT 2013.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Parents personal scheduling conflicts e.g. employment	Offer day and evening programs. Curriculum night, Guidance Department Parent	Classroom Teachers Volunteer Coordinator	Sign In Sheets. Volunteer hours log.	Parents Attendance sign in sheets, volunteer log.

1		Nights, McDonald's Nights, ESOL PLC Meetings, Spring Carnival, 5th Grade Play, Field Day and HSPCO meetings and In-school field trips.			
2	Communications/Language	Edline Page, emails, Parent-Link/paper copies, marquee, morning and afternoon announcements, reminders of events, Student agenda books. Provide translations in Spanish, Portuguese	Classroom Teachers, Guidance, Administration, ESOL Coordinator	Parent Link Logs; Edline Logs	Sign in sheets; volunteer log
3	Family Policy/Plan	Establish a committee of parents and Title 1 Contact. Review sign in and comment sheets from events and meetings. Use feedback to modify this year's SIP and build next year's plan.	Administratior	Minutes of Meetings	SIP plan for 2011 and 2012
4	Low attendance at meetings and events	Fall Fling, Storybook Character Parade, Veterans Day Celebration, Lunch and Learn with K and 4th grade families. Carnival. Involve volunteers in school activities. Increase business partnership opportunities	Classroom Teacher Volunteer Coordinator Business Partner Coordinator.	Sign in sheets; Volunteer hours Log; Business Partnership Agreements; Evaluation Forms	Sign in sheets, logs and business agreements.
5	Parents personal scheduling conflicts e.g. employment	FCAT Parent Nights for grades 3,4,5. Train parents how to help their children learn skills necessary to be successful in the FCAT tested areas.	Adminstrators, Grade Level Teamleaders.	Agendas, sign in sheets. Evaluation forms	District Parent Surveys
6	Parents personal scheduling conflicts	Community partnership and volunteer programs include: School of Promise; Boca Raton Museum of Art; Center for Group Counseling; Ruth Rales Jewish Family Services; HPSCO (PTA), VIPs, Room Parent;	Administrators, Guidance Counselor	Agendas, business partner agreements, evaluation forms	Sign in sheets, logs.
7	Low attendance at meetings and events	Use the data from the evaluations completed during family events to plan additional workshops trainings. Administer annual Parent Survey and use data to evaluate school-wide parent program.	Assistant Principal; Guidance Counselor	Review meeting and training agendas and evaluations.	Evaluations, agendas

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Parent/teacher conferences	K-5	TBD	School-wide	January 24	Portfolio Conferences with teachers, parents, and students	Administration

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
District owned on-line research based resources	PBCSD authorized textbooks and approved educational websites	District	\$0.00
School Edline with links	Edline	District	\$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
Provide strategies to help children at home	Published materials, handouts (paper and ink)	Title 1	\$2,000.00
Workshop for parents in guidance, homework, and technology	School and District based trainers	Title 1	\$1,500.00
Supplies for workshops	paper, ink, office materials	Title 1	\$1,500.00
			Subtotal: \$5,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$5,000.00

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
	None	involve students in	Principal and Go	monthly documentation	Application for

1		community activities, outdoor lessons, and school wide events that enhance curriculum in the area of scientific investigations, with a focus on energy conservation.	Green Committee	of recycled materials	PBC Green School Award
2	Time	To build problem solving skills that enhance critical thinking to design projects for competition	Principal and SECME club	monthly SECME meetings	SECME Olympiad

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

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

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

STEM Budget:

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

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	iii, and SAI reading interventions	LLI Red Box	Title 1	\$4,500.00
Reading	Tutorial	Certified teachers and benefits	Title 1	\$7,000.00
Reading	SAI interventions grades 2-4	Leveled Reading books	Title 1	\$1,500.00
Reading	Tutorial and during school interventions	Supplies	Title 1	\$880.00
Mathematics	After School Tutorial	Certified teachers and salary	Title 1	\$5,000.00
Mathematics	To provide student monitoring and evaluation	VMATH	Title 1	\$1,500.00
Mathematics	Tutorials and during school interventions	Supplies	Title 1	\$870.00
Mathematics	To provide student monitoring and evaluation K-5	Reg Math	Title 1	\$4,000.00
Science	After-School Science Program	science labs, supplies, trained lab assistant	After Care Department (SACC)	\$4,000.00
Science	Science Lab	Science contact, science lab materials	District Funded	\$0.00
Science	Student science based podcasts	Ipads	Title 1	\$2,929.00
Writing	Implement Lucy Calkins Writing Program	Teacher program manuals and units of study	SAC	\$2,000.00
Parent Involvement	District owned on-line research based resources	PBCSD authorized textbooks and approved educational websites	District	\$0.00
Parent Involvement	School Edline with links	Edline	District	\$0.00
				Subtotal: \$34,179.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide leveled reading for struggling readers	Reading AtoZ	Title 1	\$1,000.00
Reading	Rosetta Stone	Computer Teacher	Title 1	\$5,000.00
Reading	Train students to access and use all district student programs	Computer Teacher	Title 1	\$64,000.00
Reading	Implement Readers Workshop K-5	Supporting classroom libraries	Title 1	\$1,000.00
Reading	Use iPads, Kindles, Nook for resources materials	iPads, Kindle, Nook	Title 1	\$3,000.00
Mathematics	Online supplemental resource to actively engage students	PENDA	Title 1	\$1,000.00
Mathematics	Math Software Program	Gizmos	District Funds	\$0.00
				Subtotal: \$75,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Cooperative Learning	Kagan	Title 1	\$1,000.00
Reading	Readers Workshop	Implementation of the Readers Workshop program	Title 1	\$0.00
Reading	Training Coverage for Teachers to attend PD	Substitutes	Title 1	\$1,800.00
Writing	Writers Workshop	Implement Writers Workshop program	Title 1	\$1,500.00
Implementation of Lucy				

Writing	Lucy Calkins	Calkins Writing Program using district staff	District funded	\$0.00
Writing	Substitute Coverage for Teachers to attend PD	Substitutes	Title I	\$1,800.00
Parent Involvement	Provide strategies to help children at home	Published materials, handouts (paper and ink)	Title 1	\$2,000.00
Parent Involvement	Workshop for parents in guidance, homework, and technology	School and District based trainers	Title 1	\$1,500.00
Parent Involvement	Supplies for workshops	paper, ink, office materials	Title 1	\$1,500.00
				Subtotal: \$11,100.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Increase Students knowledge of the science world through field trips	Admission and Transportation	Title 1	\$1,500.00
				Subtotal: \$1,500.00
				Grand Total: \$121,779.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/7/2012)

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

To provide the Hammock Pointe staff, students, and community the supplemental funding needed to attend workshops and training. SAC will also provide support for school initiatives that are taking place.

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 HAMMOCK POINTE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	84%	80%	76%	71%	311	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	70%	61%			131	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	60% (YES)	60% (YES)			120	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					562	
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 HAMMOCK POINTE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	88%	84%	86%	74%	332	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	77%	59%			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?	67% (YES)	45% (NO)			112	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					580	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested