

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: GLADE VIEW ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Linda F. Edgecomb

SAC Chair: L'loren Dowdell-Smith

Superintendent: E. Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 11/23/2012

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) |
|-----------|-------------------|---|------------------------------|--------------------------------|---|
| Principal | Linda F. Edgecomb | BS- Mass Communication, University of South Florida; Master of Education-Exceptional Student Education, Nova University; Master of Education-Educational Leadership, Lynn University; Florida Certification: Educational Leadership, Elementary Education, Emotionally Handicapped, English for | 3 | 7 | Principal of Glade View 2011-2012 Grade B: High Standards in Reading(26%); High Standards in Math (21%); High Standards in Writing (84%); High Standards in Science (13%); Learning Gains in Reading (32%); Learning Gains in Math (27%); Reading Gains Lowes 25% (41%); Math Gains Lowest 25% (32%). 2010-2011 Grade A: High Standards in Reading (74%); High Standards in Math (78%); High Standards in Writing (95%) High Standards in Science (76%); Learning Gains in Reading (69%); Learning Gains in Math (61%); Lowest 25% making learning gains in reading (83%); Lowest 25% making learning gains in math (77%); AYP Met Assistant Principal of Golden Grove 2005-2010 Grade A –all years. 2010 did not make AYP in reading SWD nor math FRL; |

| | | | | | |
|-----------------|----------------|---|---|---|---|
| | | Speakers of Other Languages, Specific Learning | | | 2009 AYP: 97%- SWD did not make AYP in math; 2005-2008 Made AYP |
| Assis Principal | Carla C. Lewis | BS- Business Minor- Economics, Florida A&M University; Master of Education- Educational Leadership, Nova University; Specialist of Education- Educational Leadership, Nova University Certification: Educational Leadership, Mathematics (Grades 5-9), Reading Endorsement | 9 | 2 | Assistant Prinipal, Glade View 2011-2012 Grade B: High Standards in Reading(26%); High Standards in Math (21%); High Standards in Writing (84%); High Standards in Science (13%); Learning Gains in Reading (32%); Learning Gains in Math (27%); Reading Gains Lowes 25% (41%); Math Gains Lowest 25% (32%). Mathematics Instructional Specialist for Palm Beach County School District - 2010 - 2011: Worked with Differentiated Accountability Schools in the area of Mathematics. Targeted Schools: Glade View Elementary – 2010 –2011: Grade "A", Math Mastery: (78%). Learning Gains in Math (61%); Lowest 25% making learning gains in math (77%); AYP Met Pahokee Elementary – 2010-2011: Grade "B", Math Mastery: (75%). Learning Gains in Math (65%); Lowest 25% making learning gains in math (70%); Rosenwald Elementary - 2010 - 2011: Grade "C", Math Mastery: (61%). Learning Gains in Math (61%). Lowest 25% making learning gains in math (53%); Pioneer Park Elementary - 2010 - 2011: Grade "C", Math Mastery: (45%). Learning Gains in Math (55%). Lowest 25% making learning gains in math (70%); Mathematics Instructional Specialist for Palm Beach County School District - 2009 - 2010: Worked with Differentiated Accountability Schools in the area of Mathematics. Targeted Schools: Rosenwald Elementary - 2009-2010: Grade "D", Math Mastery: (56%). Learning Gains in Math (51%). Lowest 25% making learning gains in math (55%); (85%) AYP Criteria Met Pioneer Park Elementary - 2009-2010: Grade "D", Math Mastery: (52%). Learning Gains in Math (56%). Lowest 25% making learning gains in math (53%); (67%) AYP Criteria Met Mathematics Coach of Glade View Elementary 2000-2008 2007-2008-Grade "B"; AYP Criteria Met 2006-2007-Increased school letter grade from "C" to an "A" within that academic year. - Achieved AYP 2005-2006-Grade "C"; (95%) AYP Criteria Met 2004-2005-Grade "B"; AYP Criteria Met 2003-2004-Grade "C"; (77%) AYP Criteria Met 2002-2003-Grade "C" 2001-2002-Grade "D" 2000-2001-Grade "D" |

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 | # of Years as an Instructional | Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and |
|--------------|------|-----------------------------|-----------------------|--------------------------------|---|
|--------------|------|-----------------------------|-----------------------|--------------------------------|---|

| | | | School | Coach | AMO progress along with the associated school year) |
|-----------------------------|-----------------|---|--------|-------|---|
| Instructional Reading Coach | Pamela Moreland | Bachelors Degree in Education Florida Agricultural and Mechanical University Masters Degree in Elementary Education and Guidance Palm Beach Atlantic University | 2 | 4 | <p>Reading Coach K-5 Glade View 2011-2012 Grade B: High Standards in Reading(26%); High Standards in Math (21%); High Standards in Writing (84%); High Standards in Science (13%); Learning Gains in Reading (32%); Learning Gains in Math (27%); Reading Gains Lowes 25% (41%); Math Gains Lowest 25% (32%).</p> <p>2010-2011 Starlight Cove Elementary: Grade A; High Standards in Reading (62%); High Standards in Math (65%); High Standards in Writing (81%) High Standards in Science (54%); Learning Gains in Reading (68%); Learning Gains in Math (69%); Lowest 25% making learning gains in reading (72%); Lowest 25% making learning gains in math (68%); AYP not Met</p> <p>2009-2010 -Starlight Cove: school grade of "C". Sixty(60%) High Standard in Reading; Sixty One(61%) High Standards in Math; Eighty-eight(88%)High Standars in Writing; Twenty-nine (29%) in Science; 64% Learning Gains in Read; 69% Learning Gains in Math; 59% of lowest 25% LG in Math; 67% of lowest 25% LG in Read. AYP not met.</p> |

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. ESP(Educator's Support Program)consists of new and master teachers. Master teachers to mentor and provide assistance. | ESP Team Members and Leadership Team | On-going until June 2013 | |
| 2 | 2. Weekly meetings for professional collaboration and planning horizontally as well as vertically. | Grade Chair and grade level colleagues; Grade Chairs and colleagues across grade levels | On-going until June 2013 | |
| 3 | 3. Weekly data analysis, articulation, horizontal and vertical planning, sharing of best practices. | Grade level team members & Leadership Team | On-going until June 2013 | |
| 4 | 4. High quality and on-going professional development sessions with teachers, administrators, and paraprofessionals. Professional Growth Opportunities offered by staff-on site, area, district, state and out of state facilitators. | Administrative, & Leadership Teams | Monthly until June 2013 | |
| 5 | 5. Provide a safe, secure, non-threatening, positive working environment. | Administrative, Custodial, and Area Maintenance Teams | On-going until June 2013 | |
| 6 | Teacher Mentoring Program | Administrative & Leadership Teams | On-going until June 2013 | |
| 7 | Strategies utilized to support teachers in becoming highly effective include making certain teachers are enrolled in necessary trainings such as ESOL throughout the year. The ESOL endorsed educators will serve as mentors/support for teachers. Teachers will be provided a list of ESOL strategies. | ESP Team | On-going throughout the year | |
| 8 | Teachers will participate in Marzano book study to become more effective teachers using the Art and Science of Teaching | PDD Team; Leadership Team | On-going throughout the year | |

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 |
| | Provide on site access to FCTCE Materials in preparation for state test; Provide information for ESOL professional development opportunities |

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 |
|-------------------------------------|--------------------------|--|---|--|-------------------------------------|-----------------------------|-----------------------------|-------------------------------------|--------------------------|
| 32 | 15.6%(5) | 12.5%(4) | 53.1%(17) | 18.8%(6) | 59.4%(19) | 100.0%(32) | 31.3%(10) | 0.0%(0) | 50.0%(16) |

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 |
|-----------------|------------------|---|--|
| Pamela Moreland | Ronelda Arnett | Veteran Teacher; Reading Coach | Collaborative Planning; modeling best practices; professional development, ESP |
| Sonja Bailey | Angela Baltazar | Veteran third grade teacher; vertical collaboration opportunities (2nd & 3rd grade) | Collaborative Planning; modeling best practices; professional development, ESP |
| Sonja Bailey | Pierrette Burgos | Veteran teacher; school leader; collaboration opportunities to integrate content areas of reading and science | Collaborative Planning; modeling best practices; professional development, ESP |
| Vonda Rushing | Kizzy Frazier | Veteran teacher; opportunity for vertical collaboration opportunities (4th & 5th grade) | Collaborative Planning; modeling best practices; professional development, ESP |
| Nakia Collier | Treniece Smith | Veteran reading teacher; experienced in Readers Workshop | Collaborative Planning; modeling best practices; professional development, ESP |

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 will be used to support and enhance classroom instruction with the on-site trainings from staff developers at Teachers College 12 times per year made possible through PEW. Postage will be used to send information to parents. A para position will be purchased to provide more small group instructional support for students. Various trainings in regards to assisting parents in supporting academics at home will be provided through Literacy based monthly Parent Training sessions and a Parent Technology Night. Professional Development out of county/state will provide growth opportunities for teachers to receive most recent research based strategies and best practices. Title I will fund registrations and travels. Classroom Library Books, Computer Hardware, Software, Nooks, and Part-time in system employees for tutorials will be supported through Title I. Partnership with business partners and community stakeholders will enhance school-community initiative to move student achievement.

Title I, Part C- Migrant

Funds will be used to conduct on going collaboration with programs and agencies to meet the needs of the whole child.

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

Support Services are provided by school guidance, the district, and professional development relating to the identification of homeless students.

Supplemental Academic Instruction (SAI)

(SAI) Teacher will be utilized to support Level 1 and 2 students for 2nd, and 3rd grade.

Violence Prevention Programs

School-Based Team/Child Study Team; Guidance services; Mentoring Programs; School-wide Positive Behavior Support; Bullying Awareness Programs and District Policies.

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

Nutrition Programs

Free Breakfast for all students; Dental Cleanings/Check up: Vision and Hearing Screenings (KG, 1, and 3)

Housing Programs

Prevention Center

Head Start

Kindergarten Round Up

Adult Education

N/A

Career and Technical Education

Students are exposed to different careers via guest speakers/presenters or hands on activities during our annual on-site Career Day.

Job Training

Parent Center and Volunteer Program

Other

Required Instruction Listed in FL Statute 1002.42(2), as applicable to appropriate grade levels

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

SBT/RtI Team will consist of School Psychologist, Principal and or Assistant Principal, Guidance Counselor, School Nurse, ESE Contact, ESOL Contact, Speech and Language Pathologist, Reading Coach, Classroom Teachers, community agencies and parent liaison.

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?

Administrators will support a Leadership Team infrastructure that supports a Multi-Tiered System of Support (MTSS) framework school wide. The Team will meet once per week to discuss interventions for academic and or students with behavior concerns. Each team member will assume case manager responsibilities which includes progress monitoring with fidelity and obtaining all necessary data for the team to make an informed decision. During meetings all relevant data will be analyzed along with classroom teacher observations and input to determine next steps using the Four Step Problem Solving Model:

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

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

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

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

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

*Problem Solving & Response to Intervention Project 2008

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

The members of the team will assist with writing strategies to support the goals of the School Improvement Plan as well as delivering information in forums such as Open House, Curriculum Night, and Parent Trainings. The team will also consistently look at data to determine next steps in working with students which will be consistent with our plan of action.

1. Administrators will align the implementation of the coaching cycle with fidelity and monitor critical data points to facilitate improved instructional planning.
2. Administrators will continue to monitor multiple measures of universal data to support school's success.
3. Administration and Leadership Team integrates the problem solving process within the school culture to provide ongoing progress toward functionality of the school.
4. School based Leadership Team will monitor the implementation of the School Improvement Plan with fidelity.

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.

Our students will have 3 levels, Tier 1 provision of group intervention within the general education classroom assessments likely 3-4 times/year. Tier II students not making adequate progress in Tier I. More targeted services and interventions required. Small group settings in addition to general education curriculum. Monitoring of progress at least bi-weekly with approximate 6-10 weeks of research base intervention. Tier III students not responding to Tier II adequately. Additional

assessments maybe necessary and intensive interventions geared to specific areas of deficiencies. Special programs under the Individual Disabilities Act (IDEA 2004) maybe considered. PMRN will be used to obtain pertinent information,FAIR/ECHOES, RRR, SRI, FCAT and others. This will be reviewed quarterly or as necessary depending on the individuals involved in the process.

Describe the plan to train staff on MTSS.

Our staff will be trained via Faculty Meetings as well as Professional Development Training utilizing the SBT/RtI and CST Team, area/district staff and school administration.

Describe the plan to support MTSS.

On going professional development for instructional personnel; progress monitoring with fidelity by case managers and consistent collaboration among multidisciplinary team to meet the individual needs of students.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Linda Edgecomb - Principal
Carla Lewis - Assistant Principal
Pamela Moreland - Reading Coach
Mickey McKinnes - SAI Coach
Tracy Godfrey - Reading Inclusion
Carolyn Bullard - ELL Reading
L'loren Dowdell-Smith - KG Grade Reading
Luna Nelson-Posey - KG Grade Reading
Glenda Marshall - 1st Grade Reading
Treniece Smith - 1st Grade Reading
Angela Baltazar - 2nd Grade Reading
Sonja Stewart-Bailey - 3rd Grade Reading
Mary Harvey - 4th Grade Reading
Nakia Collier - 5th Grade Reading
Kimberly Wooten - K-5 Reading Resource

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

Monthly meetings to discuss fidelity of instructional best practices, provide professional growth opportunities through district and area support in Readers Workshop. Use the Reading Coach to model lessons as well as work with small groups. Review data, monitor instructional focus following data analysis for struggling and/or on level as well as students working above level. Frequent progress monitoring to determine effectiveness of instruction and to determine next steps.

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

Analyze data, grasp a better understanding of item specifications and use research based data to provide differentiated instruction to meet the needs of all students.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 9/7/2012)

*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.

Schedule and conduct Kindergarten Roundup activities with local daycare and headstart programs to inform them of the

expectations of the state and district in regards to kindergarten readiness. Provide parents with school district's website to access Common Core vodcast and other pertinent information pertaining to kindergarten standards.

*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: | 60%(97)of students will maintain proficiency in reading |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 2012 Current Level of Performance: 26%(42) of students in grades 3-5 met high standards in reading. | At least 60% (97)of students in grades 3-5 will obtain 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 |
|---|--|--|--|--|---|
| 1 | Moving the lowest 30% (48)to proficiency in reading. | Teachers will effectively use data to drive reading instruction. 1. Teachers will attend professional development in administering Reading Running Records and using the data to inform instruction. 2. Teachers will attend professional development in using FAIR data to inform instruction. 3. Teachers will meet during common planning with Reading Coach to effectively use data to plan and drive reading instruction weekly 4. Teachers will receive support through the coaching cycle (pre-planning, modeling, co-teaching, observing, and debriefing) on how to effectively use data to drive instruction. 5. Teachers will effectively use Reading Running Record and FAIR data to plan and drive reading instruction. 6. Administration will monitor teachers effectively using data to drive reading instruction by conducting classroom walkthroughs and reviewing lesson plans. Additional small groups; an additional hour daily providing intensive reading school-wide; | Administrators; area, district, and state support; teachers, Teachers College Staff Developers | CWTs; Marzano's classroom observations; formal evaluations; CORE K12, Lesson Plans; Data Chats; Learning Team Meetings | Marzano's classroom observations; student data - (student progress monitoring form); mini/benchmark assessments, diagnostic assessments |

| | | | | | |
|---|---|---|--|---|--|
| | | <p>appropriate use of LLI Nooks (technology to increase interest in reading just right books) Immediate Intensive Instruction; Supplemental Academic Instruction; Reading Tutorial; Best Practices; Item Specs, Scope and Sequence, Classroom modeling; Data Chats; Reading Plus, Push-in support</p> | | | |
| 2 | <p>Moving the lowest 30% (48) to proficiency and increasing learning gains;</p> | <p>1. Teachers will attend professional development in Reading Day One and Reading Day Two. 2. Teachers will plan for the 90 minute reading block infusing the "Gradual Release of Responsibility" with support from Reading Coach. 3. Teachers will receive support through the coaching cycle (pre-planning, modeling, co-teaching, observing and debriefing) on how to plan reading instruction infusing the "Gradual Release of Responsibility." 4. Teachers will infuse the "Gradual Release of Responsibility" throughout the reading block to will move students to independence. 5. Administration will monitor teachers as they plan and provide reading instruction infusing the "Gradual Release of Responsibility Additional small groups; appropriate use of LLI, an additional hour daily providing intensive reading school-wide; Nooks (technology to increase interest in reading just right books) Immediate Intensive Instruction; Supplemental Academic Instruction; Reading Tutorial; Best Practices; Continue professional development in Readers Workshop Initiative K-5; Item Specs, Scope and Sequence, Classroom modeling; Data Chats; Reading Plus, Push-in support, Reading teachers to participate in on-going professional development Readers Workshop - Lucy Calkins</p> | <p>School site administrators, LLT, area, district, and Teachers' College Staff Developers</p> | <p>Marzano's classroom observations; analysis of individual student reading assessments/portfolio; formal evaluations; Lesson Plans; Data Chats</p> | <p>Marzano's Evaluations/ observations; student data - (student progress monitoring form); CORE K-12 mini/benchmark assessments, diagnostic assessment; Analysis of Fountas and Pinnel</p> |
| | <p>Multiple testing scheduled (i.e. FAIR,</p> | <p>Ensure time for initial and ongoing assessments</p> | <p>School site administrators</p> | <p>Effectiveness of instruction through</p> | <p>iObservationm student portfolios,</p> |

| | | | | | |
|---|--|--|---|---|---|
| 3 | diagnostics, K-4 Assessment) | with fidelity to appropriately and effectively drive instruction | | iObservation and student outcome | data binders, lesson plans |
| 4 | Ensuring time to conference with teachers and analyze data in order to develop focus calendars | Build in horizontal Common planning times as well as vertical common planning for tested grade levels; weekly LTMs; stipends for teacher collaboration beyond the regular school day | School administrators; LTF | Professional collaboration verbally as well as written, lesson plans, student outcome; LTM discussions and professional growth activities | School based administrators to participate in planning meetings and LTMs regularly |
| 5 | NGSSS and new teachers to testing grade levels. | Provide professional growth opportunities for new teachers to tested grade levels; provide support through ESP and or onsite buddy | School site administrators | Marzano's iObservation; scheduled ESP meetings with site based coordinator, assistant principal, data binders, students' portfolio | Marzano's iObservation, assessment data |
| 6 | Professional growth opportunities for all teachers | Provide professional growth opportunities for teachers in reading. | PDD Team; Site administrators; area, district and state support | Professional collaboration verbally as well as written, lesson plans, student outcome; LTM discussions and professional growth activities; implementation of learned strategies | School based administrators to participate in planning meetings and LTMs regularly Marzano's iObservation, assessment data |

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

| | |
|--|---|
| 1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b: | On the 2013 Florida Alternate Assessment at least 75% (3)of the students will demonstrate proficiency. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 25% of students scored level a 4 or above | On the 2013 Florida Alternate Assessment at least 75% (3) of the students will demonstrate proficiency. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|---|--|---|
| 1 | Reading deficits; Student motivation Regular school attendance | Small group instruction; incentives for regular school attendance and academic progress, district supported technology, differentiated instruction; data chats, on-going dialogue with parents | School administrators, general and special education teachers, ESE Contact, area and district personnel | Student Assessment, IEP, Re-evaluations, Lesson Plans, sample of student work, attendance record | Informal and formal observations, Marzano, Student's portfolio, attendance record |
| 2 | | | | | |
| 3 | | | | | |

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. | At least 50% (52)of our 4th and 5th grade students will earn |
|--|--|

| | |
|--|--|
| Reading Goal #2a: | a Level 4 or 5 on the 2013 Reading portion of the FCAT |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Three percent (4) students of 4th and 5th grade students earned a Level 4 on the 2012 Reading FCAT | At least 50% (52) of our 4th and 5th grade students will earn or maintain a Level 4 or 5 on the 2013 Reading portion of the 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 | Compacting lessons to ensure growth; Maintaining high standards in reading with levels 4 and 5; | Enrichment and compacting activities; Nooks (Technology to increase interest in reading and provide enrichment for proficient and beyond readers) Additional hour of reading daily providing differentiated Instruction; small groups; district supported software; Readers Workshop; best practices; Reading Plus, Push-in support; Reading teachers to participate in on-going professional development in Readers Workshop - Lucy Calkins | School based administrators; LLT, area, district, and Teachers' College Staff Developers | Marzano's observations; formal/informal evaluations; Lesson Plans; Student assessment results and reading journals; Data Chats | Marzano's classroom observations; student data - (student progress monitoring form); CORE K-12 mini/benchmark assessments, diagnostic assessments; Fountas and Pinnel |
| 2 | Ensuring professional development is put into practice in the classroom. | Establish time for classroom visits and teacher conferences to discuss observations in regards to implementation of instructional practices; Implement teacher modeling | School based site administrators; area, district, and state personnel | Marzano's iObservations; lesson plans, portfolios, data binders | classroom observations, assessment of data |
| 3 | Ensuring students build reading stamina | Effective Use of Reading Plus and Readers Workshop with fidelity to increase independent reading levels and reading stamina | Classroom teacher, school-based administrators, area, district, and state personnel | Marzano's iObservations; lesson plans, portfolios, data binders | Reading journals, reading logs, iObservations, Reading Plus logs, assessment data |
| 4 | Analyzing the needs of the students and planning for instruction. | Use common planning and LTM to effectively complete on-going needs assessments to determine next steps in regards to instruction | Classroom teachers, LTF, school-based administrators, area, district, and state personnel | Marzano's observations; formal/informal evaluations; Lesson Plans; Student assessment results and reading journals; Data Chats, and data binders | Student portfolio, teachers' data binder, lesson plans (small group focus) |

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: | 100% of students will demonstrate proficiency on the 2013 Florida Alternate Assessment. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

| | |
|--|---|
| 100% of students (4) scored a level 7 & above. | 100% of students will demonstrate proficiency on the 2013 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 |
|---|--|--|--|--|---|
| 1 | Reading ability; Student motivation Regular school attendance | Small group instruction; incentive for regular school attendance, differentiated instruction; incentives for academic progress, data chats, on-going dialogue with parents | School administrators, general and special education teachers, ESE Contact | Student Assessment, IEP, Re-evaluations, Lesson Plans, sample of student work, attendance record | Informal and formal observations, Marzano, Student's portfolio, attendance record |
| 2 | | | | | |

