FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: SEMINOLE TRAILS ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Judith T. Garrard

SAC Chair: Ana Armbrister, PhD. & Mary Provost, Ed.D.

Superintendent: E. Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 11/7/2012

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

Dr. Mike Grego, Chancellor
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
		BA-Elementary Education, Florida Atlantic University; Master of Education, Educational			Principal of Seminole Trails in 2011-2012: Grade C: Reading Mastery: 47%, Math Mastery: 44%, Writing Mastery: 69%, Science Mastery: 31%, Learning Gains in Reading: 66%, Learning Gains in Math: 53%, Learning Gains for Lowest 25% in Reading: 74%, Learning Gains for Lowest 25% in Math: 57%. 2010-2011: Grade C, Reading Mastery: 71%, Math Mastery: 65%, Science Mastery 54%, AYP: 77%; Black, Economically Disadvantaged, and SWD, did not make AYP in Reading or Math and Hispanic Students did not make AYP in Math.

Principal	Judith Garrard	Leadership, Florida Atlantic University; Specialist in Education-Educational Leadership, Florida Atlantic University; Florida Certifications: Elementary Education (1-6), English to Speakers of Other Languages (ESOL) Endorsement, Educational Leadership (All Levels), School Principal (All Levels)	9	16	2009-2010: Grade B, Reading Mastery: 75%, Math Mastery: 68%, Science Mastery: 43%, AYP: 77%; Black, Economically Disadvantaged, and SWD, did not make AYP in Reading or Math and Hispanic Students did not make AYP in Math. 2008-2009:Grade: A, Reading Mastery: 82%, Math Mastery: 80%, Science Mastery: 51%, AYP: 100%. 2007-2008: Grade: A, Reading Mastery: 70%, Math Mastery: 71%, Science Mastery: 55%, AYP: 90%, SWD did not make AYP in Reading; Black and SWD did not make AYP in Math. 2006-2007: Grade: A, Reading Mastery: 76%, Math Mastery: 79%, Science Mastery: 44%, AYP: 97%, SWD did not make AYP in Math. 2005-2006: Grade: C, Reading Mastery: 69%, Math Mastery: 59%, AYP: 87%, SWD did not make AYP in Reading; Black, Economically Disadvantaged, and SWD did not make AYP in Math. 2004-2005: Grade: B, Reading Mastery: 65%, Math Mastery: 60%, AYP: 100%.
Assis Principal	Bruce Saulter	Bachelor of Arts-Elementary Education, Hanover College; Masters of Science-Educational Leadership, Nova Southeastern University. Florida Certifications: Elementary Education (K-6), Educational Leadership (All Levels)			2012-2013 is Mr. Saulter's first year as an Assistant Principal.

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Josie Sutton	Professional Educator's Certificate:Elementary Education (Grades 1-6), English to Speakers of	7	7	2011-2012: Grade C: Reading Mastery: 47%, Learning Gains in Reading: 66%, Learning Gains for Lowest 25% in Reading: 74%. 2010-2011: Grade C: Reading Mastery: 71%, AYP: 77%; Black, Economically Disadvantaged, and SWD, did not make AYP in Reading. 2009-2010: Grade B, Reading Mastery: 75%, Learning Gains: 61%, Lowest 25% Learning gains: 54% AYP: 77%; Black, Economically Disadvantaged, and SWD, did not make AYP in Reading. 2008-2009: Grade: A, Reading Mastery: 82, AYP: 100% SAT-10: 75% of 1st grade students on grade level, 63% of 2nd grade students on grade level DIBELS: 74% of students beginning on grade level still on grade level at the end of the year, 40% of students beginning at some level of risk moved to a lesser level of risk by the end of the school year.

		Other Languages (ESOL) Endorsement, Reading (Grades K-12)			2007-2008: Grade A. Reading Mastery: 70%, Learning Gains: 64%, Lowest 25% Gains: 68%. White, Black, Hispanic, FRPL and ELL made AYP in reading. SWD did not make AYP in reading. SAT-10: 70% of 1st grade students on grade level, 63% of 2nd grade students on grade level DIBELS: 80% of students beginning on grade level still on grade level at the end of the year, 43% of students beginning at some level of risk moved to a lesser level of risk by the end of the school year. 2006-2007: Grade A. Reading Mastery: 76%, Learning Gains: 73%, Lowest 25% Gains: 64%. All subgroups made AYP in reading. SAT-10: 62% of 1st grade students on grade level, 50% of 2nd grade students on grade level DIBELS: 84% of students beginning on grade level still on grade level at the end of the year, 41% of students beginning at some level of risk moved to a lesser level of risk by the end of the school year.

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. Regular meetings of new teachers with Principal	Principal	On-going	
2	2. Regular Educator Support Team meetings with new teachers and pre-service teachers. The school enhanced the district sponsored program to include all 12 Accomplished Educator Practices.	Assistant Principal	On-going	
3	3. Regular meetings of new teachers with Beginning Teacher Assistance Program in addition to the district sponsored Educator Support Program.	Assistant Principal	On-going	
4	4. Partnering new teachers with veteran staff (mentoring).	Assistant Principal	On-going	
5	5. New teachers will regularly assess data and plan with veteran teachers.	Principal	On-going	
6	6. Soliciting referrals from current employees	Principal	On-going	

Non-Highly Effective Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
None	The ELL contact will provide additional resources to support effective instruction of students learning English. An ELL teacher will plan with the teacher on a weekly basis to suggest strategies that will benefit ELL students. Teachers will take coursework required to become ESOL endorsed according to the agreed timeline. The district ASD contact will provide additional resources to support effective instruction of students with autism. A teacher with ASD

	endorsement will plan with the teacher on a weekly basis to suggest strategies that will benefit students with autism. The teacher will take coursework required to become ASD endorsed according to the agreed timeline.

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
67	7.5%(5)	35.8%(24)	34.3%(23)	22.4%(15)	37.3%(25)	85.1%(57)	16.4%(11)	0.0%(0)	58.2%(39)

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
Judi Ackerman, Resource Teacher, Department of Professional Development	Crystal Warren	Ms. Ackerman has participated in extensive training provided by the New Teacher Center. The New Teacher Center provides a comprehensive teacher induction program that provides one-on-one mentoring between new teachers and well-qualified veteran teachers, professional development differentiated to new teachers' needs and a proven Formative Assessment System with resources to improve instruction.	In addition to participating in the two-year New Teacher Center Mentoring Program, Ms. Warren will participate in additional school-based activities that address the Educator Accomplished Practices. These activities include developing quality classroom assessments, submitting three samples of written communication to the principal for review, and participation in scheduled discussions involving ethics and diversity. Ms. Warren will also receive support from the STES Beginning Teacher Assistance Program.
		Ms. Ackerman has participated in extensive training provided by the New Teacher Center. The New Teacher Center provides a comprehensive teacher induction program that	In addition to participating in the two-year New Teacher Center Mentoring Program, Mr. Flinchbaugh will participate in additional school-based activities that address the Educator Accomplished Practices. These activities

Judi Ackerman, Resource Teacher, Department of Professional Development	Ian Flinchbaugh	provides one-on-one mentoring between new teachers and well-qualified veteran teachers, professional development differentiated to new teachers' needs and a proven Formative Assessment System with resources to improve instruction.	include developing quality classroom assessments, submitting three samples of written communication to the principal for review, and participation in scheduled discussions involving ethics and diversity. Mr. Flinchbaugh will also receive support from the STES Beginning Teacher Assistance Program.
Judi Ackerman, Resource Teacher, Department of Professional Development	Ronnie Margolin	Ms. Ackerman has participated in extensive training provided by the New Teacher Center. The New Teacher Center provides a comprehensive teacher induction program that provides one-on-one mentoring between new teachers and well-qualified veteran teachers, professional development differentiated to new teachers' needs and a proven Formative Assessment System with resources to improve instruction.	In addition to participating in the two-year New Teacher Center Mentoring Program, Ms. Margolin will participate in additional school-based activities that address the Educator Accomplished Practices. These activities include developing quality classroom assessments, submitting three samples of written communication to the principal for review, and participation in scheduled discussions involving ethics and diversity. Ms. Margolin will also receive support from the STES Beginning Teacher Assistance Program.
Judi Ackerman, Resource Teacher, Department of Professional Development	Melissa Dan	Ms. Ackerman has participated in extensive training provided by the New Teacher Center. The New Teacher Center provides a comprehensive teacher induction program that provides one-on-one mentoring between new teachers and well-qualified veteran teachers, professional development differentiated to new teachers' needs and a proven Formative Assessment System with	In addition to participating in the two-year New Teacher Center Mentoring Program, Ms. Dan will participate in additional school-based activities that address the Educator Accomplished Practices. These activities include developing quality classroom assessments, submitting three samples of written communication to the principal for review, and participation in scheduled discussions involving ethics and diversity. Ms. Dan will also receive support from the STES Beginning Teacher Assistance Program.

		resources to improve instruction.	
Alexis Lewissohn	Lauren Clark	Ms. Lewissohn is the fifth grade team leader at Seminole Trails Elementary School and is a math and science teacher on the team, like Ms. Clark. Ms. Lewissohn has a record of increased student achievement and experiences as an ESE teacher, ESE Contact, and Discipline Committee Chairperson. Ms. Lewissohn has had extensive professional development in the area of math and science, has served on several Educator Support Program teams and has hosted multiple pre-service teachers.	In addition to the five Educator Accomplished Practices activities required by the district's Educator Support Program, Ms. Clark will participate in additional activities that address the remaining seven Educator Accomplished Practices. These activities include developing quality classroom assessments, submitting three samples of written communication to the principal for review, and participation in scheduled discussions involving ethics and diversity. Ms. Clark will also receive support from the STES Beginning Teacher Assistance Program.
Jenae Dean, Resource Teacher, Department of Professional Development	Daile Garcia	Ms. Dean has participated in extensive training provided by the New Teacher Center. The New Teacher Center provides a comprehensive teacher induction program that provides one-on-one mentoring between new teachers and well-qualified veteran teachers, professional development differentiated to new teachers' needs and a proven Formative Assessment System with resources to improve instruction.	In addition to participating in the two-year New Teacher Center Mentoring Program, Ms. Garcia will participate in additional school-based activities that address the Educator Accomplished Practices. These activities include developing quality classroom assessments, submitting three samples of written communication to the principal for review, and participation in scheduled discussions involving ethics and diversity. Ms. Garcia will also receive support from the STES Beginning Teacher Assistance Program.
		Ms. Dean has participated in extensive training provided by the New Teacher Center. The	In addition to participating

Jenae Dean, Resource Teacher, Department of Professional Development	Gillian Gayle	New Teacher Center provides a comprehensive teacher induction program that provides one-on-one mentoring between new teachers and well-qualified veteran teachers, professional development differentiated to new teachers' needs and a proven Formative Assessment System with resources to improve instruction.	in the two-year New Teacher Center Mentoring Program, Ms. Gayle will participate in additional school-based activities that address the Educator Accomplished Practices. These activities include developing quality classroom assessments, submitting three samples of written communication to the principal for review, and participation in scheduled discussions involving ethics and diversity. Ms. Gayle will also receive support from the STES Beginning Teacher Assistance Program.
Jenae Dean, Resource Teacher, Department of Professional Development	Kayla Thompson	Ms. Dean has participated in extensive training provided by the New Teacher Center. The New Teacher Center provides a comprehensive teacher induction program that provides one-on-one mentoring between new teachers and well-qualified veteran teachers, professional development differentiated to new teachers' needs and a proven Formative Assessment System with resources to improve instruction.	In addition to participating in the two-year New Teacher Center Mentoring Program, Ms. Thompson will participate in additional school-based activities that address the Educator Accomplished Practices. These activities include developing quality classroom assessments, submitting three samples of written communication to the principal for review, and participation in scheduled discussions involving ethics and diversity. Ms. Thompson will also receive support from the STES Beginning Teacher Assistance Program.
Katie Judge	Katherine Hughes	Ms. Judge is an experienced teacher with a proven record of increased student achievement. She is an active member of the Positive Behavior Support team and the PTO. In addition, Ms. Judge is the second grade team leader and has hosted many pre-service teachers.	In addition to the five Educator Accomplished Practices activities required by the district's Educator Support Program, Ms. Hughes will participate in additional activities that address the remaining seven Educator Accomplished Practices. These activities include developing quality classroom assessments, submitting three samples of written communication to the principal for review, and participation in scheduled discussions involving ethics and diversity. Ms. Hughes will also receive support from the STES Beginning Teacher Assistance Program.

Christine Montgomery	Margot Misas	Ms. Montgomery serves Seminole Trails Elementary School as the ASD team leader. She has had extensive experience working with stduents in various ESE settings and is an experienced and endorsed teacher of autistic students.	In addition to the five Educator Accomplished Practices activities required by the district's Educator Support Program, Ms. Misas will participate in additional activities that address the remaining seven Educator Accomplished Practices. These activities include developing quality classroom assessments, submitting three samples of written communication to the principal for review, and participation in scheduled discussions involving ethics and diversity. Ms. Misas also receive support from the STES Beginning Teacher Assistance Program.

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 funding is used at the school to purchase a reading coach, a primary resource teacher and an intermediate resource teacher. Professional development activities and materials are supported through this funding. Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school.

The district coordinates with Title II and Title III in ensuring staff development needs are provided.

Title I, Part C- Migrant

Funds are used at the district level as needed for the schools.

Title I, Part D

District Migrant Liaison provides services and support to our few qualifying students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title II

Funds are used at the district level as needed for the schools to assist with Coaching needs and Professional Development

Title III

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

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers. Seminole Trails has a teacher funded through SAI funds who provides supplemental reading instruction to struggling students in the intermediate grades.