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

| | |
|---|---|
| 3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a: | On FCAT Reading 2013 at least 60% (62) of the 4th and 5th grade students will make learning gains in reading. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| On the 2012 FCAT Reading 32% (33) of students in grades 4-5 made learning gains in reading | On FCAT Reading 2013 at least 60% (62) of the 4th and 5th grade students will make learning gains in reading. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|--|--|--|
| 1 | Ability to differentiate instruction based on individual student needs. | Implement differentiated instruction with fidelity to meet the needs of all learning styles to maximize individual students learning potential. | Teachers, administrators, area, district and state personnel | Ongoing analysis of formative and summative assessments | Formative and summative assessments including mini assessments, Diagnostics |
| 2 | Planning and prescribing students' instructional needs | Additional hour of Intensive reading daily; Nooks tablets (increase interest in reading Just Right Books) Differentiated Instruction and grouping students; Compact; remediate and provide at level instruction; Reading Plus, Push-in support Reading teachers to participate in on-going professional development - Readers Workshop - Lucy Calkins | School-based administrators; LLT, area, district, and Teachers' College Staff Developers | Marzano's classroom observations; formal evaluations; Lesson Plans; Analysis of Fountas and Pinnel results; Data Chats | Marzano's Summative; classroom observations; student data - (student progress monitoring form); CORE K-12 mini/benchmark assessments, diagnostic assessments |
| 3 | Ensuring iii groups are at a maximum of 6 students | Small group instruction with specific focus for select students 30 minutes daily | Classroom teacher, school-based administrators, area, district and state personnel | Lesson plans, student portfolio, Fountas and Pinnel results, teachers' data binder | Marzano's iObservation, student conferences (data chats); assessment data |
| | Ability to differentiate | Ensure teachers are | classroom and | Small group instruction | iObservations, |

| | | | | | |
|---|---|--|---|--|---|
| 4 | instruction based on individual student needs. | utilizing most recent data to group students meeting individual needs | resource teachers, school-base administrators, area, district and state personnel | plans, monitoring/conferring notes, assessments, and next steps | CWTs, data binders, lesson plans, student outcome |
| 5 | Students are not aware of their own progress including strengths and weaknesses | Progress monitoring will be conducted with all students following the Fall and Winter Diagnostic assessments to identify strengths and weaknesses and set goals. | Teachers, administration, area, district, and state support | Monitor student's progress on mini assessments as well as Fall to Winter Diagnostic. | Mini assessment and Fall and Winter Diagnostic |

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

| | |
|--|--|
| 3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b: | On the 2013 Florida Alternate Assessment at least 50% (2)of the students will make learning gains. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 25% of of students demonstrated gains (1) | On the 2013 Florida Alternate Assessment at least 50% (2)of the students will make learning gains. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|--|--|---|
| 1 | Struggles in reading; Student motivation Regular school attendance | Small group instruction; incentive for regular school attendance, differentiated instruction; incentives for academic progress, data chats, on-going dialogue with parents | School administrators, general and special education teachers, ESE Contact | Student Assessment, IEP, Re-evaluations, Lesson Plans, sample of student work, attendance record | Informal and formal observations, Marzano, Student's portfolio, attendance record |
| 2 | | | | | |

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: | At least 70% (72) of students in grades 4 and 5 will make learning gains in reading. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Forty-one perent(42) of the lowest 25% in grades 4 and 5 made learning gains in reading. | At least 70% (72)of students in grades 4 and 5 will make learning gains in reading. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|--|----------------------------|-----------------------|---|---|-----------------|
| | Ensuring iii groups are no | Progress monitor with | Teachers, | Ongoing analysis of | Formative and |

| | | | | | |
|---|---|---|--|--|--|
| 1 | more than 6 students; Monitoring the students' reading progress and determining next instructional steps | fidelity following the Fall and Winter Diagnostic assessments to identify strengths and weaknesses and determine instructional needs | administrator, area, district, and state personnel | formative and summative assessments | summative assessments including mini benchmark assessments, diagnostics |
| 2 | Develop stamina and confidence in reading; Motivate interest in reading; Maintain learning gains percentage | Incentives through Reading Counts, class and school recognition; Nooks(to increase interest in reading for struggling readers) Reading Plus; Additional hour of intensive reading daily; FCAT Explorers, SRI, Riverdeep, SAI, iii, and additional small groups, Push-in support. Reading teachers to participate in on-going professional development Readers Workshop Lucy Calkins | School-based administrators; LLT, area, district, and Teachers' College Staff Developers | Marzano's classroom observations; formal evaluations; Lesson Plans; Fountas and Pinnel assessment analysis; Data Chats | Marzano's Summative; classroom observations; student data - (student progress monitoring form); Fountas and Pinnel, CORE K-12 mini/benchmark assessments, diagnostic assessments |

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

| | | | | | | |
|--|-----------|---|-----------|-----------|-----------|-----------|
| 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | | Reading Goal # On the 2011-2012 data 26% (42) of students met proficiency. On the 2012-2013 Reading FCAT at least 60%(90 students) will meet proficiency. 5A : | | | | |
| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| | 26 | 66 | 69 | 73 | 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 reading. Reading Goal #5B: | At least 50% (72) of Black students and 50% (4) of Hispanic students will demonstrate proficiency in reading on the 2013 FCAT |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 26% (37)of Black students and 14% (1) of Hispanic students demonstrated proficiency in reading | At least 50% (72) of Black students and 50% (4) of Hispanic students will demonstrate proficiency in reading on the 2013 FCAT |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|--|---|--|
| 1 | Students are not aware of their own progress including strengths and weaknesses | Progress monitoring will be conducted with all students following the Fall and Winter Diagnostic assessments to identify strengths and weaknesses;set goals. | Teachers, administration, area, district and state personnel | Monitor student's progress on mini assessments; Fall to Winter Diagnostic. | Mini benchmark assessment and Fall and Winter Diagnostic |
| | Vocabulary, motivation, school attendance | Small group instruction; incentive for school attendance and academic progress, | School administrators, teachers | iObservation, climate in classroom, academic progress, portfolio and related projects, lesson | Marzano's classroom observations; student data - |

| | | | | | |
|---|--|---|---------------------------------|---|---|
| 2 | | differentiated instruction; tutorial, data chats, district supported technology, on-going dialogue with parents | | plans | (student progress monitoring form); mini/benchmark, attendance record |
| 3 | Providing time to build connections with students | Build relational capacity using school wide positive behavior support; accentuating the positive in students utilizing key points in staff school wide book study: Whale Done | School base administrators | iObservation, climate in classroom, academic progress, portfolio and related projects, lesson plans | Marzano's iObservations, data binders, portfolios, lesson plans |
| 4 | Students are not aware of their own progress including strengths and weaknesses. | Continuous progress monitoring following a multitude of testing to determine differentiated instructional needs. | School administrators, teachers | Monitor student's progress on mini g assessments as well as Fall to Winter Diagnostic. | Marzano's iObservations, data binders, portfolios, lesson plans |
| 5 | | | | | |

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: | At least 50% (7) of ELL students will demonstrate proficiency in reading on the 2013 FCAT |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 8% (1) of ELL students demonstrated proficiency in reading | At least 50% (7) of ELL students will demonstrate proficiency in reading on the 2013 FCAT |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|---|---|--|
| 1 | Students English Language Ability | Implement differentiated instruction with fidelity to meet the needs of all students to maximize individual's learning potential. | ELL teacher, administrators, area, district, and state personnel | Ongoing analysis of formative and summative assessments, lesson plans, portfolios, data binders | Formative and summative assessments including mini assessments, Diagnostics |
| 2 | Vocabulary | Small group instruction; extended school day, differentiated instruction; data chats, district supported technology, on-going dialogue with parents with the assistance of CLF | School administrators, general and special education teachers, ESE Contact, area and district personnel | Administrators; area and district support; teachers, | Marzano's Summative; classroom observations; student data - (student progress monitoring form); mini/benchmark assessments, diagnostic assessments |
| 3 | Providing time to build connections with students | Build relational capacity; use innovative researched based strategies to help students make learning connections | school administrators, general and ELL teacher, area, district, and state support | Lesson plans, data binders, student portfolio, iObservations | Marzano's classroom observations; student data - (student progress monitoring form); mini/benchmark assessments, diagnostic assessments |

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

| | |
|--|--|
| 5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D: | On the 2013 FCAT at least 50% (11) of our SWD population will demonstrate satisfactory progress in reading |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 14% (3) of students demonstrated proficiency in reading | On the 2013 FCAT at least 50% (11) of our SWD population will demonstrate satisfactory progress in reading |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|--|--|--|---|
| 1 | Accommodating the many different styles | Implement differentiated instruction with fidelity to meet the needs of all learning styles to maximize individual students learning potential | ESE Teacher, ESE Contact, administrators, area, district and state personnel | Ongoing analysis of formative and summative assessments | Formative and summative assessments including mini assessments, Diagnostics |
| 2 | Vocabulary; motivation and school attendance | Small group, instruction; incentive for regular school attendance and academic progress, differentiated instruction; data chats, district supported technology, on-going dialogue with parents | School administrators, general and special education teachers, ESE Contact | lesson plans, student portfolio, attendance record, data binders | Marzano's classroom observations; student data - (student progress monitoring form); mini/benchmark assessments, diagnostic assessments, attendance log |
| 3 | Time to implement additional interventions above the core curriculum with fidelity | Accurately analyze data to determine individual needs of students; prescribe specific instruction with specific outcomes | ESE Teacher, ESE contact, school based administrators, area, district, and state support | Lesson plans, student portfolio, small group instruction progress monitoring notes, data binders | Marzano's classroom observations; student data - (student progress monitoring form); mini/benchmark assessments, diagnostic assessments |

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

| | |
|---|--|
| 5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E: | At least 50% (75) of our Economically Disadvantaged students will demonstrate proficiency on the 2013 FCAT |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 26% (39) of our Economically Disadvantaged students demonstrated proficiency | At least 50% (75) of our Economically Disadvantaged students will demonstrate proficiency on the 2013 FCAT |