Violence Prevention Programs

The school promotes respect for oneself and others as the foundation for a safe school environment. In addition to positive, character building lessons, the school sends anti-bullying messages. Measures are in place to investigate bullying, counsel

victims and instigators, and to deliver consequences as appropriate. Support and resources are provided by the Department of Safe Schools.

Seminole Trails implements a School-wide Positive Behavior Support Program.

Single School Culture and Appreciation for Multicultural Diversity.

Nutrition Programs

Seminole Trails' students benefit from access to the 100% Accessible Breakfast program. Families may apply for free or reduced lunch eligibility.

Housing Programs

NA

Head Start

NA

Adult Education

N/A

Career and Technical Education

Career education is integrated into the core curriculum via guidance classes and supported by core classroom teachers. An annual Career Day event is held, hosting community speakers.

Job Training

NA

Other

Required Instruction Listed in FL Statute 1003.42(2), as applicable to appropriate grade levels.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school based MTSS Leadership Team is comprised of the following members: principal, ESE contact, ESOL Coordinator/ Teacher, school psychologist, classroom teacher(s), reading coach, school nurse, speech/language pathologist, and the MTSS/RtI Meeting Facilitator (school guidance counselor).

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

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

The MTSS Leadership Team will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, guidance counselor) and report back on all data collected for further discussion at future meetings.

Problem Solving Model*
The four steps of the Problem Solving Model are:
• Problem Identification entails identifying the problem and the desired behavior for the student.
• Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.

• Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
• Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

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

*Problem Solving & Response to Intervention Project 2008

Additionally, the Team will implement Florida's MTSS developed through Florida's Positive Behavior Support Project in conjunction with the University of South Florida College of Behavioral & Community Sciences and the Problem Solving & Response to Intervention Project.

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 school based MTSS Leadership Team is comprised of the following members: principal, ESE contact, ESOL coordinator/ teacher, school psychologist, classroom teacher(s), reading coach, school nurse, speech/language pathologist, and the MTSS/RtI Meeting Facilitator (school guidance counselor).

Principal: The principal provides a common vision for the use of data-based decision-making to ensure: a sound, effective academic program is in place; a process to address and monitor subsequent needs is created; the MTSS Leadership Team is implementing RtI processes; assessment of RtI skills of school staff is conducted; fidelity of implementation of intervention support is documented; adequate professional development to support RtI implementation is provided; and, effective communication with parents regarding school-based MTSS/RtI plans and activities occur. With the principal's leadership, the MTSS Leadership Team provides direct support/participation in the development, implementation and monitoring of the SIP.

Select General Education Teachers (Primary and Intermediate): Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

English for speakers of other languages (ESOL) Coordinator/Teacher: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. The ESOL coordinator/teacher collaborates with general education teachers. She also provides information on the cultural backgrounds of students and the assessment and acquisition of English as a second language as it relates to academic progress.

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

Instructional Coach Reading: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

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

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

School Nurse: Provides input on the student medical needs and concerns. She updates the team on the results of school-wide screenings and communicates with families to support medical needs.

MTSS/RtI Meeting Facilitator: The MTSS/RtI Meeting Facilitator will serve as the coordinator for consistent meeting planning and data entry. Additionally, this individual will assist in the design, development and implementation of progress monitoring plans, data collection and analysis, implementation of Tier 2 and Tier 3 interventions, and offer professional development and technical assistance to school-based personnel.

MTSS Implementation

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

Baseline data:
• Florida Comprehensive Assessment Test (FCAT)
• Curriculum Based Measurement
• Florida Assessment for Instruction in Reading (FAIR)
• Palm Beach County Fall Diagnostics
• Palm Beach Writes
• K-4 Literacy Assessment System
• Diagnostic Assessment for Reading (DAR)
• Progress Monitoring and Reporting Network (PMRN)
• Comprehensive English Language Learning Assessment (CELLA)
• Office Discipline Referrals
• Retentions
• Absences
Midyear data:
• Florida Assessment for Instruction in Reading (FAIR)
• Diagnostic Assessment for Reading (DAR)
• Palm Beach County Winter Diagnostics
• Palm Beach Writes
• Progress Monitoring and Reporting Network (PMRN)
• K-4 Literacy Assessment System
End of year data:
• Florida Assessment for Instruction in Reading (FAIR)
• Florida Comprehensive Assessment Test (FCAT)
• FCAT Writes
Frequency of required Data Analysis and Action Planning Days: Once within a cycle of instruction (refer to appropriate focus calendar)

Describe the plan to train staff on MTSS.

Professional development will be offered to the MTSS/RtI Meeting Facilitator by district coordinators. The MTSS/RtI Meeting Facilitator and team members will provide in-service to the faculty on designated professional development days (PDD). These in-service opportunities will include, but are not limited to, the following:
-Problem Solving Model
-Positive Behavioral Intervention and Support (PBIS)
-data-based decision-making to drive instruction
-progress monitoring
-selection and availability of research-based interventions
-tools utilized to identify specific discrepancies in reading.

Individual professional development will be provided to classroom teachers, as needed.

Describe the plan to support MTSS.

The administration, faculty and staff will support the implementation/monitoring of MTSS at Seminole Trails Elementary School by identifying the school-based MTSS Leadership Team, clearly identifying the functions of this team and its means for collaboration and consultation with other school-based teams at the school. Furthermore, the MTSS Leadership Team will participate in the development, implementation and monitoring of the school improvement plan. Moreover, the problem solving model recommended by Florida's MTSS program developers will be instituted as well as supported by the School District of Palm Beach County. The data sources and management systems listed previously in this plan will be used to monitor and summarize student data. Finally, professional development activities necessary to support and inform the MTSS process will be ongoing throughout the 2012-2013 school year.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Josie Sutton, Reading Coach, Facilitator
Judith Garrard, Principal
Bruce Saulter, Assistant Principal
Patricia Potts, Media Specialist
Sandra Backman, SAI Teacher
Jenifer Lo, Primary Reading Resource Teacher
Zondell Morris,Teacher
Lynette Matey, ESOL Contact/Coordinator
Kayla Thompson, Teacher

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

The LLT will collect data from teacher observations, anecdotal notes, classroom walk-throughs, student work folders, and LAS (RRR observed reading behaviors) to monitor and support the major initiative. The data will be used to plan a course of action, guiding professional development, instructional planning, and parent training. The LLT will meet monthly throughout the year to analyze data and monitor implementation.

The reading coach will facilitate the work of the team. Administration will provide support and resources and will conduct classroom walk-throughs and observations. The media specialist will support classroom instruction and media literacy. The SAI teacher and primary resource teachers will provide remedial instruction and support strong core instruction and tier II and III interventions from experience and participation in the MTSS/RtI process. The classroom teachers with reading endorsement will support strong core instruction and tier II and III interventions. Together the team has access to a variety of resources and data, along with experience analyzing data and implementing effective instruction.

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

The major initiatives of the LLT will be to increase students' independent and consistent implementation of reading strategies and to facilitate the transition to the Common Core State Standards through professional development.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 9/20/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

A Kindergarten Round-Up is held each April where parents are informed of readiness skills and given a tour of the school and an opportunity to visit classrooms. The program is advertised at local preschool programs and information about readiness for kindergarten is shared by Kindergarten teachers.

In addition, Seminole Trails Elementary School hosts several pre-kindergarten special education programs. Individual transitional meetings from these programs to kindergarten are held to plan to meet the needs of students. Vertical articulation meetings are held between pre-kindergarten and kindergarten teachers regarding grade level expectations.

All incoming Kindergarten students are assessed upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. The Florida Kindergarten Readiness Screener (FLKRS) is administered to assess the readiness of each child for kindergarten. The FLKRS includes a subset of the Early Childhood Observation System™ (ECHOS™) and the Florida Assessments for Instruction in Reading (FAIR). Specifically, the Early Childhood Observation System (ECHOS) will be used to assess basic academic skill development and academic school readiness of incoming students and the Florida Assessments for Instruction in Reading (FAIR) will be used to measure Letter Naming and Phonemic Awareness. The Oral Language Assessment (OLA) will be used to ascertain oral language skills of incoming students. In addition to academic/school readiness assessments, all incoming Kindergarten students will be assessed in the area of social/emotional development. Specifically, the Teacher-Child Rating Scale (TCRS) will be completed for each incoming Kindergarten student by the classroom teacher. The TCRS measures children's development in 4 areas: Assertiveness, Behavioral Control, Peer Social and Task Orientation. In addition, the Scale for Assessing Emotional Disturbance (SAED 2) will be used as a screening tool. It has 10 questions related to children's social/emotional and behavioral development. Questionnaire results will provide valuable information regarding student development and need for instruction/intervention regarding prosocial behavior, self-regulation, self-concept, and self-efficacy.

Screening data will be collected and aggregated. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. A trained and supervised child associate will provide individual social skills instruction weekly for 30-40 minutes for one semester to targeted students through Primary Project.

Academic screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	On the 2012 administration of the FCAT Reading Test 25% (96/389) of our students achieved proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (96/389) of students achieved proficiency	30% (108/359) of students will achieve proficiency on the 2013 Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. New teachers may not possess the skills or knowledge base to administer the Literacy Assessment System (LAS), FAIR, district diagnostic assessments and SRI in order to monitor student progress and analyze results/data to guide instruction.	1a.1. Schedule training sessions on assessment procedures and interpretation of data to guide instruction.	1a.1. Administration, Reading Coach, Professional Development Team, Area 4 Support Team	1a.1. Professional development sign in sheets, Single School Culture for Academics meeting notes, LAS fidelity checks	1a.1. Printout of diagnostic, SRI, FAIR and LAS assessment data; LAS fidelity checks
2	1a.2. Students may not master content and skills at the expected rate.	1a.2. The school will monitor student progress through diagnostic, SRI, FAIR, and LAS data.	1a.2. Administration and the Reading Coach	1a.2. Review diagnostic, SRI, and LAS data reports during Single School Culture for Academics meetings to assist teachers in monitoring, remediating, and enriching students using a direct instruction model.	1a.2. Printout of diagnostic, SRI, and LAS assessment data.
3	1a.3. Without proper pacing, all grade level benchmarks may not be addressed.	1a.3. Develop an Instructional Focus Calendar for Reading and Language Arts classes.	1a.3. Administration, Reading Coach, Team Leaders	1a.3. Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	1a.3. Effectiveness will be determined through diagnostic, SRI, and LAS assessments.
4	1a.4. Students may not relate to texts presented.	1a.4. Promote student choice of high quality and multicultural literature available for check-out from the media center on an individual student basis and for classroom library check-out.	1a.4. Administration, Reading Coach, Media Specialist	1a.4. Increased circulation of media center books.	1a.4. Media circulation reports
5	1a.5. Students may not have personal goals or know their strengths and weaknesses.	1a.5. Student Achievement Chats will be conducted with all students following diagnostic assessments, utilizing language facilitators as needed.	1a.5. Administration, Teachers	1a.5. Students can discuss their goals, strengths and weakness, and show an increase in performance.	1a.5. FCAT scores, printout of diagnostic, SRI, FAIR and LAS assessment data; LAS fidelity checks

6	1a.6.Students may need additional time to master content and skills.	1a.6. Provide afterschool tutoring for targeted students.	1a.6. Assistant Principal	1a.6. Review of tutorial attendance logs; review of student performance on diagnostic, SRI, and LAS assessments	1a.6. FCAT scores, printout of diagnostic, SRI, FAIR and LAS assessment data; LAS fidelity checks
7	1a.7. Students may not be exposed to an environment that promotes reading and have ample reading materials at students' instructional levels.	1a.7. Create classroom environments conducive to reading.	1a.7. Administration, Reading Coach, Teachers	1a.7. Classroom walkthroughs	1a.7. Classroom walkthrough logs
8	1a.8. Some new staff have not been taught a Balanced Literacy Program approach and others have room to develop.	1a.8. Continued implementation of a Balanced Literacy Program.	1a.8. Administration, Reading Coach, Area 4 Reading Support Personnel	1a.8. Administration and Reading Coach will conduct classroom walkthroughs to monitor effective implementation of Balanced Literacy methods.	1a.8. Classroom walkthrough logs
9	1a.9. Student time spent receiving academic reading instruction is negatively impacted when out of class due to discipline referrals.	1a.9.Continue the implementation of Positive Behavior Support	1a.9. Administration, Positive Behavior Support Team	1a.9. Administration and Positive Behavior Support Team will analyze discipline referrals (incidents and actions) while promoting and rewarding positive behavior.	1a.9. Discipline referrals