Problem-Solving Process to Increase Student Achievement

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

| | | | | | |
|---|---|---|--|--|--|
| 1 | Reading Just Right Books outside of the regular school day. | Provide incentive for maintaining reading log for Just Right Books outside of the regular school day; Parent buy-in using student agenda as a form of communication. Teachers will use components of agendas such as the reading logs and setting goals to support the Just Right Book daily reading; Positive phone calls home; provide books to add to students home library, regularly scheduled data chats and conferences with student | Teacher, administrators, parents, and students | outcome of on-going assessments; SRI, diagnostics, benchmark assessments, Fountas and Pinnell | Marzano, data binders, data chats, portfolios, SAL-P |
| 2 | Student access to reading materials in the classroom | Just right books for all levels; explicit procedures for accessing books | Classroom teacher, reading coach, school base administrators | Reading stamina of students increase; reading comprehension level increases as evident on SRI, Fountas and Pinnel, diagnostics and classroom performance assessments | Marzano, data binders, data chats, portfolios, SAL-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 |
|---|----------------------------------|--|--|--|--|---|
| Readers Workshop | Reading K - 5 & special programs | Teachers College Staff Developers; District Level Facilitators | Reading K-5 and special programs | Teachers College Scheduled Onsite PD 3 times per year for primary and secondary | Informal and formal evaluations; shadowing/Observing experienced teachers; progress monitoring; student portfolios, data binders | Readers Workshop staff developers; Administrators, Reading Coach, area, district, and state support |
| Diffrentiated Instruction | K - 5 All subjects | School-based PDD Team, teachers, administrators, area and district personnel | K - 5; All subjects | Fall of 2012; select PDD and on-going throughout the year; monitor using Marzano | Informal and formal evaluation tools, progress monitoring; student portfolios, data binders | School-based administrators, area, district, and state personnel |
| LLI | KG-Grade 3 respectfully | District level facilitators | Reading KG-3rd | Pre-school and Fall Term; update training as needed | Informal and formal evaluations; shadowing/Observing experienced teachers; progress monitoring; student portfolios, data binders | Readers Workshop staff developers; Administrators, Reading Coach, area, district, and state support |
| New Teacher Evaluation System K - 5th; The Art and Science of Teaching Lesson Study | K - 5th GVE | PDD school-based Team; administrators; district personnel | K - 5; All subjects | Fall of 2012; select PDD and on-going throughout the year; monitor using Marzano | Informal and formal evaluation tools, progress monitoring; student portfolios, data binders | School-based administrators, area, district, and state personnel |
| | | | | Faculty Meetings | | |

| | | | | | | |
|-----------------------------|----------------------|---|--------------------------|--|---|--|
| RTI/SBT | K-5 All Subjects | Leadership Team & Literacy Leadership Team | K-5 All Subjects | (Fall) on-going Referral to SBT for students in need ESE Contact, SBT Leader, RtI Case manager | ESE Contact, SBT Leader, RtI Case manager, school psychologist, teachers, administrators | Administrators, SBT Leader, school psychologist, area, district, and state personnel |
| CORE K-12 | Reading Teachers | CORE K-12 School Contact All 3-5 Reading Teachers | All 3-5 Reading Teachers | Fall 2012 PDD; on going PD as needed | Track students' progress through generation of CORE K-12 reports; EDW | Teachers, area, district, and state support |
| Leveled Classroom Libraries | K-5 Reading Teachers | PDD Team, Reading, Coach; All Reading Teachers | All K-5 Reading Teachers | Fall 2012 on-going | Students ability to choose Just Right Books to increase stamina and reading levels | PDD Team; Administrators, area, district, and state support |
| Reading Plus Reading | 1-5 Reading Teachers | On Site Training - Reading Plus Organization | All 1-5 Reading Teachers | Fall 2012; on-going follow up as needed provided by Reading Plus | Informal and formal evaluation tools, progress monitoring | School-based administrators, area, district, and state personnel |
| FCIM | All | PDD School-based team, Administrators, area, district and state personnel | All | Fall 2012 on-going | Regular Progress Monitoring; Portfolios, Data Chats, Review of lesson plans, data binder, Marzano iObservations | Administrators, area, district and state personnel |

Reading Budget:

| Evidence-based Program(s)/Material(s) | | | |
|--|--|---|------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Reading Tutorial - provide small group instruction with specific focus | FCAT Saturday Tutoring Grades 3-5 | Title I | \$2,380.00 |
| Provide reading supplies to assist teacher with differentiated instruction | Classroom carpets for instruction; reading journals, duplicating paper, post its, FCAT practice materials, ink, easels, composition books, three-ring binders, folders, timers | Title I | \$5,000.00 |
| Leveled Libraries to insure students have access to "Just Right" books and promote school-wide reading culture; Purchase of Mentor Texts and tool kits | An array of books with various genres at students instructional reading level K-5 | Title I Matching funds Mary & Robert Pew Educational Foundation | \$3,660.00 |
| Paraprofessional | support reading K-5 | Title I | \$28,000.00 |
| .5 Instructional | Reading Coach | Title I | \$33,794.00 |
| Subtotal: | | | \$72,834.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Reading Plus - increase reading levels by providing prescriptive lessons based on students' needs | Computer software - Reading Plus | Title I | \$7,470.00 |
| Increase students' desire to read using handheld technology | Nooks (20) | Title I | \$4,420.00 |
| Subtotal: | | | \$11,890.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Provide on-site training in Readers Workshop; Modeled Lessons; Coaching-in support | Teachers College Staff Developers: Readers Workshop | Title I Matching funds Mary & Robert Pew Educational Foundation | \$15,305.00 |
| Readers/Writers Workshop | Fall Weekend Reunion NYC | Title I Matching funds Mary & Robert Pew Foundation | \$13,700.00 |
| Promote a reading culture in learning community | Book Study: Whale Done and Art and Science of Teaching | Title I | \$1,157.00 |

| | | | |
|--|--|----------------|----------------------------------|
| Provide substitutes for teachers attending professional development in content areas | Substitutes for professional development | Title I | \$8,000.00 |
| Provide stipends for teachers for after school hours trainings. | Grade level collaboration (horizontally and vertically) to determine and plan differentiated instruction to meet the needs of each student | Title I | \$2,000.00 |
| | | | Subtotal: \$40,162.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| | | | Grand Total: \$124,886.00 |

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: | | At least 50% (19) of the ELL students will demonstrate proficiency on Listening and Speaking | | | |
| 2012 Current Percent of Students Proficient in listening/speaking: | | | | | |
| 45% (17) of the ELL students were proficient 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 |
| 1 | Vocabulary | Small group instruction; CLF support; technology; Use of journals | ELL teacher, general educator, administrator, area and district support | Progress monitoring of student portfolio, assessment data, teacher data binder, lesson plans | Marzano iObservation |

| | | | | | |
|---|---------------------|---|---|---|-----------------|
| 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: | | At least 50% (18) in reading on the 2013 FCAT | | | |
| 2012 Current Percent of Students Proficient in reading: | | | | | |
| 45% (17) of ELL students demonstrated 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 |

| | | | | | |
|---|------------|---|---|--|-------------------------|
| 1 | Vocabulary | Small group instruction; CLF support; technology; Use of journals | ELL teacher, general educator, administrator, area and district support | Progress monitoring of student portfolio, assessment data, teacher data binder, lesson plans | Marzano iObservation |
|---|------------|---|---|--|-------------------------|

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

| | |
|--|--|
| 3. Students scoring proficient in writing. CELLA Goal #3: | At least 50% (18) ELL students will demonstrate proficiency in writing on the 2013 FCAT Writes |
|--|--|

2012 Current Percent of Students Proficient in writing:

11% (4) ELL students demonstrated proficiency 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 |
|---|-------------------------------|---|--|--|-------------------------|
| 1 | Vocabulary, spelling, grammar | Small group instruction; CLF support; technology; Use of journals | Progress monitoring of student portfolio, assessment data, teacher data binder, lesson plans | Progress monitoring of student portfolio, assessment data, teacher data binder, lesson plans | Marzano iObservation |

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: | At least 60% (97) of students in grades 3-5 will demonstrate high standards in math on FCAT 2013 |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| FCAT 2012 21% (22) of students in grades 3-5 demonstrated proficiency in math | At least 60% (97) of students in grades 3-5 will demonstrate high standards in math on 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 |
|---|--|--|---|--|--|
| 1 | Moving the lowest 30% (48) in math to proficiency; | Teachers will continue to compile and analyze student data in order to differentiate their daily instruction. 1. Area Team and Curriculum Department will deliver professional development on how to differentiate instruction. 2. Teachers will meet during common planning and Learning Team Meetings to analyze results from assessments and make instructional decisions for differentiating instruction. 3. Teachers will develop differentiated lessons to remediate and enrich students. 4. Teachers will continue to use data to develop flexible groups within the classroom. 5. Administrators will monitor the teachers' use of data to differentiate instruction by conducting classroom walkthroughs and checking lesson plans. Teachers will utilize classroom arrangement to incorporate collaborative structures to enhance higher order thinking strategies during daily lessons. 6. Teachers will participate in professional development provided by the Area/District support team on collaborative structures and higher order thinking strategies. | Administrators, teachers, area, district, and state support | CWTS; Marzano's classroom observations; formal evaluations; CORE K12, Lesson Plans; Data Chats; Learning Team Meetings | Marzano's Summative; classroom observations; student data - (student progress monitoring form); mini/benchmark |

| | | | | | |
|---|--|--|--|--|--|
| | | <p>7. Teachers will meet during common planning time to plan for utilizing collaborative structures and higher order thinking strategies during their lessons.</p> <p>8. Teachers will utilize collaborative structures and higher order thinking strategies that were developed during their lessons.</p> <p>9. Administrators will monitor teachers' use of collaborative structures and higher order thinking strategies by conducting classroom walkthroughs and checking teachers' lesson plans District supported software, Think Central, Gizmo, Riverdeep, Go Math, FCAT Explorer, Learning Village); Regularly scheduled Math Lab Learning activities; Additional small groups; Math Tutorial; Best Practices; Item Specs, Scope and Sequence, Classroom modeling; Data Chats; District support for Go Math, Push in support. Teachers will participate in professional development attending Florida's state math conference</p> | | | |
| 2 | Moving the lowest 25% (40) in math to proficiency; Maintaining high standards in math for levels 3, 4, and 5 | District supported software (Gizmo, Riverdeep, Go Math, FCAT Explorer, Learning Village); Regularly scheduled Math Lab using iPads, Learning activities using iPads; Additional small groups; Math Tutorial; Best Practices; Item Specs, Scope and Sequence, Classroom modeling; Data Chats; District support for Go Math, Push in support. Teachers will participate in professional development attending Florida's state math conference | Administrators; area and district support; teachers | CWTs; Marzano's classroom observations; formal evaluations; Lesson Plans; Data Chats | Marzano's Summative; classroom observations; student data - (student progress monitoring form); mini/benchmark assessments, diagnostic assessments |
| 3 | Consistency in analyzing student work and data; Students' understanding of the specific benchmarks; Time to apply skills learned during activities | Provide professional development in analyzing data to determine next instructional steps; Provide sufficient time for students to process skills and practice prior to assessing; use FCIM with fidelity | School base administrators, LTF, area, district, and state personnel | CWTs; Marzano's classroom observations; formal evaluations; Lesson Plans; Data Chats | Marzano's Summative; classroom observations; student data - (student progress monitoring form); mini/benchmark assessments, diagnostic assessments |
| | Students knowledge of math vocabulary | Grade-level specific vocabulary development, through word walls, direct instruction, and centers/games. | Teachers, School base administrators | CWTs; Marzano's classroom observations; formal evaluations; Lesson Plans; Data Chats | Marzano's Summative; classroom observations; student data - |

| | | | | |
|---|--|--|--|--|
| 4 | | | | (student progress monitoring form); mini/benchmark assessments, diagnostic assessments |
|---|--|--|--|--|

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

| | |
|---|---|
| 1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b: | On the 2013 FAA at least 75% (4) will demonstrate proficiency Levels 4, 5, and 6 in mathematics |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 25% (1) proficient level 4, 5, and 6 in mathematics | On the 2013 FAA at least 75% (4) will demonstrate proficiency Levels 4, 5, and 6 in mathematics |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|---|--|---|
| 1 | Difficulty connecting math to the real world; Student motivation Regular school attendance | Small group instruction; district supported technology, differentiated instruction; data chats, on-going dialogue with parents, incentive for regular school attendance and academic progress | School administrators, general and special education teachers, ESE Contact, area and district personnel | Student Assessment, IEP, Re-evaluations, Lesson Plans, sample of student work, attendance record | Informal and formal observations, Marzano, Student's portfolio, attendance record |
| 2 | | | | | |