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 2012 administration of the Florida Alternative Assessment (FAA) 30% (3/10) of our students scored at level 4, 5 and/or 6 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (3/10)	On the 2013 administration of the Florida Alternative Assessment 40% (4/10) of our students will score at level 4, 5 and/or 6 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	1b.1. Students taking the FAA typically exhibit uneven patterns of performance across time and settings which may hinder their performance on standardized tests.	1b.1. Teachers working with students who are eligible to take the FAA will provide multiple opportunities to practice targeted skills across a variety of settings in an effort to increase consistent performance.	1b.1. Administration, ESE and General Education Teachers	1b.1. Review of informal and formal performance measures as they relate to Individual Education Plans and Access Points	1b.1. Informal and formal assessment measures including but not limited to teacher made tests, data sheets, checklists, curriculum based assessment, IEP goal progress, etc.
2	1b.2. Students may have difficulty expressing knowledge of content and/or targeted skill due to disability (some are nonverbal).	1b.2. Teachers will provide multiple means of expression and formats for students to demonstrate mastery of content/skills.	1b.2. Administration, ESE and General Education Teachers	1b.2. Review of informal and formal performance measures and lesson plans as they relate to Individual Education Plans and Access Points	1b.2. Informal and formal assessment measures including but not limited to teacher made tests, data sheets, checklists, curriculum based assessment, IEP goal progress, etc.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	On the 2012 administration of the FCAT Reading Test 22% (86/389) of our students achieved above proficiency at an FCAT Level 4 or 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (86/389)	27% (96/359) of students will achieve above proficiency at an FCAT Level 4 or 5 on the 2013 Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1.Students may not be challenged to think critically.	2a.1. Include higher-order questions (Webb's Depth of Knowledge) in lesson plans.	2a.1. Administration	2a.1. Classroom observation	2a.1. Printout of diagnostic, SRI, FAIR and LAS assessment data will be used to determine effectiveness. Classroom walkthrough log and focused walkthroughs to determine frequency of higher order questions.
2	2a.2. Students may not have personal goals or know their strengths and weaknesses.	2a.2. Student Achievement Chats will be conducted with all students following diagnostic assessments, utilizing language facilitators as needed.	2a.2. Administration, Teachers	2a.2. Students can discuss their goals, strengths and weakness, and show an increase in performance.	2a.2. FCAT scores, printout of diagnostic, SRI, FAIR and LAS assessment data; LAS fidelity checks
3	2a.3 Students may not reach their potential without enrichment opportunities.	2a.3 Provide opportunities for enrichment through scheduled classes and afterschool opportunities	2a.3 Assistant Principal	2a.3 Review of tutorial attendance logs; review of student performance on diagnostic, SRI, and LAS assessments during Single School Culture for Academics meetings	2a.3 FCAT scores, printout of diagnostic, SRI, FAIR and LAS assessment data; LAS fidelity checks

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	On the 2012 administration of the Florida Alternative Assessment (FAA) 50% (5/10) of our students scored at or above level 7 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (5/10)	On the 2013 administration of the Florida Alternative Assessment 60% (6/10) of our students will score at or above level 7 in reading.

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	2b.1. Students who are eligible to take the FAA may demonstrate issues with critical thinking.	2b.1. Teachers will provide multiple opportunities for students to learn and apply critical thinking skills to tasks related to reading across a variety of settings.	2b.1. Administration, ESE and General Education Teachers	2b.1. Review of informal and formal performance measures as they relate to Individual Education Plans and Access Points.	2b.1. Informal and formal assessment measures including but not limited to teacher made tests, data sheets, checklists, curriculum based assessment, IEP goal progress, etc.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	On the 2012 administration of the FCAT Reading Test 62% (251/253) made learning gains in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (251/253)	67% (150/224) will make learning gains on the 2013 FCAT Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3a.1.Student time spent reading independently outside of the literacy block may not be adequate.	3a.1. Media center's open door policy and scheduling will promote student choice of high quality literature available for check-out before and after school and during the school day.	3a.1.Administration, Reading Coach, Media Specialist	3a.1. Monitor student circulation	3a.1. Media circulation reports
2	3a.2. Students may not be motivated to read.	3a.2. Increase student motivation for reading through the promotion of our school-wide Reading Counts program.	3a.2. Administration, Reading Coach, Media Specialist	3a.2. Monitor Scholastic Reading Counts reports	3a.2. Scholastic Reading Counts reports
3	3a.3. Students may need additional time to master content and skills.	3a.3. Provide afterschool tutoring for targeted students	3a.3. Assistant Principal	3a..3. Review of tutorial attendance logs; review of student performance on diagnostic, SRI, and LAS assessments	3a.3. FCAT scores, printout of diagnostic, SRI, FAIR and LAS assessment data; LAS fidelity checks
4	3a.4. Students may not have personal goals or be aware of their strengths and weaknesses.	3a.4. Student Achievement Chats will be conducted with all students following diagnostic assessments, utilizing language facilitators as needed.	3a.4. Principal, Reading Coach	3a.4. Administrators will review log for Student Achievement Chats during walkthroughs.	3a.4. Administrators will randomly ask students how they performed on their most recent assessment to determine if data chats are successful

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.	On the 2012 administration of the Florida Alternative Assessment (FAA) 10% (1/10) of our students made learning

Reading Goal #3b:	gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (1/10)	On the 2013 administration of the Florida Alternative Assessment (FAA) 20% (2/10) of our 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	3b.1. Students taking the FAA typically exhibit uneven patterns of performance across time and settings.	3b.1. Teachers working with students who are eligible to take the FAA will provide multiple opportunities to practice targeted skills across a variety of settings in an effort to increase consistent performance.	3b.1. Administration, ESE and General Education Teachers	3b.1. Review of informal and formal performance measures as they relate to Individual Education Plans and Access Points	3b.1. Informal and formal assessment measures including but not limited to teacher made tests, data sheets, checklists, curriculum based assessment, IEP goal progress, etc.

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	On the 2012 administration of the FCAT Reading Test 70% (47/67) of students in the Lowest 25% made learning gains in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (47/67)	80% (53/67) of students in the Lowest 25% will make learning gains on the 2013 FCAT Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4a.1.Students learn in different ways and at different rates.	4a.1. Tier 1: Determine core instructional needs by reviewing diagnostic, SRI, FAIR, and LAS assessment data for all students. Plan differentiated instruction using evidence-based instruction/interventions within 90-minute reading block.	4a.1. Administration, Reading Coach	4a.1. Analyze diagnostic, SRI, FAIR and LAS assessment data during Single School Culture for Academic meetings.	4a.1. Diagnostic, SRI, FAIR and LAS assessment data will be used to determine the effectiveness of instruction/ interventions.
2	4a.2. Some students require additional time and methods to master content and skills.	4a.2. Tier 2: Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of diagnostic, SRI, FAIR, and LAS data and will include explicit instruction, modeled instruction, guided practice and independent	4a.2. Administration, Reading Coach, SAI teacher, Resource teachers, School Based Team for MTSS/RtI	4a.2. Analyze diagnostic, SRI, FAIR and LAS assessment data.	4a.2. Diagnostic, SRI, FAIR and LAS assessment data will be used to determine the effectiveness of instruction/ interventions.

		practice.			
3	4a.3 Some students require even greater time and more targeted methods to master content and skills.	4a.3. Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and be provided in addition to core and supplemental instruction.	4a.3. Administration, Reading Coach, School Based Team for MTSS/RtI	4a.3. Analyze diagnostic, SRI, FAIR and LAS assessment data.	4a.3. Diagnostic, SRI, FAIR and LAS assessment data will be used to determine the effectiveness of instruction/ interventions.
4	4a.4 Students may need additional time to master content and skills.	4a.4 Provide afterschool tutoring for targeted students.	4a.4 Assistant Principal	4a.4 Review of tutorial attendance logs; review of student performance on diagnostic, SRI, and LAS assessments	4a.4 FCAT scores, printout of diagnostic, SRI, FAIR and LAS assessment data; LAS fidelity checks
5	4a.5 Students may not possess grade-level skills upon entry to assigned grade.	4a.5 Provide Tier 2 and 3 instruction to primary students.	4a.5 Administration, Reading Coach, School Based Team for MTSS/RtI, Primary and Intermediate Resource Teachers	4a.5 Analyze diagnostic, SRI, FAIR and LAS assessment data.	4a.5 SRI, FAIR and LAS assessment data will be used to determine the effectiveness of instruction/ interventions.
6	4a.6 Students may not have access to literature at home.	4a.6 Provide "Take Me Home" books from Breakthrough to Literacy to SAI students.	4a.6 Administration, SAI teacher	4a.6 Analyze book check out log and diagnostic, SRI, FAIR and LAS assessment data for SAI students.	4a.6 SRI, FAIR and LAS assessment data will be used to determine the effectiveness of instruction/ interventions.
7	4.a.7 Students may not respond to core instruction.	4.a.7 Use ESE supported intervention programs such as Wilson Fundations, Wilson, Reading, Wilson Just Words, and SRA Reading Mastery Plus.	4.a.7Administration, ESE Contact, Reading Coach, School Based Team for MTSS/RtI	4.a.7 MTSS Leadership Team Meeting Facilitator to graph individual student progress monitoring data	4.a.7 Progress monitoring data

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A : In six years our school will reduce the achievement gap by 50%.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	55%	59%	63%	67%	71%	

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:	The following subgroups did not meet 2012 Reading Targets: Asian, Black, Hispanic, English Language Learners (ELL), Students with Disabilities (SWD), and Economically Disadvantaged (ED). The following subgroup met 2012 Reading Targets: White. All subgroups will meet the 2013 Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Percent of student not making satisfacctory progress: Asian 50%, Black 60%, Hispanic 43%, ELL 63%, SWD 69%, and ED 59%	By 2013, Asian 36%, Black 46%, Hispanic 35%, ELL 43%, SWD 62%, and ED 46% will not make satisfactory progress.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. White: Black: Hispanic: Asian: American Indian: Teachers and students may represent diverse ethnic backgrounds (White, Black, Hispanic, Asian and/or American Indian) which may interfere with effective communication and understanding of cultural norms between groups.	5B.1. The Professional Development Team will coordinate professional development activities designed to promote communication, understanding of diverse cultural norms and increase student achievement.	5B.1. Administration, Professional Development Team & ESOL Coordinator	5B.1.Analyze formal and informal data sources to determine impact on student achievement and faculty/staff professional development	5B.1. Diagnostic, SRI, FAIR, LAS, CELLA assessment data; faculty and staff observations conducted by Administration
2	5B.2. Some faculty may not possess the background knowledge and/or professional development necessary to adequately support English Language Development and/or provide appropriate ELL strategies for learners.	5B.2. ESOL Coordinator will collaborate with homeroom and resource teachers and provide professional development.	5B.2. Administration, Reading Coach, ESOL Coordinator	5B.2. Analyze diagnostic, SRI, FAIR, CELLA, and LAS assessment data for ELL students	5B.2. Diagnostic, SRI, FAIR and LAS assessment data will be used to determine the effectiveness of instruction/ interventions for ELL students
3	5B.3. Possible lack of quality multicultural resources in the home for parents to use with their children	5B.3. Promote students' choice of high quality and multicultural literature available for check-out from the media center.	5B.3. Administration, Reading Coach, ESOL Coordinator, Media Specialist	5B.3. Analyze diagnostic, SRI, FAIR, CELLA, and LAS assessment data for ELL students and other students who are not making satisfactory progress in reading.	5B.3. Diagnostic, SRI, FAIR and LAS assessment data will be used to determine the effectiveness of instruction/ interventions for ELL students and other students who are not making satisfactory progress in reading.
4	5B.4. Students learn in different ways and at different rates.	5B.4.Tier 1: Determine core instructional needs by reviewing diagnostic, SRI, FAIR, and LAS assessment data for all students. Plan differentiated instruction using evidence-based instruction / interventions within 90-minute reading block and will include explicit instruction, modeled instruction, guided practice and independent practice.	5B.4. Administration, Reading Coach, MTSS/ RtI Leadership Team, ESOL Coordinator	5B.4. Analyze diagnostic, SRI, FAIR and LAS assessment data during Single School Culture for Academic meetings.	5B.4. Diagnostic, SRI, FAIR and LAS assessment data will be used to determine the effectiveness of instruction/ interventions.
5	5B.5. Some students require additional time and methods to master content and skills.	5B.5. Tier 2: Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of diagnostic, SRI, FAIR, and LAS data and will include explicit instruction, modeled instruction, guided	5B.5. Administration, Reading Coach, MTSS/ RtI Leadership Team, ESOL Coordinator	5B.5. Analyze diagnostic, SRI, FAIR and LAS assessment data	5B.5. Diagnostic, SRI, FAIR and LAS assessment data will be used to determine the effectiveness of instruction/ interventions.

		practice and independent practice.			
6	5B.6. Some students require even greater time and more targeted methods to master content and skills.	5B.6. Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and be provided in addition to core and supplemental instruction.	5B.6. Administration, Reading Coach, MTSS/ RtI Leadership Team, ESOL Coordinator	5B.6. Analyze diagnostic, SRI, FAIR and LAS assessment data	5B.6. Diagnostic, SRI, FAIR and LAS assessment data will be used to determine the effectiveness of instruction/ interventions.
7	5B.7. Students may need additional time to master content and skills.	5B.7. Provide afterschool tutoring for targeted students.	5B.7. Assistant Principal	5B.7. Review of tutorial attendance logs; review of student performance on diagnostic, SRI, and LAS assessments	5B.7. FCAT scores, printout of diagnostic, SRI, FAIR and LAS assessment data; LAS fidelity checks

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	On the 2012 administration of the FCAT Reading Test 69% (27/39) of ELL students did not make satisfactory progress in Reading. ELLs will meet the 2013 Target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% of ELL students did not make satisfactory progress.	By 2013, 43% of ELL students will not make satisfactory progress.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1. Some faculty may not possess the background knowledge and/or professional development necessary to adequately support English Language Development and/or provide appropriate ELL strategies for learners.	5C.1. ESOL Coordinator will collaborate with homeroom and resource teachers and provide professional development.	5C.1. Administration, Reading Coach, ESOL Coordinator	5C.1. Analyze diagnostic, SRI, FAIR, CELLA, and LAS assessment data for ELL students.	5C.1. Diagnostic, SRI, FAIR and LAS assessment data will be used to determine the effectiveness of instruction/interventions for ELL students.
2	5C.2. Possible lack of quality multicultural resources in the home for parents to use with their children	5C.2. Promote students' choice of high quality and multicultural literature available for check-out from the media center.	5C.2. Administration, Reading Coach, ESOL Coordinator, Media Specialist	5C.2. Analyze diagnostic, SRI, FAIR, CELLA, and LAS assessment data for ELL students	5C.2. Diagnostic, SRI, FAIR and LAS assessment data will be used to determine the effectiveness of instruction/ interventions for ELL students
3	5C.3. Students learn in different ways and at different rates.	5C.3.Tier 1: Determine core instructional needs by reviewing diagnostic, SRI, FAIR, and LAS assessment data for all students. Plan differentiated instruction using evidence-based instruction/interventions within 90-minute reading block.	5C.3. Administration, Reading Coach, MTSS/ RtI Leadership Team, ESOL Coordinator	5C.3. Analyze diagnostic, SRI, FAIR and LAS assessment data during Single School Culture for Academic meetings.	5C.3. Diagnostic, SRI, FAIR and LAS assessment data will be used to determine the effectiveness of instruction/ interventions.

4	5C.4. Some students require additional time and methods to master content and skills.	5C.4. Tier 2: Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of diagnostic, SRI, FAIR, and LAS data and will include explicit instruction, modeled instruction, guided practice and independent practice.	5C.4. Administration, Reading Coach, MTSS/ RtI Leadership Team, ESOL Coordinator	5C.4. Analyze diagnostic, SRI, FAIR and LAS assessment data	5C.4. Diagnostic, SRI, FAIR and LAS assessment data will be used to determine the effectiveness of instruction/ interventions.
5	5C.5. Some students require even greater time and more targeted methods to master content and skills.	5C.5. Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and be provided in addition to core and supplemental instruction.	5C.5. Administration, Reading Coach, MTSS/ RtI Leadership Team, ESOL Coordinator	5C.5. Analyze diagnostic, SRI, FAIR and LAS assessment data	5C.5. Diagnostic, SRI, FAIR and LAS assessment data will be used to determine the effectiveness of instruction/ interventions.
6	5C.6. Students may need additional time to master content and skills.	5C.6. Provide afterschool tutoring for targeted students	5C.6. Assistant Principal	5C.6. Review of tutorial attendance logs; review of student performance on diagnostic, SRI, and LAS assessments	5C.6. FCAT scores, printout of diagnostic, SRI, FAIR and LAS assessment data; LAS fidelity checks

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 2012 administration of the FCAT Reading Test 69% (49/70) students with disabilities (SWD) did not make satisfactory progress in reading. SWD will meet the 2013 Target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% of SWD did not make atisfactory progress in reading.	By 2013, 62% of SWD will not make satisfactory progress.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. Students learn in different ways and at different rates.	5D.1.Tier 1: Determine core instructional needs by reviewing diagnostic, SRI, FAIR, and LAS assessment data for all students. Plan differentiated instruction using evidence-based instruction/interventions within 90-minute reading block.	5D.1. Administration, Reading Coach, MTSS/ RtI Leadership Team, ESE Teacher(s)	5D.1. Analyze diagnostic, SRI, FAIR and LAS assessment data during Single School Culture for Academic meetings.	5D.1. Diagnostic, SRI, FAIR and LAS assessment data will be used to determine the effectiveness of instruction/ interventions as well as IEP data as they may relate to reading.
	5D.2. Some students require additional time and methods to master content and skills.	5D.2. Tier 2: Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined	5D.2. Administration, Reading Coach, MTSS/ RtI Leadership Team, ESE Contact, ESE	5D.2. Analyze diagnostic, SRI, FAIR and LAS assessment data	5D.2. Diagnostic, SRI, FAIR and LAS assessment data will be used to determine the effectiveness of

2		by review of diagnostic, SRI, FAIR, and LAS data and will include explicit instruction, modeled instruction, guided practice and independent practice.	Teacher(s)		instruction/ interventions as well as IEP data as they may relate to reading
3	5D.3. Some students require even greater time and more targeted methods to master content and skills.	5D.3. Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and be provided in addition to core and supplemental instruction.	5D.3. Administration, Reading Coach, MTSS/ RtI Leadership Team, ESE Contact, ESE Teacher(s)	5D.3. Analyze diagnostic, SRI, FAIR and LAS assessment data	5D.3. Diagnostic, SRI, FAIR and LAS assessment data will be used to determine the effectiveness of instruction/ interventions as well as IEP data as they may relate to reading.
4	5D.4. Students may need additional time to master content and skills.	5D.4. Provide afterschool tutoring for targeted students.	5D.4. Assistant Principal	5D.4. Review of tutorial attendance logs; review of student performance on diagnostic, SRI, and LAS assessments	5D.4. FCAT scores, printout of diagnostic, SRI, FAIR and LAS assessment data; LAS fidelity checks
5	5.D.5.Need for professional development for teachers to assist teachers in identifying targeted remediation needs, providing research-based strategies, and progress monitoring.	5.D.5. Provide professional development for teachers to assist teachers in identifying targeted remediation needs, providing research-based strategies, and progress monitoring	5.D.5. Administration, Reading Coach, MTSS/ RtI Leadership Team, Professional Development Team, Area 4 Reading Support Personnel	5.D.5.Review of professional development sign in sheets, RtI and CST meeting notes, print out of diagnostic, SRI, FAIR and LAS assessment data; LAS fidelity checks	5.D.5. FCAT scores, printout of diagnostic, SRI, FAIR and LAS assessment data; LAS fidelity checks

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	On the 2012 administration of the FCAT Reading Test 59% (186/315) of economically disadvantaged (ED) students did not make satisfactory progress in reading. ED students will meet the 2013 Target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% of ED students did not make satisfactory progress.	By 2013, 46% of ED students will not make satisfactory progress.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. Possible lack of resources in the home for parents to use with their children.	5E.1. Provide parents the opportunity to check-out quality materials from the Parent Resource Room.	5E.1. Administration, Reading Coach, Title I Contact	5E.1. Analyze number materials checked out by parents and frequency of materials checked out.	5E.1. Check-out system
2	5E.2. Parents may not have the knowledge or skills to know how to help students at home.	5E.2 Provide parents the opportunity to acquire knowledge of the reading process and FCAT expectations through family involvement nights.	5E.2. Administration, Reading Coach, Title I Contact	5E.2. Collect parent sign in sheets and surveys	5E.2. Parent sign in sheets and surveys
	5E.3. Students learn in different ways and at different rates.	5E.3.Tier 1: Determine core instructional needs by reviewing diagnostic,	5E.3. Administration, Reading Coach,	5E.3. Analyze diagnostic, SRI, FAIR and LAS assessment data during	5E.3. Diagnostic, SRI, FAIR and LAS assessment data

3		SRI, FAIR, and LAS assessment data for all students. Plan differentiated instruction using evidence-based instruction/ interventions within 90-minute reading block.	MTSS/ RtI Leadership Team	Single School Culture for Academic meetings.	will be used to determine the effectiveness of instruction/ interventions.
4	5E.4. Some students require additional time and methods to master content and skills.	5E.4. Tier 2: Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of diagnostic, SRI, FAIR, and LAS data and will include explicit instruction, modeled instruction, guided practice and independent practice.	5E.4. Administration, Reading Coach, MTSS/ RtI Leadership Team	5E.4. Analyze diagnostic, SRI, FAIR and LAS assessment data	5E.4. Diagnostic, SRI, FAIR and LAS assessment data will be used to determine the effectiveness of instruction/ interventions.
5	5E.5. Some students require even greater time and more targeted methods to master content and skills.	5E.5. Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and be provided in addition to core and supplemental instruction.	5E.5. Administration, Reading Coach, MTSS/ RtI Leadership Team	5E.5. Analyze diagnostic, SRI, FAIR and LAS assessment data	5E.5. Diagnostic, SRI, FAIR and LAS assessment data will be used to determine the effectiveness of instruction/ interventions.
6	5E.6. Students may need additional time to master content and skills.	5E.6. Provide afterschool tutoring for targeted students.	5E.6. Assistant Principal	5E.6. Review of tutorial attendance logs; review of student performance on diagnostic, SRI, and LAS assessments	5E.6. FCAT scores, printout of diagnostic, SRI, FAIR and LAS assessment data; LAS fidelity checks

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
Literacy Assessment System (LAS)	K-5 / Reading	Reading Coach, Area 4 Reading Support Personnel, District PD Trainers	K-5 Homeroom reading teachers & resource teachers	Per district PD calendar	LAS Fidelity Checks, Guided Reading Plans, Focused Classroom Walkthroughs	Administration, Reading Coach, Area 4 Reading Support Personnel
FAIR	K-5 / Reading	Reading Coach, Area 4 Reading Support Personnel	K-5 Homeroom reading teachers & resource teachers	September 2012	Data analysis by grade level	Administration, Reading Coach, Area 4 Reading Support Personnel
District diagnostic Assessments and SRI	Grade 2-5 / Reading	Administration, Reading Coach	Homeroom reading teachers & Resource teachers	September 2012, December 2012	Data analysis by grade level	Administration, Reading Coach
Florida's Continuous Improvement Model Training	K-5 / Reading	Administration, Professional Development Team	All teachers	October 2012	Common planning minutes will be reviewed to ensure data trends are discussed and lesson plans are developed.	Administration

Balanced Literacy Program	K-5 / Reading	Reading Coach, Area 4 Reading Support Personnel	K-5 Homeroom reading teachers & resource teachers	Dates to be scheduled by district and ongoing at the school site	LAS Fidelity Checks, Guided Reading Plans, Focused Classroom Walkthroughs	Administration, Reading Coach, Area 4 Reading Support Personnel
MTSS/RtI Process	Pre-K-5 / Reading	Administration, MTSS/RtI Leadership Team Facilitator, Professional Development Team Leader	All teachers	October 2012	Classroom Walkthrough, MTSS/RtI Tier 2 and 3 Plans	Principal, MTSS/RtI Leadership Team Facilitator, Professional Development Team Leader
English Language Development Continuum and ELL strategies	K-5	ESOL Contact	K-5 Homeroom reading teachers & resource teachers	October 2012	Review of LEP plans and conference notes, Classroom Walkthroughs	Administration, ESOL Contact
Various book studies on the literacy process	K-5	Administration, Reading Coach, Professional Development Team	K-5 reading teachers and resource teachers	Professional Development Days and Single School Culture for Academic meetings on 5-day rotation by team	Reflections, discussion, and lesson plans	Administration, Reading Coach, Professional Development Team Leader
FAA Administration and Teacher Through the Access Points	ESE Teachers (ASD & VE)	District Level ESE Support Facilitator	ESE Teachers (ASD & VE)	Dates as scheduled by District ESE Department	Team Meetings – discussion and FAA practice sessions	Administration, ESE Team Leaders

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Determine core instructional needs by reviewing diagnostic, SRI, FAIR, and LAS assessment data for all students. Plan differentiated instruction using evidence-based instruction/interventions within 90-minute reading block.	Reading Coach	Title 1	$67,588.00
Provide professional development for teachers to assist teachers in identifying targeted remediation needs, providing research-based strategies, and progress monitoring, as well as attend professional development.	Substitutes for teacher release time to attend professional development.	Title I	$2,086.00
Provide professional development on FCIM, diagnostic assessments, LAS, literacy topics, and other resources.	Books for Book Studies, ink for EDW reports (coach and administrator), chart paper, folders, pot-its, highlighters, laminating film, binders, poster paper	Title 1	$2,000.00
			Subtotal: $71,674.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

Provide Tier 2 and 3 instruction to primary students.	Primary Resource Teacher	Title I	$63,644.00
Provide Tier1, 2 and 3 and supplemental instruction to intermediate students.	Intermediate Resource Teacher	Title I	$63,644.00
Create a classroom environment conducive to reading.	Supplies for creating a reading environment: copy paper, chart paper, composition books, post-it notes, dry erase markers, chart paper markers, flashcards, highlighters, Fundation materials, ink for classroom EDW reports.	Title 1	$21,125.00
Promote student choice of high quality and multicultural literature available for check-out from the media center on an individual basis and for classroom library checkout.	Library books (books processed with bar code) to be housed in Media Center	Title I	$10,000.00
Online subscription/Software Rental/License	Reading A-Z licenses for additional tiered resources and MTSS progress monitoring	Title 1	$250.00
Students in grades 3-5 will be invited to participate in an after school tutorial program for remediation and enrichment.	After School Tutoring Program teacher salaries and benefits	Title I	$3,875.00
			Subtotal: $162,538.00
			Grand Total: $234,212.00

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:	65% (55/85) of ELL students will be proficient in listening/speaking on the 2013 CELLA test.
2012 Current Percent of Students Proficient in listening/speaking:	
55% (64/116) of ELL students achieved proficiency in Listening/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	1.1. ELLs may lack insufficient language knowledge to support learning.	1.1.Teachers will provide daily opportunities for ELLs to participate in language producing activities. They will match language activities with stages of oral language development.	1.1. Administration	1.1.Mondo/RRR Oral Language Assessment and the OLDI (Oral Language Development Indicator)	1.1. 2013 CELLA
2	1.2. ELLs may have limited proficiency in instructional language used in the classroom.	1.2.Teachers will match instruction with ELLS current stages of oral language development.	1.2. Administration	1.2. Mondo/RRR Oral Language Assessment and the Oral Language Development Indicator (OLDI)	1.2. 2013 CELLA

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:	40% (34/85) of ELL students will be proficient in reading on the 2013 CELLA test.