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: | At least 50% (52) of our 4th and 5th grade students will earn a Level 4 or 5 on the 2013 Mathematics portion of the FCAT |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Two percent (2) of current 4th and 5th grade students earned Levels 4 and 5 on the 2011 Mathematics FCAT | At least 50% (52) of our 4th and 5th grade students will earn a Level 4 or 5 on the 2013 Mathematics portion of the 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 | Compacting lessons to ensure growth; Maintaining levels 4 and 5 in mathematics; | Enrichment and compacting activities; Frequently scheduled strategy focused time in math lab Differentiated Instruction; additional small groups; district supported software(and Go Math, Gizmo, V-Math, | School based administrators, teachers area and district personnel | Marzano's observations; formal/informal evaluations; Lesson Plans; Student assessment results and reading journals; Data Chats | Marzano's classroom observations; student data - (student progress monitoring form); CORE K-12 mini/benchmark assessments, |

| | | | | | |
|---|--|--|--|--|--|
| | | FASTT Math); rotational model; best practices, Push in support. Teachers will participate in professional development attending Florida's state math conference | | | diagnostic assessments |
| 2 | Compacting lessons to ensure growth; Maintaining levels 4 and 5; | Enrichment and compacting activities; Frequently scheduled strategy focused time in math lab Differentiated Instruction; additional small groups; district supported software(and Go Math,Gizmo,V-Math, FASTT Math); rotational model; best practices, Push in support. Teachers will participate in professional development attending Florida's state math conference | Administrators; teachers; District support; Grade chairs | CWTs; Marzano's classroom observations; formal evaluations; Lesson Plans; Data Chats | Marzano's Summative; classroom observations; student data - (student progress monitoring form); mini/benchmark assessments, diagnostic assessments |
| 3 | Students are not familiar with the math vocabulary | Grade-level specific vocabulary development, through word walls, direct instruction, and centers/games. | Administrators; teachers; District support; | CWTs; Marzano's classroom observations; formal evaluations; Lesson Plans; Data Chats | Marzano's Summative; classroom observations; student data - (student progress monitoring form); mini/benchmark assessments, diagnostic assessments |

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

| | |
|--|---|
| 2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b: | On the 2013 FAA, at least 75% (3) of students will demonstrate Performance Level 7 or above in mathematics |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 75% (3) of students demonstrated Performance Level 7 or above in mathematics | On the 2013 FAA, at least 100% (4) of students will demonstrate Performance Level 7 or above in mathematics |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|--|---|--|---|
| 1 | Difficulties in retaining grade level appropriate math skills and concepts; Student motivation Regular school attendance | Small group instruction; incentive for regular school attendance, differentiated instruction; incentives for academic progress, data chats, on-going dialogue with parents | School administrators, general and special education teachers, ESE Contact | Student Assessment, IEP, Re-evaluations, Lesson Plans, sample of student work, attendance record | Informal and formal observations, Marzano, Student's portfolio, attendance record |
| 2 | Attendance; intrinsic motivation | small group; one-on-one as needed; incentives; parent involvement; use of district supported computer programs | ESE teacher, general educator, ESE Contact, administrators, area and district support | Progress monitor: Student's portfolio, IEP goals and objectives, assessments, data binder, lesson plans, projects and learning | Marzano iObservations |

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: | At least 60% (62) percent of the 4th and 5th grade students will make learning gains in Math. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Twenty-seven percent(28) of students in grades 4-5 made learning gains in Math | At least 60% (62) of the 4th and 5th grade students will make learning gains in Math. |

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 often cannot retain previously taught lessons. Long term memory can be a barrier. | Anchor charts will be used to provide visual support to students as well as create classroom references and define shared understandings of Reading concepts under study. | Teachers, administrators, area, district and state personnel | Ongoing analysis of formative and summative assessments | Formative and summative assessments including mini assessments, Diagnostics |
| 2 | Planning and prescribing what each student needs academically | Differentiated Instruction and grouping students; Compact; Regularly scheduled focus math learning activities in math lab; remediate and provide at level instruction, Push in support . Math teachers will participate in professional growth attending Florida's state math conference | Administrators, teachers, area and district support | CWTs; Marzano's classroom observations; formal evaluations; Lesson Plans; Data Chats | Marzano's classroom observations; student data - (student progress monitoring form); mini/benchmark assessments, diagnostic assessments |
| 3 | Students often cannot retain previously taught lessons. Long term memory can be a barrier | Anchor charts will be used to provide visual support to students as well as create classroom references and define shared understandings of math concepts under study. | Administrators, teachers, area and district support | CWTs; Marzano's classroom observations; formal evaluations; Lesson Plans; Data Chats | Marzano's classroom observations; student data - (student progress monitoring form); mini/benchmark assessments, diagnostic assessments |
| 4 | Accommodating the various learning styles | Implement differentiated instruction with fidelity to meet the needs of all learning styles to maximize individual students learning potential. | Administration, teachers, area, district, and state support | CWTs; Marzano's classroom observations; formal evaluations; Lesson Plans; Data Chats | Marzano's classroom observations; student data - (student progress monitoring form); mini/benchmark assessments, diagnostic assessments |
| 5 | Students are not aware of their own progress including strengths and weaknesses. | Progress monitoring will be conducted with all students following the Fall and Winter Diagnostic assessments to identify strengths and weaknesses and set goals. | Teachers and administration | Monitor student's progress on mini g assessments as well as Fall to Winter Diagnostic | Mini assessment and Fall and Winter Diagnostic, Marzano iObservation, portfolio, data binders |

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

| | |
|--|--|
| 3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b: | On the FAA 2013 at least 50% (2) students will demonstrate learning gains in mathematics |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 0% (0) of students demonstrated learning gains in mathematics | On the FAA 2013 at least 50% (2) students will demonstrate learning gains in mathematics |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|--|---|---|
| 1 | Difficulties grasping basic math concepts and skills; Student motivation Regular school attendance | Small group instruction; incentive for regular school attendance, differentiated instruction; incentives for academic progress, data chats, on-going | School administrators, general and special education teachers, ESE Contact | Student Assessment, IEP, Re-evaluations, Lesson Plans, sample of student work, attendance record | Informal and formal observations, Marzano, Student's portfolio, attendance record |
| 2 | Intrinsic motivation, confidence, attendance | small group instruction, technology, one-on-one as needed, incentives, hands-on projects | ESE teacher, ESE Contact, administrators, area and district personnel | Progress monitoring of students' portfolio, assessment data, Teacher lesson plans and data binder | Marzano iObservations |

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: | At least 70% (72) of the lowest 25% of students in grades 4 and 5 will make learning gains in mathematics |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Thirty-two percent (33) of the lowest 25% in grades 4 and 5 made learning gains in math. | At least 70% (72) of the lowest 25% of students in grades 4 and 5 will make learning gains in mathematics |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|--|--|---|
| 1 | Students are not aware of their own progress including strengths and weaknesses | Progress monitoring will be conducted with all students following the Fall and Winter Diagnostic assessments to identify strengths and weaknesses and set goals. | Teachers, administrator, area, district, and state personnel | Ongoing analysis of formative and summative assessments | Formative and summative assessments including mini benchmark assessments, diagnostics |
| | Mastery of basic math facts; processing and comprehending multi-step math word problems | Incentives through class and school recognition; Regularly scheduled learning activities in math lab. Math; Go Math; Think Central Gizmo; FCAT | Administrators, Teachers, area and district support staff | CWTs; Marzano's classroom observations; formal evaluations; Lesson Plans; Data Chats | Marzano's classroom observations; student data - (student progress monitoring form); |

| | | | | | |
|---|--|--|---|--|---|
| 2 | | Explorers, Riverdeep, Rtl and additional small groups, Push in support. Math teachers will participate in professional development attending Florida's state math conference | | | mini/benchmark assessments, diagnostic assessments |
| 3 | Students require additional instruction outside of Math block to meet their needs | Implement math tutorial by identifying those students in need based on Fall and Winter Diagnostic Tests | Teachers, Administrators | CWTs; Marzano's classroom observations; formal evaluations; Lesson Plans; Data Chats | Marzano's classroom observations; student data - (student progress monitoring form); mini/benchmark assessments, diagnostic assessments |
| 4 | Students are not familiar with the math vocabulary | Grade-level specific vocabulary development, through word walls, direct instruction, and centers/games | Teachers, Administrators, area, district, and state support | Marzano's classroom observations; formal evaluations; Lesson Plans; Data Chats | Marzano's classroom observations; student data - (student progress monitoring form); mini/benchmark assessments, diagnostic assessments |
| 5 | Students are not aware of their own progress including strengths and weaknesses. | Progress monitoring will be conducted with all students following the Fall and Winter Diagnostic assessments to identify strengths and weaknesses and set goals. | Teachers, Administrators, area, district, and state personnel | Monitor student's progress on mini g assessments as well as Fall to Winter Diagnostic. | Marzano's classroom observations; student data - (student progress monitoring form); mini/benchmark assessments, diagnostic assessments |
| 6 | Students often cannot retain previously taught lessons. Long term memory can be a barrier. | Anchor charts will be used to provide visual support to students as well as create classroom references and define shared understandings of Reading concepts under study. | Teachers, Administrators, area, district, and state support | Marzano's classroom observations; formal evaluations; Lesson Plans; Data Chats | Marzano's classroom observations; student data - (student progress monitoring form); mini/benchmark assessments, diagnostic assessments |

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

| | | | | | | |
|--|---|-----------|-----------|-----------|-----------|-----------|
| 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | Elementary School Mathematics Goal # | | | | | |
| | On the 2011-2012 Math FCAT, 21% (22) of students demonstrated proficiency. On the 2012-2013 at least 60% (97) of students will demonstrate proficiency. | | | | | |
| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| | 21 | 60 | 63 | 66 | 70 | |

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

| | |
|---|--|
| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B: | On the 2013 FCAT at least 60% (86) of Black students and 60% (4) of all Hispanic students will demonstrate proficiency in math on the 2013 FCAT. |
|---|--|

| | |
|---|--|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 21% (30) of Black students demonstrated proficiency in math; 79% (113) of Black students were non proficient in math on the 2012 FCAT Math. 29% (2) of Hispanic students were proficient in math on the 2012 FCAT; 71% (5) were non proficient. | On the 2013 FCAT at least 60% (86) of Black students and 60% (4) of all Hispanic students will demonstrate proficiency in math on the 2013 FCAT. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|--|--|--|
| 1 | Accommodating various learning styles | Implement differentiated instruction with fidelity to meet the needs of all learning styles to maximize individual students learning potential. | Teachers, administration, area, district and state personnel | On-going analysis of formative and summative assessments | Formative and summative assessments including mini benchmark assessments, Diagnostics |
| 2 | Moving all subgroups to proficiency | Additional small groups; district software: Gizmo, Riverdeep, FCAT Explorer, Go Math, Math Tutorial; Best Practices; Item Specs, Scope and Sequence, Classroom modeling; Data Chats, Push in support. | Administrators, teachers, area and district support | CWTs; Marzano's classroom observations; formal evaluations; Lesson Plans; Data Chats | Marzano's Summative; classroom observations; student data - (student progress monitoring form); mini/benchmark assessments, diagnostic assessments |
| 3 | Students are not aware of their own progress including strengths and weaknesses. | Progress monitoring will be conducted with all students following the Fall and Winter Diagnostic assessments to identify strengths and weaknesses and set goals. | Administrators, teachers, area and district support | CWTs; Marzano's classroom observations; formal evaluations; Lesson Plans; Data Chats | Marzano's Summative; classroom observations; student data - (student progress monitoring form); mini/benchmark assessments, diagnostic assessments |
| 4 | Students require additional instruction outside of Math block to meet their needs | Implement math tutorial by identifying those students in need based on Fall and Winter Diagnostic Tests | Administrators, teachers, area and district support | Observations, lesson plans, data chats, data binders | Classroom observations, assessment data (mini benchmark assessments, CORE K12, diagnostic comparisons between fall and winter, classroom performance assessments |