2012 Current Percent of Students Proficient in reading:

30% (35/116) of ELL students were proficient 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	2.1. ELLs may lack comprehension of academic content area texts.	2.1.Teachers will provide comprehensible input in content areas using ESOL strategies and best teaching practices. Teachers will scaffold instruction and match instruction to individual levels of language proficiency.	2.1.Administration	2.1.Informal and alternative assessments	2.1.2013 CELLA
2	2.2. ELLs may lack appropriate academic vocabulary.	2.2. Teachers will teach vocabulary in context and allow for multiple opportunities to use vocabulary.	2.2.Administration	2.2.Informal and alternative assessments	2.2.2013 CELLA

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

3. Students scoring proficient in writing. CELLA Goal #3:	34% (29/85) of ELL students will be proficient in writing on the 2013 CELLA test.

2012 Current Percent of Students Proficient in writing:

24% (28/116) of ELL students were proficient in writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. ELLs may lack sufficient knowledge of English language structures.	2.1. Teachers will model the writing process utilizing the gradual release model.	2.1.Administration	2.1.Informal and alternative assessments	2.1.2013 CELLA
2	2.2. ELLS may lack knowledge of the writing process.	2.2. Teachers will model the writing process utilizing the gradual release model and graphic organizers.	2.2. Administration	2.2. Informal and alternative assessments	2.2. 2013 CELLA
3	2.3.ELLSs may lack sufficient writing experiences in English.	2.3.Teachers will engage students in brainstorming activities and model choosing writing topics. They will provide authentic writing opportunities for ELLs.	2.3. Administration	2.3. Informal and alternative assessments	2.3. 2013 CELLA

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	On the 2012 administration of the FCAT Math Test 28% (109/389) of our students achieved proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (109/389) of students achieved proficiency	33% (120/359) of students will achieve proficiency on the 2013 FCAT Math Test

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1.Without proper pacing, all grade level benchmarks may not be addressed.	1a.1. Develop an Instructional Focus Calendar for math classes.	1a.1. Administration, Team Leaders	1a.1. Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs and student progress data	1a.1. Effectiveness will be determined through diagnostic and mini-assessments.
2	1a.2.Students may not have personal goals or know their strengths and weaknesses.	1a.2. Student Achievement Chats will be conducted with all students following diagnostic assessments, utilizing language facilitators as needed.	1a.2. Administration, Teachers	1a.2. Students can discuss their goals, strengths and weakness, and show an increase in performance.	1a.2. FCAT scores, printout of diagnostic and mini-assessments
3	1a.3.Students may not be familiar with math vocabulary and terminology.	1a.3. All K-5 math teachers will implement and model interaction with a math word wall.	1a.3. Administration	1a.3. Focused walkthroughs by administration will be used to ensure all math teachers are using math word walls.	1a.3. Reports generated from walkthroughs.
4	1a.4.Students may need additional time to master content and skills.	1a.4.Provide afterschool tutoring for targeted students.	1a.4.Assistant Principal	1a.4.Review of tutorial attendance logs; review of student performance on diagnostic and mini-assessments	1a.4.FCAT scores, printout of diagnostic and mini-assessments
5	1a.5.Students may not have learned notetaking and data collection techniques.	1a.5.Students in grade 5 will maintain a mathematics notebook.	1a.5.Administration, Mathematics Teachers	1a.5.Diagnostic and classroom assessment data will be reviewed to monitor progress in addition to reviews of student notebooks.	1a.5.Improvement on the mathematics diagnostic and mini-assessments.
6	1a.6.Math is not meaningful to students without hands-on learning.	1a.6.Students in grades 3 - 5 will be required to participate in the Math/Science Fair.	1a.6.Administration, Math Teachers, Math/Science Fair Coordinator	1a.6.Teachers will review the students' application of the mathematical thinking and processes.	1a.6.Improvement on the math mini-assessments and diagnostic assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	On the 2012 administration of the FAA Math Test 20% (2/10) of our students scored level 4, 5, or 6.

2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (2/10) of students scored level 4, 5, or 6 on the FAA Math Test	30% (3/10) of students will score level 4, 5, or 6 on the 2013 FAA Math Test

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1b.1. Students taking the FAA typically exhibit uneven patterns of performance across time and settings.	1b.1. Teachers working with students who are eligible to take the FAA will provide multiple opportunities to practice targeted skills across a variety of settings in an effort to increase consistent performance.	1b.1. Administration, ESE and General Education Teachers	1b.1. Review of informal and formal performance measures as they relate to Individual Education Plans and Access Points	1b.1. Informal and formal assessment measures including but not limited to teacher made tests, data sheets, checklists, curriculum based assessment, IEP goal progress, etc.
2	1b.2. Students may have difficulty expressing knowledge of content and/or targeted skill due to disability.	1b.2. Teachers will provide multiple means of expression and formats for students to demonstrate mastery of content/skills.	1b.2. Administration, ESE and General Education Teachers	1b.2. Review of informal and formal performance measures and lesson plans as they relate to Individual Education Plans and Access Points	1b.2. Informal and formal assessment measures including but not limited to teacher made tests, data sheets, checklists, curriculum based assessment, IEP goal progress, etc.

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	On the 2012 administration of the FCAT Math Test 16% (61/389) of our students achieved above proficiency at an FCAT Level 4 or 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (61/389)	21% (75/359) of students will achieve above proficiency (Level 4 or 5) on the 2013 FCAT Math Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1.Students may not be challenged to think critically.	2a.1. Include higher-order questions in lesson plans.	2a.1. Administration	2a.1. Classroom observation	2a.1. Printout of diagnostic and mini-assessment data will be used to determine effectiveness. Classroom walkthrough log and focused walkthroughs to determine frequency of higher order questions.
	2a.2.Students may not have personal goals or	2a.2. Student Achievement Chats will	2a.2. Administration,	2a.2. Students can discuss their goals,	2a.2. FCAT scores, printout of

2	know their strengths and weaknesses	be conducted with all students following diagnostic assessments, utilizing language facilitators as needed.	Teachers	strengths and weakness, and show an increase in performance.	diagnostic and mini-assessment data
3	2a.3.Students may not reach their potential without enrichment opportunities.	2a.3. Provide opportunities for enrichment through scheduled classes and afterschool opportunities	2a.3. Assistant Principal	2a.3. Review of tutorial attendance logs; review of student performance on diagnostic and mini-assessments	2a.3. FCAT scores, printout of diagnostic and mini-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:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	On the 2012 administration of the FAA Math Test 40% (4/10) of our students scored at or above level 7 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (4/10)	50% (5/10) of students will score at or above level 7 on the 2013 FAA Math Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2b.1. Students who are eligible to take the FAA may demonstrate issues with critical thinking and problem solving skills.	2b.1. Teachers will provide multiple opportunities for students to learn and apply critical thinking and problem solving skills to tasks related to real world mathematics across a variety of settings.	2b.1. Administration, ESE and General Education Teachers	2b.1. Review of informal and formal performance measures as they relate to Individual Education Plans and Access Points	2b.1. Informal and formal assessment measures including but not limited to teacher made tests, data sheets, checklists, curriculum based assessment, IEP goal progress, etc.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	On the 2012 administration of the FCAT Math Test 51% (129/253) made learning gains in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (129/253)	57% (128/224) will make learning gains on the 2013 FCAT Math Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3a.1.Students may need additional time to master content and skills.	3a.1. Provide afterschool tutoring for targeted students.	3a.1. Assistant Principal	3a.1. Review of tutorial attendance logs; review of student performance on diagnostic and mini-assessments	3a.1. FCAT scores, printout of diagnostic and mini-assessment data

2	3a.2.2Students may not have personal goals or be aware of their strengths and weaknesses.	3a.2. Student Achievement Chats will be conducted with all students following diagnostic assessments, utilizing language facilitators as needed.	3a.2. Administration, Teachers	3a.2. Administrators will review log for Student Achievement Chats during walkthroughs.	3a.2. Administrators will randomly ask students how they performed on their most recent assessment to determine if data chats are successful.
3	3a.3.Students learn in different ways and at different rates.	3a.3. Tier 1: Determine core instructional needs by reviewing diagnostic and mini-assessment data for all students. Plan differentiated instruction using evidence-based instruction/ interventions within the math block.	3a.3. Administration, School Based Team for MTSS/RtI	3a.3. Analyze diagnostic, SRI, FAIR and LAS assessment data during Single School Culture for Academic meetings.	3a.3. Diagnostic and assessment data will be used to determine the effectiveness of instruction/ interventions.
4	3a.4. Some students require additional time and methods to master content and skills.	3a.4. Tier 2: Plan supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by review of diagnostic and mini-assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice for math.	3a.4. Administration, School Based Team for MTSS/RtI	3a.4.Analyze diagnostic and mini-assessment data.	3a.4. Diagnostic and assessment data will be used to determine the effectiveness of instruction/ interventions.
5	3a.5.Some students require even greater time and more targeted methods to master content and skills.	3a.5. Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and be provided in addition to core and supplemental instruction.	3a.5. Administration, School Based Team for MTSS/RtI	3a.5.Analyze diagnostic and mini-assessment data.	3a.5.Diagnostic and assessment data will be used to determine the effectiveness of instruction/ interventions.

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 2012 administration of the FAA Math Test 10% (1/10) of our students made learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (1/10)	20% (2/10) of students will made learning gains on the 2013 administration of the FAA Math Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	4b.1. Students with severe and/or multiple	4b.1. Continue to provide research-based	4b.1. Administration, ESE	4b.1. Review of informal and formal performance	4b.1. Informal and formal assessment

1	disabilities who are eligible to take the FAA would by the nature of their disability be expected to fall into the lowest 25% of students making learning gains.	instruction to students in an effort to increase academic performance.	and General Education Teachers	measures as they relate to Individual Education Plans and Access Points	measures including but not limited to teacher made tests, data sheets, checklists, curriculum based assessment, IEP goal progress, etc.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	On the 2012 administration of the FCAT Math Test 55% (37/67) of students in the Lowest 25% made learning gains in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (37/67)	60% (40/67) of students in the Lowest 25% will make learning gains on the 2013 FCAT Math Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4.1.Students may need additional time to master content and skills.	4.1. Provide afterschool tutoring for targeted students.	4.1. Assistant Principal	4.1. Review of tutorial attendance logs; review of student performance on diagnostic and mini-assessments	4.1. FCAT scores, printout of diagnostic and mini-assessment data
2	4.2.Students may not have personal goals or be aware of their strengths and weaknesses.	4.2. Student Achievement Chats will be conducted with all students following diagnostic assessments, utilizing language facilitators as needed.	4.2. Administration, Teachers	4.2. Administrators will review log for Student Achievement Chats during walkthroughs	4.2. Administrators will randomly ask students how they performed on their most recent assessment to determine if data chats are successful
3	4.3.Students learn in different ways and at different rates.	4.3. Tier 1: Determine core instructional needs by reviewing diagnostic and mini-assessment data for all students. Plan differentiated instruction using evidence-base instruction/ interventions within the math block.	4.3. Administration, School Based Team for MTSS/RtI, Intermediate Resource Teacher	4.3. Analyze diagnostic and mini-assessment data during Single School Culture for Academics meetings.	4.3. Diagnostic and assessment data will be used to determine the effectiveness of instruction/ interventions.
4	4.4.Some students require additional time and methods to master content and skills	4.4. Tier 2: Plan supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by review of diagnostic and mini-assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice for math.	4.4. Administration, School Based Team for MTSS/RtI, Intermediate Resource Teacher	4.4. Analyze diagnostic and mini-assessment data.	4.4. Diagnostic and assessment data will be used to determine the effectiveness of instruction/ interventions.
	4.5.Some students require even greater time	4.5. Tier 3: Plan targeted intervention for students	4.5. Administration, School Based Team	4.5. Analyze diagnostic and mini-assessment	4.5. Diagnostic and assessment data

5	and more targeted methods to master content and skills.	not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and be provided in addition to core and supplemental instruction.	for MTSS/RtI, Intermediate Resource Teacher	data.	will be used to determine the effectiveness of instruction/ interventions.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # 5A : In six years our school will reduce the achievement gap by 50%					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	49%	53%	58%	63%	67%	

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:	The following subgroups did not meet 2012 Mathematics Targets: Asian, Black, Hispanic, English Language Learners (ELL), Economically Disadvantaged (ED). The following groups met 2012 Mathematics Targets: White, Students with Disabilities (SWD). All subgroups will meet the 2013 Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not making satisfactory progress: Asian 50%, Black 63%, Hispanic 45%, ELL 59%, and ED 62%.	By 2013, Asian 24%, Black 53%, Hispanic 38%, ELL 44%, and ED 52% will not make satisfactory progress.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. White: Black: Hispanic: Asian: American Indian: Teachers and students may represent diverse ethnic backgrounds (White, Black, Hispanic, Asian and/or American Indian) which may interfere with effective communication and understanding of cultural norms between groups.	5B.1. The Professional Development Team will coordinate professional development activities designed to promote communication, understanding of diverse cultural norms and increase student achievement.	5B.1. Administration, Professional Development Team	5B.1.Analyze formal and informal data sources to determine impact on student achievement and faculty/staff professional development	5B.1. Diagnostic and CELLA assessment data; Faculty and staff observations conducted by Administration
2	5B.2.Students may need additional time to master content and skills.	5B.2. Provide afterschool tutoring for targeted students.	5B.2. Assistant Principal	5B.2. Review of tutorial attendance logs; review of student performance on diagnostic and mini-assessments	5B.2. FCAT scores, printout of diagnostic and mini-assessment data
	5B.3.Students may not have personal goals or be	5B.3. Student Achievement Chats will	5B.3. Administration,	5B.3. Administrators will review log for Student	5B.3. Administrators will

3	aware of their strengths and weaknesses.	be conducted with all students following diagnostic assessments, utilizing language facilitators as needed.	Teachers	Achievement Chats during walkthroughs.	randomly ask students how they performed on their most recent assessment to determine if data chats are successful.
4	5B.4.Students learn in different ways and at different rates.	5B.4. Tier 1: Determine core instructional needs by reviewing diagnostic and mini-assessment data for all students. Plan differentiated instruction using evidence-based instruction/ interventions within the math block.	5B.4. Administration, School Based Team for MTSS/RtI	5B.4. Analyze diagnostic and mini-assessment data during Single School Culture for Academics meetings.	5B.4. Diagnostic and assessment data will be used to determine the effectiveness of instruction/ interventions.
5	5B.5.Some students require additional time and methods to master content and skills.	5B.5. Tier 2: Plan supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by review of diagnostic and mini-assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice for math.	5B.5. Administration, School Based Team for MTSS/RtI	5B.5. Analyze diagnostic and mini-assessment data.	5B.5.Diagnostic and assessment data will be used to determine the effectiveness of instruction/ interventions.
6	5B.6.Some students require even greater time and more targeted methods to master content and skills.	5B.6. Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and be provided in addition to core and supplemental instruction.	5B.6. Administration, School Based Team for MTSS/RtI	5B.6. Analyze diagnostic and mini-assessment data.	5B.6. Diagnostic and assessment data will be used to determine the effectiveness of instruction/ interventions.
7	5B.7.Some students may lack knowledge of ethnic role models in mathematics.	5B.7. Highlight famous people who represent diverse ethnic backgrounds who contributed to mathematics and have biographies available for check-out from the media center.	5B.7. Administration, Media Specialist, Teachers	5B.7. Informal student interviews; impact on student math performance data; analyze media circulation and classroom walkthroughs	5B.7. Informal and formal assessment measures (interviews, diagnostics, etc.)

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	On the 2012 administration of the FCAT Math Test 59% (24/39) of ELL students did not make satisfactory progress in Mathematics. ELL students will meet the 2013 Target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% of ELL students did not make satisfactory progress.	By 2013, 44% of ELL students will not make satisfactory progress.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1. Some faculty may not possess the background knowledge and/or professional development necessary to adequately support English Language Development and/or provide appropriate ELL strategies for learners.	5C.1.The Professional Development Team with input from the ESOL Coordinator will coordinate professional development activities designed to promote communication, understanding of diverse cultural norms and increase student achievement.	5C.1. Administration, Professional Development Team, ESOL Coordinator	5C.1.Analyze formal and informal data sources to determine impact on student achievement and faculty/staff professional development	5C.1. Diagnostic and CELLA assessment data; Faculty and staff observations conducted by Administration
2	5C.2.Students may need additional time to master content and skills.	5C.2. Provide afterschool tutoring for targeted students.	5C.2.. Assistant Principal	5C.2. Review of tutorial attendance logs; review of student performance on diagnostic and mini-assessments	5C.2. FCAT scores, printout of diagnostic and mini-assessment data
3	5C.3.Students may not have personal goals or be aware of their strengths and weaknesses.	5C.3. Student Achievement Chats will be conducted with all students following diagnostic assessments, utilizing language facilitators as needed	5C.3. Administration, Teachers	5C.3. Administrators will review log for Student Achievement Chats during walkthroughs.	5C.3. Administrators will randomly ask students how they performed on their most recent assessment to determine if data chats are successful.
4	5C.4.Students learn in different ways and at different rates.	5C.4. Tier 1: Determine core instructional needs by reviewing diagnostic and mini-assessment data for all students. Plan differentiated instruction using evidence-based instruction/ interventions within the math block.	5C.4. Administration, School Based Team for MTSS/RtI, ESOL Coordinator	5C.4. Analyze diagnostic and mini-assessment data during Single School Culture for Academics meetings.	5C.4. Diagnostic and assessment data will be used to determine the effectiveness of instruction/ interventions.
5	5C.5.Some students require additional time and methods to master content and skills.	5C.5. Tier 2: Plan supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by review of diagnostic and mini-assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice for math.	5C.5. Administration, School Based Team for MTSS/RtI, ESOL Coordinator	5C.5. Analyze diagnostic and mini-assessment data.	5C.5.Diagnostic and assessment data will be used to determine the effectiveness of instruction/ interventions.
6	5C.6.Some students require even greater time and more targeted methods to master content and skills.	5C.6. Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and be provided in addition to core and supplemental instruction.	5C.6. Administration, School Based Team for MTSS/RtI, ESOL Coordinator	5C.6. Analyze diagnostic and mini-assessment data.	5C.6. Diagnostic and assessment data will be used to determine the effectiveness of instruction/ interventions.

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	On the 2012 administration of the FCAT Mathematics Test 69% (49/70) of students with disabilities (SWD) did not make satisfactory progress in mathematics. SWD will meet the 2013 Target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% of SWD did not make satisfactory progress.	By 2013, 62% of SWD will not make satisfactory progress.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1.Students may need additional time to master content and skills.	5D.1. Provide afterschool tutoring for targeted students.	5D.1. Assistant Principal	5D.1. Review of tutorial attendance logs; review of student performance on diagnostic and mini-assessments	5D.1. FCAT scores, printout of diagnostic and mini-assessment data
2	5D.2.Students may not have personal goals or be aware of their strengths and weaknesses.	5D.2. Student Achievement Chats will be conducted with all students following diagnostic assessments, utilizing language facilitators as needed.	5D.2. Administration, Teachers	5D.2. Administrators will review log for Student Achievement Chats during walkthroughs.	5D.2. Administrators will randomly ask students how they performed on their most recent assessment to determine if data chats are successful.
3	5D.3.Students learn in different ways and at different rates.	5D.3. Tier 1: Determine core instructional needs by reviewing diagnostic and mini-assessment data for all students. Plan differentiated instruction using evidence-based instruction/ interventions within the math block.	5D.3. Administration, School Based Team for MTSS/RtI, ESE Coordinator, ESE Teacher(s)	5D.3. Analyze diagnostic and mini-assessment data during Single School Culture for Academics meetings.	5D.3. Diagnostic and assessment data will be used to determine the effectiveness of instruction/ interventions as well as IEP data as they may relate to mathematics.
4	5D.4. Some students require additional time and methods to master content and skills.	5D.4.Tier 2: Plan supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by review of diagnostic and mini-assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice for math.	5D.4.Administration, School Based Team for MTSS/RtI, ESE Coordinator, ESE Teacher(s)	5D.4.Analyze diagnostic and mini-assessment data.	5D.4.Diagnostic and assessment data will be used to determine the effectiveness of instruction/ interventions as well as IEP data as they may relate to mathematics
5	5D.5.Some students require even greater time and more targeted methods to master content and skills.	5D.5.Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and be provided in addition to core and supplemental instruction.	5D.5.Administration, School Based Team for MTSS/RtI, ESE Coordinator, ESE Teacher(s)	5D.5.Analyze diagnostic and mini-assessment data.	5D.5.Diagnostic and assessment data will be used to determine the effectiveness of instruction/ interventions as well as IEP data as they may relate to mathematics
	5D.6. Some students may lack knowledge of	5D.6.Highlight famous people who represent	5D.6. Administration,	5D.6. Informal student interviews; impact on	5D.6. Informal and formal assessment

6	role models with disabilities in mathematics.	individuals with disabilities who contributed to mathematics and have biographies available for check-out from the media center.	Media Specialist, Teachers	student math performance data; analyze media circulation and classroom walkthroughs	measures (interviews, diagnostics, etc.)
7	5D.7.Students may not respond to core instruction.	5D.7.Use ESE supported math intervention programs such as SRA Number Worlds, Touch Math strategies, and interventions available in the Go Math series with select students.	5D.7.Administration, School Based Team for MTSS/RtI, ESE Coordinator, ESE Teacher(s)	5D.7.Graph individual student progress monitoring plans	5D.7.Progress monitoring data as well as IEP data as they may relate to mathematics

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	On the 2012 administration of the FCAT Mathematics Test 62% (195/314) of economically disadvantaged (ED) students did not make satisfactory progress in mathematics. ED students will meet the 2013 Target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% of ED students did not make satisfactory progress.	By 2013, 52% of ED students will not make satisfactory progress.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1.Students may need additional time to master content and skills.	5E.1.Provide afterschool tutoring for targeted students	5E.1. Assistant Principal	5E.1. Review of tutorial attendance logs; review of student performance on diagnostic and mini-assessments	5E.1. FCAT scores, printout of diagnostic and mini-assessment data
2	5E.2.Students may not have personal goals or be aware of their strengths and weaknesses.	5E.2. Student Achievement Chats will be conducted with all students following diagnostic assessments, utilizing language facilitators as needed.	5E.2. Administration, Teachers	5E.2. Administrators will review log for Student Achievement Chats during walkthroughs.	5E.2. Administrators will randomly ask students how they performed on their most recent assessment to determine if data chats are successful.
3	5E.3. Students learn in different ways and at different rates.	5E.3. Tier 1: Determine core instructional needs by reviewing diagnostic and mini-assessment data for all students. Plan differentiated instruction using evidence-based instruction/ interventions within the math block.	5E.3. Administration, School Based Team for MTSS/RtI	5E.3. Analyze diagnostic and mini-assessment data during Single School Culture for Academics meetings.	5E.3. Diagnostic and assessment data will be used to determine the effectiveness of instruction/ interventions.
4	5E.4.Some students require additional time and methods to master content and skills.	5E.4. Tier 2: Plan supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by review of diagnostic and mini-assessment data and will include explicit	5E.4. Administration, School Based Team for MTSS/RtI	5E.4. Analyze diagnostic and mini-assessment data.	5E.4. Diagnostic and assessment data will be used to determine the effectiveness of instruction/ interventions.

		instruction, modeled instruction, guided practice and independent practice for math.			
5	5E.5.Some students require even greater time and more targeted methods to master content and skills.	5E.5. Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and be provided in addition to core and supplemental instruction.	5E.5. Administration, School Based Team for MTSS/RtI	5E.5. Analyze diagnostic and mini-assessment data.	5E.5. Diagnostic and assessment data will be used to determine the effectiveness of instruction/ interventions.
6	5E.6.Parents may not have the knowledge or skills to know how to help students at home.	5E.6. Provide parents the opportunity to acquire knowledge of math expectations and skills and the FCAT test expectations through family involvement nights. Inform them of resources like the online Go Math! site and Florida Achieves site.	5E.6. Administration, Title I Contact	5E.6. Collect parent sign in sheets and surveys	5E.6. Parent sign in sheets and surveys

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective implementation of the Instructional Focus Calendar	K-5/ Mathematics	Administration	All teachers	September 2012 and ongoing throughout the year during Single School Culture for Academics meetings	Modeling of Lessons and Classroom Visits	Administration
Differentiated Instruction	K-5 / Mathematics	Administration	All teachers	October 2012	School leadership will conduct targeted walkthroughs to monitor effectiveness of differentiated instruction training in using evidence-based instruction/ interventions within the mathematics blocks.	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

Computer technology to support classroom instruction in mathematics (Mobi's)	Mobi's (computer hardware/peripherals – non-capitalized ($999.99 or less)	Title 1	$3,033.00
			Subtotal: $3,033.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide afterschool tutoring for targeted students.	Salary and benefits for Tutorial teachers	Title I	$3,875.00
Provide afterschool tutoring for targeted students.	Tutorial supplies for math instruction: composition notebooks, chart paper, copy paper, dry erase markers, chart markers	Title I	$125.00
			Subtotal: $4,000.00
			Grand Total: $7,033.00

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:	2012 administration of the FCAT Science Test 25% (34/136) of students achieved a Level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (34/136)	35% (40/115) of students will achieve proficiency on the 2013 FCAT Science Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1.Science may not be meaningful to students without hands-on learning.	1a.1. All students will complete hands-on lab activities weekly using the 5 E model and use a common lab report format to document hands-on investigations. Additionally, students will be exposed to interactive labs via ThinkCentral.com.	1a.1. Administration, Science Teachers	1a.1. Administer mini-assessments	1a.1. Mini-assessments
2	1a.2. Some students require additional time and methods to master content and skills.	1a.2.Students not responding adequately to core instruction will be provided supplemental, small group science instruction twice per week for 30 minutes	1a.2. Administration, Science Teachers	1a.2. Science teachers will review results of common assessment data every 4 weeks to determine progress toward benchmark (75% on common assessment).	1a.2. Mini-assessments

		during homeroom period (morning fitness)			
3	1a.3. Students may need additional time to master content and skills.	1a.3. Students in grade 5 will be invited to participate in an after school tutorial program for remediation and enrichment.	1a.3. Assistant Principal	1a.3. Diagnostic and classroom assessment data will be reviewed to monitor progress in addition to tutorial classroom walkthroughs.	1a.3 Diagnostic and classroom assessment data printout
4	1a.4. Students may not have learned or mastered notetaking and data collection techniques.	1a.4. Students in grade 5 will maintain a science notebook including science vocabulary.	1a.4. Administration, Science Teachers	1a.4. Diagnostic and classroom assessment data will be reviewed to monitor progress in addition to reviews of student notebooks.	1a.4. Science diagnostic and mini-assessments.
5	1a.5. Some students may have difficulty navigating science texts due to reading proficiency.	1a.5. Leveled science readers will be integrated into guided reading instruction.	1a.5. Administration, Teachers	1a.5. Diagnostic and classroom assessment data will be reviewed to monitor progress	1a.5. Diagnostic and classroom assessment data printout
6	1a.6.Science may not be meaningful to students without hands-on learning.	1a.6. Students in grades 3 - 5 will be required to participate in the Science Fair.	1a.6. Administration, Science Teachers, Science Fair Coordinator	1a.6. Teachers will review the students' application of the scientific method.	1a.6. Science diagnostic, mini-assessments and science fair projects.