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

| | |
|---|---|
| 5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C: | At least 75% (11) of ELL students will demonstrate proficiency in math on the 2013 FCAT |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 25% (3) of ELL students demonstrated proficiency in mathematics | At least 75% (11) of ELL students will demonstrate proficiency in math on the 2013 FCAT |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|--|---|---|
| 1 | Students are not familiar with the math vocabulary | Grade-level specific vocabulary development, through word walls, direct instruction, and centers/games | ELL teacher, administrators, area, district, and state personnel | Ongoing analysis of formative and summative assessments, lesson plans, portfolios, data binders | Formative and summative assessments including mini assessments, Diagnostics |
| 2 | Vocabulary; English language ability | small group instruction; bilingual dictionary; one-on-one as needed; use of technology | ELL teacher, CLF, general educator, administrator, area, district, and state personnel | Progress monitoring of students' ELL plan, portfolio, teachers' lesson plans and data binder; assessment data | Marzano iObservations |
| 3 | Accommodating the many different styles | Implement differentiated instruction with fidelity to meet the needs of all learning styles to maximize individual students learning potential | ELL teacher, CLF, general educator, administrator, area, district, and state personnel | Ongoing analysis of formative and summative assessments | Formative and summative assessments including mini assessments, Diagnostics |
| 4 | Some students do not relate math operations to real-world experiences | Increase the use of manipulatives and hands-on activities to reinforce mathematics concepts | ELL teacher, CLF, general educator, administrator, area, district, and state personnel | Ongoing analysis of formative and summative assessments | Formative and summative assessments including mini assessments, Diagnostics |

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: | At least 50% (11) will demonstrate proficiency in mathematics on the 2013 FCAT |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 18% (3) of Students with Disabilities demonstrated proficiency in mathematics | At least 50% (11) will demonstrate proficiency in mathematics on the 2013 FCAT |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|---|---|---|
| 1 | Some students do not relate math operations to real-world experiences | Increase the use of manipulatives and hands-on activities to reinforce mathematics concepts | ESE Teacher, ESE Contact, administrators, area, district and state personnel | Ongoing analysis of formative and summative assessments | Formative and summative assessments including mini assessments, Diagnostics |
| 2 | Intinsic motivation, attendance, self-confidence | One-on-one as needed; small group instruction, technology, hands on projects, monitor attendance, incentives for regular school attendance and academic progress, accentuate the positive to build self confidence | ESE teacher, ESE Contact, general educator, administrators, area and district personnel | Progress monitor IEP goals and objectives, students' portfolio, assessment data, lesson plans and data binders, attendance record | Marzano iObservation, attendance record, progress monitor |
| 3 | Students are not familiar with the math vocabulary | Grade-level specific vocabulary development, through word walls, direct instruction, and centers/games. | ESE teacher, ESE Contact, general educator, administrators, area and district personnel | Progress monitor IEP goals and objectives, students' portfolio, assessment data, lesson plans and data binders | Marzano iObservation, attendance record, progress monitor |

| | | | | | |
|---|--|---|---|--|--|
| 4 | Students often cannot retain previously taught lessons. Long term memory can be a barrier. | Anchor charts will be used to provide visual support to students as well as create classroom references and define shared understandings of math concepts under study | ESE teacher, ESE Contact, general educator, administrators, area and district personnel | Progress monitor IEP goals and objectives, students' portfolio, assessment data, lesson plans and data binders | Marzano iObservation, attendance record, progress monitor |
| 5 | Accommodating various learning styles | Implement differentiated instruction with fidelity to meet the needs of all learning styles to maximize individual students learning potential | ESE teacher, ESE Contact, general educator, administrators, area and district personnel | Ongoing analysis of formative and summative assessments | Ongoing analysis of formative and summative assessments; mini benchmark assessments, and classroom performance assessments |

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

| | |
|--|---|
| E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E: | At least 50% (75) of economically disadvantaged students will demonstrate proficiency in mathematics on the 2013 FCAT |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 21% (31)of economically disadvantaged students demonstrated proficiency in mathematics | At least 50% (75) of economically disadvantaged students will demonstrate proficiency in mathematics on the 2013 FCAT |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|--|--|
| 1 | Students are not familiar with the math vocabulary; Students often cannot retain previously taught lessons. Long term memory can be a barrier | Grade-level specific vocabulary development, through word walls, direct instruction, and centers/games. Anchor charts will be used to provide visual support to students as well as create classroom references and define shared understandings of math concepts under study. | Teachers, administrators, area, district, and state support | Progress monitoring will be conducted with all students following the Fall and Winter Diagnostic assessments to identify strengths and weaknesses and set goals. | Marzano iObservation, data binders, portfolio, assessment data, lesson plans |
| 2 | Moving all subgroups to proficiency; motivation, self confidence | Additional small groups; district software: Gizmo, Riverdeep, FCAT Explorer, Go Math, Math Tutorial; Best Practices; Item Specs, Scope and Sequence, Classroom modeling; Data Chats, Push in support. Math teachers will participate in professional development by attending Florida's state math conference | Administrators, teachers, area and district support | CWTs; Marzano's classroom observations; formal evaluations; Lesson Plans; Data Chats | Marzano's Summative; classroom observations; student data - (student progress monitoring form); mini/benchmark assessments, diagnostic 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 |
|---|---------------------|--|--|--|--|--|
| Common Core Standards | Math K-1 | Area and district facilitators | Math - K-1 | On-going PD | Classroom observations: informal and formal utilizing Marzano, student portfolio, teacher data binder, lesson plans | Administrators, area,district, and state personnel |
| Go Math | Math K-5 | PDD School-based Team; area and district personnel | Math K-5 | On-going PD | Classroom observations: informal and formal utilizing Marzano, student portfolio, teacher data binder, lesson plans, Core K-12 & diagnostic results (grades 3-5) | Administrators, area, district, and state personnel |
| Florida's state Math Conference | Math K-5 | State presentators | Math K-5 | Fall 2012 | informal and formal utilizing Marzano, student portfolio, teacher data binder, lesson plans, Core K-12 & diagnostic results (grades 3-5) | Administrators, area, district, and personnel |
| RTI/SBT | K-5 | School-based team members; RtI Case Managers, Teachers | Math K-5 | Fall 2012; on going | Teacher observation; formal and informal assessments; student portfolio, teachers data binder, lesson plans | RtI case managers, Admimnistration, area,district, and state personnel |
| CORE K-12 | Math 3-5 | PDD School-based Team; area and district personnel | Math 3-5 | Fall 2012 on-site training (school personnel) On-going PD | Classroom observations: informal and formal utilizing Marzano, student portfolio, teacher data binder, lesson plans, Core K-12 & diagnostic results (grades 3-5) | Administrators, area, district, and state personnel |
| Differentiated Instruction | Math K-5 | PDD School-based Team; area and district personnel | Math K-5 | On-going PD and Faculty Connection Meetings | Classroom observations: informal and formal utilizing Marzano, student portfolio, teacher data binder, lesson plans, Core K-12 & diagnostic results (grades 3-5) | Administrators, area, district, and state personnel |
| Gizmos | Math 3-5 | PDD School-based Team; area and district personnel | Math 3-5 | Fall 2012 on-site training (district personnel) On-going PD | Classroom observations: informal and formal utilizing Marzano, student portfolio, teacher data binder, lesson plans, Core K-12 & diagnostic results (grades 3-5) | Administrators, area, district, and state personnel |
| The Art and Science of Teaching, Robert Marzano - | Math K-5 | PDD school-based team, administrators, teachers | Math K-5 | Fall 2012; on going PD and Faculty Connection Meetings | Marzano iObservations | Administrators, area, district, and state personnel |
| FCIM | All | PDD School-based Team, Administrators, area, district, and state personnel | All | Fall 2012; on-going | Regular Progress Monitoring, Portfolios, Lesson Plans, Data Chats, Data binders, Marzano iObservation | Administrators, area, district, and state personnel |

Mathematics Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|------------------------------------|----------------|------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| | FCAT prep books, ink, chart paper, | | |

| | | | |
|--|---|----------------|---------------------------------|
| Classroom Instruction - Supplies | math journals, paper, pencils, graph composition books, math notebooks, instructional materials, dry erase boards, three ring binders, manipulatives, math literacy libraries | Title I | \$1,000.00 |
| FCAT Tutorial | Saturday Tutoring | Title I | \$3,000.00 |
| Reading through mathematics | Math Literacy Libraries | Title I | \$1,500.00 |
| | | | Subtotal: \$5,500.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| State Math Conference - professional development | Out of County Travel; hotel, and registration | Title I | \$5,000.00 |
| | | | 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: \$10,500.00 |

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

| | |
|--|---|
| 1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal # 1a: | At least 60% (32) of fifth grade students (47) will demonstrate proficiency in science. |
|--|---|

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

| | |
|--|---|
| Thirteen percent(8) of fifth grade students demonstrated proficiency in science. | At least 60% (32)of fifth grade students will demonstrate 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 |
|--|---|---|--|--|---|
| | Lowest 25% in reading and math; Maintaining high proficiency in science | Teachers will provide students with multiple opportunities to integrate technology to support lesson delivery and student learning. 1. Teachers will utilize Gizmos within classroom instruction. 2. Teachers will incorporate Brain Pop Lessons to enhance | Administrators, Teachers, area, and district support | SSS Diagnostics; classroom assessments; CWTs; Marzano's classroom observations; lesson plans; formal evaluations | Marzano's Summative; classroom observations; student data - (student progress monitoring form); mini/benchmark, diagnostic assessment assessments |

instruction.

3. Teachers will use FCAT Explorer/Florida Achieves to assess students.
4. Teachers will participate in District-supported Vodcast presentations.
5. Teachers will utilize Think Central virtual labs and resources.
6. Teachers will receive support through the coaching cycle (pre-planning, modeling, co-teaching, observing, and debriefing) on how to effectively integrate technology to enhance instruction.
7. Administration will monitor the use of technology in the classrooms by conducting classroom walkthroughs.

Weekly science investigative projects/hands-on experiments; use of iPad in science lab; small groups; content area vocabulary development; science related field trips; Gizmos, Brain Pop and other district supported software; Science Fair, Harcourt on-line remediation, Push in support, increase time in small group lessons Saturday Science tutoring.

1. Teachers will model/facilitate shared writing experiences, such as: lab journal responses, answers to essential questions, bell ringers, etc.
2. Teachers will provide students with opportunities to write lesson reflections in their science journals.
3. Teachers will incorporate academic vocabulary into journal responses.
4. Teachers will receive support through the coaching cycle (pre-planning, modeling, co-teaching, observing, and debriefing) on how to incorporate writing into instruction.
5. Administration will

| | | | | |
|--|--|--|--|--|
| | | monitor the integration of writing by conducting classroom walk-throughs. Teachers will incorporate writing as a tool for students to demonstrate comprehension of assessed science concepts | | |
|--|--|--|--|--|

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: | On the 2013 FAA science at least 100% (1) of students will demonstrate Levels 4, 5, & 6 |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 100% (1)of students performed at levels 4, 5, & 6 on the FAA science | On the 2013 FAA science at least 100% (1) of students will demonstrate Levels 4, 5, & 6 |

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 | Reading level; Motivation, confidence | Small group instruction, one-on-one as needed, use of technology, hands on projects and related learning activities, science related field trips | ESE teacher, ESE contact, administrators, area and district personnel | Progress monitor, student portfolio, lesson plans, data binder, assessment data | Marzano iObservation |

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: | At least 30% (17) of students will demonstrate proficiency on the 2013 science FCAT |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 2%(1)of students demonstrate proficiency on science | At least 30% (17) of students will demonstrate proficiency on the 2013 science FCAT |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|---|--|--|
| 1 | Reading comprehension and vocabulary development; problem solving and critical thinking skills | Focused small group activities, district supported programs: Gizmos, Go Math, Brain Pop, Unitedstreaming, FCAT Explorer, Harcourt on-line | Administrators, teachers, area and district support staff | NGSSS Diagnostics; Marzano's classroom assessments; CWTs; classroom observations; lesson plans; data binders | Marzano's iObservation, student data - (student progress monitoring form); mini/benchmark assessments; diagnostic assessments FCAT results |

| | | | | | |
|---|--|--|--------------------------|--|--|
| | | remediation, Push in support; Saturday Science tutoring | | | |
| 2 | Reading comprehension and vocabulary development; problem solving and critical thinking skills | On-site exposure and participation in science experiments; science related field trips | Administrators, teachers | NGSSS Diagnostics; Core K12 assessment, classroom observations; science journals and notebooks; teacher's lesson plans and data binder | Marzano's iObservation, student data - (student progress monitoring form); mini/benchmark assessments; diagnostic assessments 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: | At least 50% of students will demonstrate Level 7 in science on the 2013 FAA |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 0% of students demonstrated Level 7 on FAA Science | At least 50% of students will demonstrate Level 7 in science on the 2013 FAA |
| Problem-Solving Process to Increase Student Achievement | |

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|--|---|---|----------------------|
| 1 | Reading comprehension level; Motivation and confidence | Small group instruction, high interest science related materials, one-on-one as needed | ESE teacher, ESE contact, administrators, area and district personnel | Progress monitor student portfolio, assessment data, science journals, teacher lesson plans and data binder | Marzano iObservation |

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 |
|------------------------------------|---------------------|---|---|--|--|---|
| Differentiated Instruction | KG-5 Science | Administrators, area and district personnel | Science K-5 | Fall 2012 on-going through duration of school year | Informal and formal classroom observations using Marzano's iObservation, student portfolio, lesson plans and teacher data binder | Administrators, area, district, and state personnel |
| RTI/SBT | KG-5 Science | SBT/RtI school-base team; area and district personnel | Science K-5 | Fall 2012 on-going throughout the year | Informal and formal classroom observations using Marzano's iObservation, student portfolio, lesson plans and teacher data binder | Administrators, area, district, and state personnel |

| | | | | | | |
|--|--------------|--|--------------|--|--|---|
| Common Core | KG-1 Science | District personnel | Science KG-1 | Fall 2012 on-going throughout the year | Informal and formal classroom observations using Marzano's iObservation, student portfolio, lesson plans and teacher data binder | Administrators, area, district, and state personnel |
| The Art and Science of Teaching Lesson Study | KG-5 | School based PDD team, administrators, teachers | School-wide | Fall 2012 on-going throughout the year | Informal and formal classroom observations using Marzano's iObservation | Administrators, area, district, and state personnel |
| Gizmos | Science 3-5 | District personnel | Science 3-5 | Fall 2012 onsite training by district personnel; ongoing | Informal and formal classroom observations using Marzano's iObservation, student portfolio, lesson plans and teacher data binder | Administrators, area, district, and state personnel |
| FCIM | All | PDD School-based, administrators, area, district personnel | All | Fall 2012 on-going | Regular Progress Monitoring, portfolios, data chats, lesson plans, data binders, Marzano iObservation | Administrators, area, district, and state personnel |

Science Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|----------------|-------------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Students will receive on-site science lessons from Mad Science Organization | Mad Science - Consultant | Title I | \$345.00 |
| FCAT Tutoring | Science FCAT Tutorial | Title I | \$3,000.00 |
| | | | Subtotal: \$3,345.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Integrate math and science | Use of iPads and Laptop in Science/Math Lab | Title I | \$5,000.00 |
| | | | Subtotal: \$5,000.00 |
| 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: \$8,345.00 |

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:

At least 90% (42) of our 4th grade students will demonstrate proficiency in writing.

| | |
|--|--|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Eighty four percent(39) of our 4th grade students demonstrated proficiency in writing. | At least 90% (42) of our 4th grade students will demonstrate proficiency 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 |
|---|--|---|---|--|---|
| 1 | Transferring verbal communication to written expression using appropriate vocabulary and grammar. Using the writing process to formulate ideas producing an essay. | Teachers will use multiple sources of data to plan writing instruction. 1. Teachers and Reading Coach will attend area writing training on using multiple sources of data to plan and monitor writing instruction. 2. Teachers will meet with Learning Team Facilitator to analyze writing data to identify trends. 3. Teachers and Reading Coach will meet during common planning to effectively use data to plan writing instruction. 4. Teachers will receive support through the coaching cycle (co-planning, modeling, co-teaching, observing, and debriefing). 5. Teachers will use multiple sources of data to plan writing instruction. 6. Administration will monitor the use of data to drive writing instruction by conducting classroom walkthroughs and reviewing student writing folders. Teachers will provide opportunities for students to engage in the full writing process to enhance their ability to focus, organize, and support writing. 7. Teachers and Reading Coach will attend area writing training on using multiple sources of data to plan and monitor writing instruction. 8. Teachers will receive follow-up support through common planning by District and Area Support Teams to identify teaching points within each component of the writing process. 9. Teachers will receive additional support | Administration, Teachers, K-5 writing team, area and district support staff | CWTs; Marzano's classroom observations; formal evaluations; Lesson Plans; Data Chats | Palm Beach Writes; Lucy Calkins; FCAT Writes, school wide prompts |

| | | | |
|--|---|--|--|
| | <p>through the coaching cycle as they plan and implement writing instruction.</p> <p>10. Teachers will provide opportunities for students to engage in the full writing process to enhance their ability to focus, organize, and support writing.</p> <p>11. Administration will monitor writing instruction by conducting classroom walkthroughs and reviewing student work folders. Collect data in a timely manner; familiarity with lessons; conferencing with students; small group strategy lessons; moving at suggested pace; modeling, Push in as needed, increase time in small group lessons, Thursday Writing Club; Writing Teachers to participate in on-going professional development - Lucy Calkins.</p> | | |
|--|---|--|--|

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: | At least 100% (4) of students will perform at a Level 4 or above on the FAA |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 100% (1) of students performed at a level 4 and above | At least 100% of students will perform at a Level 4 or above on the FAA |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|--|---|--|-------------------------|
| 1 | Reading, spelling, grammar, sentence structure; Motivation, confidence | Build confidence and motivation through coaching, small group instruction, one-on-one as needed, use of technology | ESE teacher, ESE Contact, administrators, area and district support | Progress Monitoring, portfolio, assessment data, writing journals, lesson plans and teacher data binders | Marzano iObservation |

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 |
|--|---------------------|---|--|--|---|--|
| The Art and Science of Teaching Lesson Study | K-5 Writing | PDD Team, Administrators | PDD school-based team, teachers, administrators, area and district | Fall 2012 on-going | Progress monitoring, assessment data, student portfolios, lesson plans, data binders, Marzano iObservation | Administrators, area, district, and state support |
| Writers Workshop | K-5 Writing | PDD Team, Administrators, area, district, Teachers College staff developers | PDD Team, teachers, administrators, area and district personnel | Pre-school 2012; on going | Portfolios, writing journals and notebooks, assessment data, lesson plans, data binders, Marzano iObservation | Administrators, area, district, and state support |
| SBT/RtI | All | PDD Team, Administrators, area, district, Teachers College staff developers | PDD Team, teachers, administrators, area and district personnel | Fall 2012 on-going | Progress Monitor interventions, view portfolios, lesson plans, data binder | Administrator, RtI Case Manager, area, district, and state personnel |
| Diffrentiated Instruction | All - K-5 | PDD Team, Administrators, area, district | PDD Team, teachers, administrators, area and district personnel | Fall 2012 on-going | Portfolios, writing journals and notebooks, assessment data, lesson plans, data binders, Marzano iObservation | Administrators, area, district, and state support |
| FCIM | All - K-5 | PDD Team, Administrators, area, district | PDD Team, teachers, administrators, area and district personnel | Fall 2012 on-going | Portfolios, writing journals and notebooks, assessment data, lesson plans, data binders, Marzano iObservation | Administrators, area, district, and state support |

Writing Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|---|---|-------------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Instructional Supplies | Writing journals, writing notebooks, pens, (publishing materials: ink, paper) | Title I | \$500.00 |
| FCAT Tutoring | FCAT Tutorial | Title I | \$3,000.00 |
| | | | Subtotal: \$3,500.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Writers Workshop | Teachers College Readers/Writers Workshop NYC | Title I Matching funds Mary & Robert Pew Foundation | \$2,000.00 |
| | | | Subtotal: \$2,000.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| | | | Grand Total: \$5,500.00 |

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: | | At least 90% of students (312) will be in attendance during the 2012-2013 school year. | | | |
| 2012 Current Attendance Rate: | | 2013 Expected Attendance Rate: | | | |
| At least 75% (330) of students are in attendance. | | At least 90% of students (312) will be in attendance during the 2012-2013 school year. | | | |
| 2012 Current Number of Students with Excessive Absences (10 or more) | | 2013 Expected Number of Students with Excessive Absences (10 or more) | | | |
| 108 Students had ten or more absences in 2011-2012 school year | | No more than 20 students will accumulate 10 or more absences. | | | |
| 2012 Current Number of Students with Excessive Tardies (10 or more) | | 2013 Expected Number of Students with Excessive Tardies (10 or more) | | | |
| 46 Students had ten or more tardies in 2010-2011 school year | | No more than 30 students will accumulate 10 or more tardies. | | | |
| Problem-Solving Process to Increase Student Achievement | | | | | |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Educating parents on the benefits parent involvement in education, promptness and school attendance | Parent trainings; Parent link reminders, newsletters, conferences with parents; student incentives for being on time; excellent attendance | All staff, parents, Truancy Contact (area office) | Monthly monitoring of absences and tardies via phone contact and letters to parents, notes in agendas and Tuesday Folders | Report Cards, Progress Reports, Suspension/Tardy tracking reports |

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

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

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

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: | Decrease suspensions from prior school year(2011-2012) |
| 2012 Total Number of In-School Suspensions | 2013 Expected Number of In-School Suspensions |
| N/A | N/a |
| 2012 Total Number of Students Suspended In-School | 2013 Expected Number of Students Suspended In-School |
| N/A | N/a |
| 2012 Number of Out-of-School Suspensions | 2013 Expected Number of Out-of-School Suspensions |
| 98 out of school suspensions | Less Than 30 suspensions |
| 2012 Total Number of Students Suspended Out-of-School | 2013 Expected Number of Students Suspended Out-of-School |
| 59 Students | Less than 30 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 | Lack of student training in conflict mediation/resolution | 1. Through guidance provide students with problem solving skills. 2. Teach students indicators as to when to seek help from staff. 3. Utilize parent liason to link parent and school. 4. District support outside resources to provide help at home and school 5. Guidance Groups 6. Bullying Prevention 7. The Academic Incentive Room (The Zone Room) 8. Parent Shadowing student | Administration, Guidance Counselor, teachers, parents, outside resources and area/district support staff | 1. Observations of appropriate behavior in classroom, during transition and in common areas throughout campus. 2. School-wide Positive Behavior. 3. Effectiveness of strategy reflected in student planner, on midterm report and report cards 4. Group Guidance 5. Social Skills Lessons/activities 6. Anger Management 7. Individual and Group Counseling as needed 8. Assist with basic needs | Decrease suspensions resulting in a school-wide environment conducive to learning. |

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

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

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

Suspension Budget:

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

| | | | |
|----------|--------------------------|----------------|---------------------|
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| | | | Grand Total: \$0.00 |

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

| | | | | | |
|---|---|---|---|---|--|
| Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement: | | | | | |
| 1. Parent Involvement | | | | | |
| Parent Involvement Goal #1: | | Increase Parent Involvement to at least 30% at school related activities and daily school operation by the June 2013 | | | |
| *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated. | | | | | |
| 2012 Current Level of Parent Involvement: | | 2013 Expected Level of Parent Involvement: | | | |
| Parent Involvement is currently about 20 percent participation at school related activities and daily school operation | | Increase Parent Involvement to at least 30% at school related activities and daily school operation by the June 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 |
| | All subgroups to meet AYP and Increase parent participation/involvement | <p>1. Parents will be invited to Open House/Annual Title I Workshop and grade level specific Curriculum Night workshops.</p> <p>2. Parents are encouraged to become actively involved in the decision-making process at school by volunteering.</p> <p>3. Parents have opportunities to serve on curriculum, discipline or other types of committees.</p> <p>4. Form partnerships with outside agencies, businesses, community members and institutions for higher education as a way of enhancing the cultural capital for</p> | <p>Instructional Staff</p> <p>Administrator</p> | Monitoring and data collection of all strategies. | <p>Analysis of School Effectiveness Questionnaire, Signed Compacts, Conference Logs, Sign- In Sheets, Agendas, Student conference report with and/or administration and committees</p> |

| | | | | | |
|---|--|---|--|--|--|
| 1 | | <p>children while providing effective communication and parental involvement. Acknowledge business partners during Community/Business Appreciation Program to encourage volunteers.</p> <p>5. Provide teachers with inservice on effective communication and parental involvement.</p> <p>6. Invite parents to school activities that reinforce student achievement and academic success.</p> <p>7. Provide parents with workshops to assist students with FCAT preparation.</p> <p>8. Encourage parents to attend conferences regarding student performance.</p> <p>9. Information will be sent home in the language and format parents can understand.</p> <p>10. Teachers will contact parents throughout the year to maintain a positive line of communication.</p> <p>11. Utilize parent advocate/parent involvement representative to increase parent involvement and communication.</p> <p>12. Parents will have access to computer training and technology through access of school related programs.</p> | | | |
| 2 | | | | | |

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 |
|---|---------------------|----------------------------------|---|--|-----------------------------------|---|
| Conference and successful parent meetings | K-5 | Administration | School-wide | 2 times per year | Conference notes, phone logs | Administration |

Parent Involvement Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|--|------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Family Involvement | Postage and Freight | Title I | \$446.00 |
| Family Involvement Daily Home School Connection | Student Agenda Supplies | Title I | \$496.00 |
| Math/Science Parent Night Science Boards and materials Title I \$450.00 | Science Boards and materials | Title I | \$150.00 |
| Parent Involvement/Trainings | We Both Read books for Home Libraries; Writing Journals for Reading and writing Reflections | Title I Matching funds (\$2000.00) Mary and Robert Pew Foundation | \$3,000.00 |
| Kindergarten Round | Read to Your Bunny | Title I | \$150.00 |
| Increase parent communication Parent Home-School weekly Folder | Weekly "Tuesday" Green Folder | Title I | \$250.00 |
| Subtotal: | | | \$4,492.00 |
| 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: | | | \$4,492.00 |

End of Parent Involvement Goal(s)

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

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

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

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

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

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

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

STEM Budget:

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

Additional Goal(s)

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 | Reading Tutorial - provide small group instruction with specific focus | FCAT Saturday Tutoring Grades 3-5 | Title I | \$2,380.00 |
| Reading | Provide reading supplies to assist teacher with differentiated instruction | Classroom carpets for instruction; reading journals, duplicating paper, post its, FCAT practice materials, ink, easels, composition books, three-ring binders, folders, timers | Title I | \$5,000.00 |
| Reading | Leveled Libraries to insure students have access to "Just Right" books and promote school-wide reading culture; Purchase of Mentor Texts and tool kits | An array of books with various genres at students instructional reading level K-5 | Title I Matching funds Mary & Robert Pew Educational Foundation | \$3,660.00 |
| Reading | Paraprofessional | support reading K-5 | Title I | \$28,000.00 |
| Reading | .5 Instructional | Reading Coach | Title I | \$33,794.00 |
| Mathematics | Classroom Instruction - Supplies | FCAT prep books, ink, chart paper, math journals, paper, pencils, graph composition books, math notebooks, instructional materials, dry erase boards, three ring binders, manipulatives, math literacy libraries | Title I | \$1,000.00 |
| Mathematics | FCAT Tutorial | Saturday Tutoring | Title I | \$3,000.00 |
| Mathematics | Reading through mathematics | Math Literacy Libraries | Title I | \$1,500.00 |
| Science | Students will receive on-site science lessons from Mad Science Organization | Mad Science - Consultant | Title I | \$345.00 |
| Science | FCAT Tutoring | Science FCAT Tutorial | Title I | \$3,000.00 |
| Writing | Instructional Supplies | Writing journals, writing notebooks, pens, (publishing materials: ink, paper) | Title I | \$500.00 |
| Writing | FCAT Tutoring | FCAT Tutorial | Title I | \$3,000.00 |
| Parent Involvement | Family Involvement | Postage and Freight | Title I | \$446.00 |
| Parent Involvement | Family Involvement Daily Home School Connection | Student Agenda Supplies | Title I | \$496.00 |
| Parent Involvement | Math/Science Parent Night Science Boards and materials Title I \$450.00 | Science Boards and materials | Title I | \$150.00 |
| Parent Involvement | Parent Involvement/Trainings | We Both Read books for Home Libraries; Writing Journals for Reading and writing Reflections | Title I Matching funds (\$2000.00) Mary and Robert Pew Foundation | \$3,000.00 |
| Parent Involvement | Kindergarten Round | Read to Your Bunny | Title I | \$150.00 |
| Parent Involvement | Increase parent communication Parent Home-School weekly Folder | Weekly "Tuesday" Green Folder | Title I | \$250.00 |
| | | | | Subtotal: \$89,671.00 |
| Technology | | | | |
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| | Reading Plus - increase | | | |

| | | | | |
|---------------------------------|--|--|---|---------------------------|
| Reading | reading levels by providing prescriptive lessons based on students' needs | Computer software - Reading Plus | Title I | \$7,470.00 |
| Reading | Increase students' desire to read using handheld technology | Nooks (20) | Title I | \$4,420.00 |
| Science | Integrate math and science | Use of iPads and Laptop in Science/Math Lab | Title I | \$5,000.00 |
| | | | | Subtotal: \$16,890.00 |
| Professional Development | | | | |
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| Reading | Provide on-site training in Readers Workshop; Modeled Lessons; Coaching-in support | Teachers College Staff Developers: Readers Workshop | Title I Matching funds Mary & Robert Pew Educational Foundation | \$15,305.00 |
| Reading | Readers/Writers Workshop | Fall Weekend Reunion NYC | Title I Matching funds Mary & Robert Pew Foundation | \$13,700.00 |
| Reading | Promote a reading culture in learning community | Book Study: Whale Done and Art and Science of Teaching | Title I | \$1,157.00 |
| Reading | Provide substitutes for teachers attending professional development in content areas | Substitutes for professional development | Title I | \$8,000.00 |
| Reading | Provide stipends for teachers for after school hours trainings. | Grade level collaboration (horizontally and vertically) to determine and plan differentiated instruction to meet the needs of each student | Title I | \$2,000.00 |
| Mathematics | State Math Conference - professional development | Out of County Travel; hotel, and registration | Title I | \$5,000.00 |
| Writing | Writers Workshop | Teachers College Readers/Writers Workshop NYC | Title I Matching funds Mary & Robert Pew Foundation | \$2,000.00 |
| | | | | Subtotal: \$47,162.00 |
| Other | | | | |
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | No Data | \$0.00 |
| | | | | Subtotal: \$0.00 |
| | | | | Grand Total: \$153,723.00 |

Differentiated Accountability

School-level Differentiated Accountability Compliance

| | | | |
|-----------------------------------|--------------------------------|----------------------------------|-----------------------------|
| <input type="checkbox"/> Priority | <input type="checkbox"/> Focus | <input type="checkbox"/> Prevent | <input type="checkbox"/> NA |
|-----------------------------------|--------------------------------|----------------------------------|-----------------------------|

Are you a reward school: Yes No

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

No Attachment (Uploaded on 8/26/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the

statement above by selecting "Yes" or "No" below.

✓ Yes. Agree with the above statement.

| Projected use of SAC Funds | Amount |
|--|--------|
| The projected use of SAC Funds will support school-wide academic initiatives promoting student achievement | \$0.00 |

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

Monitor academic progress of students. Support school-wide initiatives. Support professional development opportunities for teachers.

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 GLADE VIEW ELEMENTARY SCHOOL 2010-2011 | | | | | | |
|---|-----------|-----------|---------|---------|---------------------|---|
| | Reading | Math | Writing | Science | Grade Points Earned | |
| % Meeting High Standards (FCAT Level 3 and Above) | 74% | 78% | 95% | 76% | 323 | 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% | 61% | | | 130 | 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? | 83% (YES) | 77% (YES) | | | 160 | 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 | | | | | 613 | |
| 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 GLADE VIEW ELEMENTARY SCHOOL 2009-2010 | | | | | | |
|---|-----------|-----------|---------|---------|---------------------|---|
| | Reading | Math | Writing | Science | Grade Points Earned | |
| % Meeting High Standards (FCAT Level 3 and Above) | 60% | 71% | 74% | 53% | 258 | 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 | 59% | 51% | | | 110 | 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? | 53% (YES) | 53% (YES) | | | 106 | 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 | | | | | 474 | |
| Percent Tested = 100% | | | | | | Percent of eligible students tested |
| School Grade* | | | | | C | Grade based on total points, adequate progress, and % of students tested |