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 2012 administration of the FAA Science Test 100% (2/2) of our students scored level 4, 5, or 6.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2/2)	100% (2/2) of students will score level 4, 5, or 6 or higher on the 2013 FAA Science Test

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1b.1. Students taking the FAA typically exhibit uneven patterns of performance across time and settings.	1b.1. Teachers working with students who are eligible to take the FAA will provide multiple opportunities to practice targeted skills across a variety of settings in an effort to increase consistent performance.	1b.1. Administration, ESE and General Education Teachers	1b.1. Review of informal and formal performance measures as they relate to Individual Education Plans and Access Points	1b.1. Informal and formal assessment measures including but not limited to teacher made tests, data sheets, checklists, curriculum based assessment, IEP goal progress, etc.
2	1b.2. Students may have difficulty expressing knowledge of content and/or targeted skill due to disability.	1b.2. Teachers will provide multiple means of expression and formats for students to demonstrate mastery of content/skills.	1b.2. Administration, ESE and General Education Teachers	1b.2. Review of informal and formal performance measures and lesson plans as they relate to Individual Education Plans and Access Points	1b.2. Informal and formal assessment measures including but not limited to teacher made tests, data sheets,

					checklists, curriculum based assessment, IEP goal progress, etc.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	On the 2012 administration of the FCAT Science Test 5% (7/136) of students achieved a Level 4 or 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5% (7/136)	15% (17/115) of students will achieve a Level 4 or 5 on the 2013 FCAT Science Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1.Students may not reach their potential without enrichment opportunities.	2a.1. Students in grade 5 will be invited to participate in an after school tutorial program for enrichment.	2a.1. Assistant Principal	2a.1. Diagnostic and classroom assessment data will be reviewed to monitor progress in addition to tutorial classroom walkthroughs.	2a.1. Diagnostic and classroom assessment data
2	2a.2. Students may not be challenged to think critically.	2a.2. Include higher-order questions in lesson plans.	2a.2. Administration	2a.2. Classroom observation	2a.2. Printout of diagnostic data will be used to determine effectiveness. Classroom walkthrough log and focused walkthroughs to determine frequency of higher order questions.
3	2a.3.Students may not have personal goals or know their strengths and weaknesses.	2a.3. Student Achievement Chats will be conducted with all students following diagnostic assessments, utilizing language facilitators as needed.	2a.3. Administration, Teachers	2a.3. Student discussions of their goals, strengths and weakness, and increases in performance.	2a.3. FCAT scores, printout of diagnostic, and mini-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:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	On the 2012 administration of the FAA Science Test 0% (0/2) of our students scored at or above level 7.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0/2)	On the 2013 administration of the FAA Science Test 50% (1/2) of our students will score at or above level 7.

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	2b.1. Students who are eligible to take the FAA may demonstrate issues with critical thinking, problem solving, and comprehending the scientific process.	2b.1. Teachers will provide multiple opportunities for students to learn and apply critical thinking, problem solving skills and the scientific process to tasks related to real world science issues across a variety of settings.	2b.1. Administration, ESE and General Education Teachers	2b.1. Review of informal and formal performance measures as they relate to Individual Education Plans and Access Points	2b.1. Informal and formal assessment measures including but not limited to teacher made tests, data sheets, checklists, curriculum based assessment, IEP goal progress, etc.

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
Effective Instruction in Science using 5 E Model	Grade 5 / Science	Assistant Principal, Area Support Team Member	Science Teachers	October 2012	Assistant Principal will provide training and will ensure strategies are implemented. Lesson plans will be reviewed to insure the 5 E Model is followed.	Assistant Principal
Florida's Continuous Improvement Model Training	K-5 / Science	Administration, Professional Development Team	All teachers	October 2012	Common planning minutes will be reviewed to ensure data trends are discussed and lesson plans are developed.	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Students in grade 5 will be invited to participate in an after school tutorial program for remediation and enrichment.	After School Tutoring Program salaries and benefits	Title 1	$1,375.00
Students in grade 5 will be invited to participate in an after school tutorial program for remediation and enrichment.	Tutorial supplies for science instruction: copy paper, chart paper, composition notebooks, dry erase markers, highlighters, post it notes, index cards	Title 1	$125.00
			Subtotal: $1,500.00
			Grand Total: $1,500.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	On the 2012 administration of the FCAT Writing Test, 70% (80/114) of the students in 4th grade scored level 3.0 and higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (80/114)	79% (86/109) of the students in 4th grade will score level 3.0 and higher on the 2013 FCAT Writing Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1.Need for professional development to new classroom teachers K-4th grade to foster the implementation of the Writers Workshop as well as incorporating new writing requirements for the Common Core.	1a.1. Implement Writers Workshop in K-4 incorporating new writing requirements for the Common Core. (Lead Teachers and District Level Support Personnel will facilitate Professional Development by providing resources materials, Lead Teacher meetings, walkthroughs and labs. In addition, District Level Support Personnel will model lessons for teachers, observe teachers presenting lessons and provide feedback, conference with teachers about concerns, and look at data in portfolios to identify trends and plan next steps.)	1a.1.Administration, Reading Coach, Lead Teachers, District level support personnel	1a.1. Agendas and minutes for Lead Teacher Meetings and labs. Administration will participate in classroom walkthroughs.	1a.1. Progress between the initial Palm Beach Writes prompt and subsequent prompts
	1a.2.Students may not have sufficient	1a.2. The revision and editing process will be	1a.2. Lead Teachers,	1a.2. Administration will monitor revision and	1a.2. Progress between the

2	experience with revising and editing.	explicitly taught and seen in student writing drafts.	Administration	editing process by reviewing student drafts.	initial Palm Beach Writes prompt and subsequent prompts
3	1a.3.Students may not be aware of their writing strengths and weaknesses.	1a.3. Teachers will conference with students individually and/or small group on a weekly basis.	1a.3. Lead Teachers, Administration	1a.3. Administration will monitor student conferences through walkthroughs and lesson plans.	1a.3. Progress between the initial Palm Beach Writes prompt and subsequent prompts
4	1a.4.Parents may not have the knowledge or skills to know how to help students at home.	1a.4.Provide parents the opportunity to acquire knowledge of the writing process and FCAT expectations through family involvement nights	1a.4.Administration, Reading Coach, Title I Contact	1a.4.Collect parent sign in sheets and surveys	1a.4.Parent sign in sheets and surveys
5	1a.5.Students may need additional time to master content and skills.	1a.5. Provide afterschool tutoring for targeted students	1a.5. Assistant Principal	1a.5. Student writing samples will be reviewed and scored bi-weekly by teacher. Percent of students making adequate progress toward goal will be determined once every 6 weeks by comparing writing trend data to expected rate of growth (aimline).	1a.5.Progress between the initial Palm Beach Writes prompt and subsequent prompts
6	1a.6.Need for professional development on more rigorous scoring rubric	1a.6.Provide teachers with professional development on the changes to the scoring rubric and the scoring process.	1a.6.Administration, District level support personnel	1a.6.Agendas from professional development sessions and collaborative scoring sessions	1a.6.Progress between the initial Palm Beach Writes prompt and subsequent prompts
7	1a.7 Teachers may be stretched to become proficient in all subject areas.	1a.7 Departmentalize instruction for writing in fourth grade.	1a.7 Administration	1a.7 Master schedule implementation and administration will monitor progress of student writing proficiency.	1a.7 Progress between the initial Palm Beach Writes prompt and subsequent prompts

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:	On the 2012 administration of the FAA Writing Test 100% (3/3) of our students scored at or above level 4.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (3/3)	100% (2/2) of students will score at or above level 4 on the 2013 FAA Writing Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1b.1. Students taking the FAA typically exhibit uneven patterns of performance across time and settings.	1b.1. Teachers working with students who are eligible to take the FAA will provide multiple opportunities to practice targeted skills across a variety of settings in an effort to increase consistent	1b.1. Administration, ESE and General Education Teachers	1b.1. Review of informal and formal performance measures as they relate to Individual Education Plans and Access Points	1b.1. Informal and formal assessment measures including but not limited to teacher made tests, data sheets, checklists,

		performance.			curriculum based assessment, IEP goal progress, writing samples, etc.

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
Writers Workshop and the Common Core	K-4/Writing	Lead Teacher and District support personnel	K-4 Teachers	Preschool, scheduled sessions with District support personnel, during Single School Culture meetings on 5-day rotation	Scoring writing samples, student conference notes, work samples	Administration, Reading Coach, Lead Teachers, District level support
Rubric Scoring	K-4/Writing	Administration, Lead Teacher, District support personnel	K-4 Teachers	Preschool, Single School Culture Meetings on 5-day rotation	Scoring writing samples, student conference notes, work samples	Administration, Lead Teacher, District support personnel
Conventions of writing	K-4/Writing	Administration, Lead Teacher, District support personnel	K-4 Teachers	Professional Development Days, Single School Culture Meetings on 5-day rotation	Scoring writing samples, student conference notes, work samples	Administration, Lead Teacher, District support personnel

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide after school tutoring for targeted students.	After school tutorial salaries and benefits	Title 1	$1,375.00
Fund Writers Workshop materials and supplies for students.	Tutorial supplies for writing instruction: copy paper, chart paper, colored paper, composition books, colored pencils, post-it notes, highlighters, dry erase markers, chart paper markers	Title 1	$3,125.00

Teachers will conference with students individually and/or small group on a weekly basis	Substitute funding for individual conferences with students prior to FCAT.	Title 1	$625.00
			Subtotal: $5,125.00
			Grand Total: $5,125.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	According to the FY12 Gold Report, the student attendance rate was 95%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95% (895/940)	96% (715/745)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
According to the TERMS D23 Absence Rate, 369 students (30%) had 10 or more absences (includes PK ESE students who are not subject to mandatory attendance).	28% (231/825)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
According to the School Improvement Planning Report RXOOA0197, 376 students (31%) had 10 or more tardies (includes PK ESE students who are not subject to mandatory attendance).	28% (231/825)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1.Difficult economic conditions have increased the truancy, as well as the mobility rate.	1.1. Participate in a program designed to intervene with parents of chronically truant students in K-3 as part of a partnership between the Division of Grants Administration and School Reform Accountability and the State Attorney's Office	1.1. Administration, Truancy Contact	1.1. Monitor absence rates	1.1. FY13 Attendance data
2	1.2. Economic conditions may impact parents ability to consistently ensure their children's attendance at school.	1.2. Highlight those classes with 5 or less absences per month and those with 5 or less tardies per month on Panther Productions, the in-house TV broadcast.	1.2. Administration, Attendance Clerk, Truancy Contact	1.2. Monitor absence rates	1.2. FY13 Attendance data
3	1.3. Some parents may not understand the importance of their child being at school on time daily.	1.3. Establish a communication system between the parent and the school to reinforce punctuality.	1.3. Administration, Attendance Clerk, Guidance Counselor, and	1.3.Monitor Tardy rates	1.3. FY13 Tardy data

			teachers		

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
not applicable						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			$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:	Using the TERMS D23 School Suspension Rates, there were 31 students suspended in-school and 87 students suspended out-of-school during FY12.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
39 in-school suspensions	29 in-school suspensions

2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
2.52% (31/1228)	2.3% (23/1000)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
133 out-of-school suspensions	92 out-of-school suspensions
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
7.08% (87/1228)	6.00% (60/1000)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1.Student time spent receiving academic instruction is negatively impacted when out of class due to discipline referrals.	1.1. Continue the implementation of the Positive Behavior Support program to reduce the amount of time spent out of class.	1.1. Administration, Positive Behavior Support Team	1.1. Analysis of suspension data by type, frequency, time of day, referring teacher, and action taken	1.1. FY13 Suspension data
2	1.2.Students who may not feel connected to or mentored by an adult at the school site may act-out to avoid instruction.	1.2.Institute an adult mentoring program for each student upon entry to school and continuing through to promotion to middle school (or exit/transfer to new school site).	1.2.Administration, Guidance Counselor, Faculty	1.2. Student performance data and informal survey information	1.2. Mentoring logs, attendance records, suspension data

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
Positive Behavior Support program	PK-5	Positive Behavior Support Team	All teachers	August 2012 with monthly updates	Analysis of suspension data by type, frequency, time of day, referrals by teacher and action taken	Administration, Positive Behavior Support Team, Crisis Intervention Teacher
Seminole Trails Elementary School Mentoring Program	PK-5	Administration, Guidance Counselor, Internal Facilitator for District Reaccreditation	All teachers	August 2012 Team Leader meeting and then with quarterly updates	Analysis of suspension data by type, frequency, time of day, referrals by teacher and action taken; review of mentoring program, student performance data and informal survey information	Administration, Guidance Counselor, Internal Facilitator for District Reaccreditation

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			$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: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	During the 2011 - 2012 school year, an average of 95% of Seminole Trails Elementary School students (1020/1074) had a family member participate in at least two Parent/Teacher conferences focusing on how the school and family can support students with specific activities and strategies to increase and / or sustain academic achievement.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
95% (1020/1074)	During the 2012-2013 school year, an average of 96% of Seminole Trails Elementary School students (792/825)will have a family member participate in at least two Parent/ Teacher conferences focusing on how the school and family can support students with specific activities and strategies to increase and/or sustain academic achievement.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1.Parents may be unable to attend Parent/ Teacher conferences due to lack of transportation or conflicts with their job responsibilities.	1.1. Staff members may choose to host a Parent/ Teacher conference over the phone or conduct a home visit. Materials and notes will be mailed	1.1. Teachers, Administrators, Title I Parent Liaison, ESE Contact	1.1. Teachers, Administrators and Title I Parent Liaison will maintain conference forms from Parent/ Teacher conferences conducted over the	1.1. Parent/ Teacher Conference forms and results from district and state assessments

		home.		phone and during a home visit.	
2	1.2.Parents' schedules may vary, limiting regular participation in their children's school activities	1.2. Parents will be made aware of diverse volunteering opportunities, regular or occasional and in school or at home.	1.2. Teachers, Administration, Volunteer Coordinator	1.2. Analyze volunteer sign-in logs	1.2. Volunteer Sign-In Logs
3	1.3.Parents who speak a second language may be reluctant to participate in school activities.	1.3. Parents of ELL students will be invited to the bi-annual Parent Leadership Council meetings	1.3. Teachers, Administration, ESOL Coordinator	1.3. Collect participation data and survey families.	1.3. Parent Sign-In Sheets
4	1.4. Parents who speak a second language may be reluctant to participate in school activities.	1.4. Community language facilitators and bilingual teachers will be available to translate at parent meetings and trainings.	1.4. Administration, ESOL Coordinator	1.4.Collect participation data and survey families.	1.4.Parent Sign-In Sheets
5	1.5.Parents may not know how to support their children's academics at home.	1.5.Parents will be invited to Open House and a variety of curriculum related trainings and showcases to inform them of the curriculum, assessments, and proficiency levels students are expected to meet.	1.5.Teachers, Administration	1.5.Collect participation data and survey of families.	1.5.Parent Sign-In Sheets, Surveys
6	1.6.Students and families may have limited real-life experiences, resources, and opportunities.	1.6.The school will form partnerships with agencies and organizations such as for Foster Grandparents, Chick-Fil-A, Publix and Keiser University to provide additional resources and opportunities for students.	1.6.Business Partner Coordinator, Administration	1.6.Analyze number of business partners and level of participation garnered.	1.6.Business Partner forms
7	1.7. Parents may have limited ability, due to competing demands on time, to attend SAC meetings in the afternoon (between 2 pm and 5 pm).	1.7. The school will host monthly SAC meetings at 6:30 pm so that parents will have the opportunity to be involved in the design, implementation, and evaluation of the School Improvement Plan, the Parent Involvement Plan, the School-Parent Compact, and the Title I Budget, etc.	1.7. Administration, Title I Contact, SAC Co-Chairs	1.7. Review of minutes and sign in sheets to assess parent involvement and participation	1.7. Minutes of meetings, sign-in sheets
8	1.8. Parents may not be aware of Title I program components and/or curriculum, assessment and proficiency levels that students are expected to meet.	1.8. The school will host multiple events/meetings in an effort to inform parents of curriculum, assessment, and expected student proficiency levels and encourage parents to participate in trainings and decision making opportunities for students. These events will include, but not be limited to, the Annual Title I Meeting, SAC meetings, PTO meetings, Building Better Readers, Writing	1.8. Administration, Title I Contact	1.8. Review of sign in sheets, participation logs, session evaluations (as appropriate)	1.8. Sign in sheets, participation logs, session evaluations

		Night, Math Night, Science Night, FCAT Night and Bi-Annual Leadership meetings for parents of students who are ELL.			
9	1.9. Some parents may not fully participate in the design, implementation, and evaluation of the Parent Involvement Plan and the School-Parent Compact due to high mobility rates, changes in enrollment and/or school zoning patterns.	1.9. The school will provide parents with the opportunity to participate in the design and approval of the Parent Involvement Plan and School-Parent Compact in the spring of each year (for implementation in the fall of the next fiscal/academic year). The school will periodically review these documents, the implementation plans and evaluation (including possible updates) at scheduled SAC meetings.	1.9. Administration, Title I Contact, SAC Co-Chairs	1.9. Review of minutes and sign in sheets to assess parent involvement and participation	1.9. Minutes of meetings, sign-in sheets
10	1.10.Some parents may not be able to attend the Annual Title I meeting or SAC meetings.	1.10. Parent input and evaluation of the school wide program will be collected through the Title I Survey. This input will be reviewed by school administration as well as the SAC in an effort to improve the school wide plan.	1.10. Administration, Title I Contact, SAC Co-Chairs	1.10. Review Title I Survey data and use information to inform revision of plan as necessary	1.10. Title I Survey data

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
Volunteer and Business Partner Training for teachers and volunteers	All Departments and Grade Levels	Administration, Volunteer Coordinator	All instructional staff members	August and September faculty meetings, September volunteer meeting	Monitor monthly volunteer reports	Administration, Volunteer Coordinator
Tips for Planning and Conducting Productive Parent/ Teacher Conferences	All Departments and Grade Levels	Administrators, the New Teacher Center Program Representative, Mentor Teachers, Professional Development Team	All instructional staff members	Bi-weekly meetings between Beginning Teachers and Mentor Teachers, Monthly New Teacher Center Program Meetings, Monthly Faculty Meetings, September Professional Development Day, January Professional Development Day, March	New Teachers Center Program Representative, Mentor Teachers and/or Peer Teachers may be invited to observe Parent/ Teacher conferences and provide feedback.	Administrators, New Teacher Center Program Representative, Mentor Teachers, Professional Development Team

				Professional Development Day		

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Parents will be invited to a variety of curriculum related trainings and showcases	Supplies for parent training sessions: colored paper, colored folders, refreshments	Title 1	$3,361.00
Staff members may choose to host a Parent/Teacher conference over the phone or conduct a home visit. Materials and notes will be mailed home.	Postage for parent communication	Title 1	$1,000.00
			Subtotal: $4,361.00
			Grand Total: $4,361.00

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:	On the 2013 administration of the FCAT, 54% (195/359) of students will score level 3 or above in mathematics and 50% (57/115) of students will score level 3 or above in science.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students may not understand the relationship between science, technology, engineering and math (STEM) without real world applications.	1.1. Expose students to real world applications through hands on science and math curriculum that integrates technology and engineering	1.1. Administration	1.1. informal and formal assessments	1.1. informal and formal assessments
2	1.2. Students may need multiple opportunities for exposure to STEM content	1.2. Offer the opportunity to participate in SECME club	1.2. Administration and SECME Club Sponsor	1.2. Student surveys and projects	1.2. Results of student surveys and performance on student generated projects

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
PD as related to STEM and/or SECME	3-5 science and math	District Level PD Facilitator	3-5th grade science & math teachers	Dates as scheduled by the District	Lesson Plans	Administration

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of STEM Goal(s)

Additional Goal(s)

Technology Goal:

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	
1. Technology Goal Technology Goal #1:	23% of classroom computers (71/301) are outdated or will be outdated by the end of the 2011 - 2012 school year.
2012 Current level:	2013 Expected level:
23% (71/301) of classroom computers are outdated or will be outdated by the end of the 2011 - 2012 school year.	20% (59/301) of classroom computers are outdated or will be outdated by the end of the 2012 - 2013 school year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students will be unable to access current district technology on outdated computers.	Students will use technology to reinforce and develop instructional skills.	Administration	FAIR reports, SRI reports, Fast Track Math reports, Reading Counts reports	iObservation walk-throughs and evaluation, Lesson Plans, EDW reports
2	Students will be unable to access current district technology in whole-group settings.	Teachers will use technology to guide instruction.	Administration	FAIR reports, SRI reports, Fast Track Math reports, Reading Counts reports	iObservation walk-throughs and evaluation, Lesson Plans, EDW 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
Training on FAIR, SRI, Fast Track Math and Reading Counts programs.	K-5	Reading Coach, SAI Teacher, Media Specialist, Assistant Principal, ITSA	K-5 Teachers	On going	Classroom observations, lesson plans	Administration

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00

			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Technology Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				$0.00
CELLA				$0.00
Mathematics				$0.00
Science				$0.00
Writing				$0.00
Attendance				$0.00
Suspension				$0.00
Parent Involvement				$0.00
STEM				$0.00
Technology				$0.00
				Subtotal: $0.00

Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				$0.00
CELLA				$0.00
Mathematics	Computer technology to support classroom instruction in mathematics (Mobi's)	Mobi's (computer hardware/peripherals – non-capitalized ($999.99 or less)	Title 1	$3,033.00
Science				$0.00
Writing				$0.00
Attendance				$0.00
Suspension				$0.00
Parent Involvement				$0.00
STEM				$0.00
Technology				$0.00
				Subtotal: $3,033.00

Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Determine core instructional needs by reviewing diagnostic, SRI, FAIR, and LAS assessment data for all students. Plan differentiated instruction using evidence-based instruction/interventions within 90-minute reading block.	Reading Coach	Title 1	$67,588.00
Reading	Provide professional development for teachers to assist teachers in identifying targeted remediation needs, providing research-based strategies, and progress monitoring, as well as attend professional development.	Substitutes for teacher release time to attend professional development.	Title I	$2,086.00
Reading	Provide professional development on FCIM, diagnostic assessments, LAS, literacy topics, and other resources.	Books for Book Studies, ink for EDW reports (coach and administrator), chart paper, folders, pot-its, highlighters, laminating film, binders, poster paper	Title 1	$2,000.00

CELLA	$0.00
Mathematics	$0.00
Science	$0.00
Writing	$0.00
Attendance	$0.00
Suspension	$0.00
Parent Involvement	$0.00
STEM	$0.00
Technology	$0.00
	Subtotal: $71,674.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide Tier 2 and 3 instruction to primary students.	Primary Resource Teacher	Title I	$63,644.00
Reading	Provide Tier1, 2 and 3 and supplemental instruction to intermediate students.	Intermediate Resource Teacher	Title I	$63,644.00
Reading	Create a classroom environment conducive to reading.	Supplies for creating a reading environment: copy paper, chart paper, composition books, post-it notes, dry erase markers, chart paper markers, flashcards, highlighters, Fundation materials, ink for classroom EDW reports.	Title 1	$21,125.00
Reading	Promote student choice of high quality and multicultural literature available for check-out from the media center on an individual basis and for classroom library checkout.	Library books (books processed with bar code) to be housed in Media Center	Title I	$10,000.00
Reading	Online subscription/Software Rental/License	Reading A-Z licenses for additional tiered resources and MTSS progress monitoring	Title 1	$250.00
Reading	Students in grades 3-5 will be invited to participate in an after school tutorial program for remediation and enrichment.	After School Tutoring Program teacher salaries and benefits	Title I	$3,875.00
CELLA				$0.00
Mathematics	Provide afterschool tutoring for targeted students.	Salary and benefits for Tutorial teachers	Title I	$3,875.00
Mathematics	Provide afterschool tutoring for targeted students.	Tutorial supplies for math instruction: composition notebooks, chart paper, copy paper, dry erase markers, chart markers	Title I	$125.00
Science	Students in grade 5 will be invited to participate in an after school tutorial program for remediation and enrichment.	After School Tutoring Program salaries and benefits	Title 1	$1,375.00
Science	Students in grade 5 will be invited to participate in an after school tutorial program for remediation and enrichment.	Tutorial supplies for science instruction: copy paper, chart paper, composition notebooks, dry erase markers, highlighters, post it notes, index cards	Title 1	$125.00
Writing	Provide after school tutoring for targeted students.	After school tutorial salaries and benefits	Title 1	$1,375.00

Writing	Fund Writers Workshop materials and supplies for students.	Tutorial supplies for writing instruction: copy paper, chart paper, colored paper, composition books, colored pencils, post-it notes, highlighters, dry erase markers, chart paper markers	Title 1	$3,125.00
Writing	Teachers will conference with students individually and/or small group on a weekly basis	Substitute funding for individual conferences with students prior to FCAT.	Title 1	$625.00
Attendance				$0.00
Suspension				$0.00
Parent Involvement	Parents will be invited to a variety of curriculum related trainings and showcases	Supplies for parent training sessions: colored paper, colored folders, refreshments	Title 1	$3,361.00
Parent Involvement	Staff members may choose to host a Parent/Teacher conference over the phone or conduct a home visit. Materials and notes will be mailed home.	Postage for parent communication	Title 1	$1,000.00
STEM				$0.00
Technology				$0.00
				Subtotal: $177,524.00
				Grand Total: $252,231.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

( ) Priority ( ) Focus (•) Prevent ( ) NA

Are you a reward school: ( ) Yes (•) No

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

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

☑ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Provide incentives for the Positive Behavior Support program in the form of snacks and trinkets.	$2,235.00

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

Review school's vision, mission and purpose to ensure they align with School Improvement Plan (SIP).
Review and approve SIP.
Monitor and revise SIP as needed throughout the school year (including budget).

Review the school's Differentiated Accountability (DA) Requirements/Checklist and provide necessary approval.
Develop, monitor and/or revise SAC Bylaws.
Stay informed of school and district's activities towards accreditation (review AdvancED Executive Summary and Self Assessment Reports, etc.)

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 SEMINOLE TRAILS ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	71%	65%	82%	54%	272	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	63%	54%			117	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?	51% (YES)	52% (YES)			103	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					492	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District SEMINOLE TRAILS ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	75%	68%	82%	43%	268	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	61%	55%			116	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?	54% (YES)	62% (YES)			116	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					500	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested