

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: WEST RIVIERA ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Tonja P. Latson, Ed. S.

SAC Chair: Jennifer Lewanda Co-Chair Gwen Siepel Co-Chair

Superintendent: E. Wayne Gent

Date of School Board Approval:

Last Modified on: 11/8/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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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)
Principal	Tonja P. Latson, Ed.S.	Bachelors Masters Ed. Specialist Ed. Leadership (K-12) Varying Exceptionalities (K-12) Reading Endorsed ESOL Endorsed	1	8	Principal of West Riviera 2012/2013 school grade of "C". At the completion of my first Principalship, West Riviera Elementary improved by one letter grade. Within the six years that I was employed at Egret Lake Elementary school, we maintained an "A" status. Egret Lake also made AYP in 2008 & 2009 and is no longer considered a School In Need of Improvement. Egret also earned the 2010 National Title I School for the State of Florida for "closing the achievement gap".
		BA in Elementary Education Masters in			Assistant Principal of West Riviera 2011/2012, the school improved one letter grade and earned a "C". Assistant Principal of West Riviera 2010/2011, the school grade came up one letter grade to a "D", reading mastery 35%, Math 43%, writing 91%, Science 34%.

Assis Principal	Thomas Hrebin	Guidance/Counseling K-12 Masters in Educational Leadership K-12 ESOL Endorsement	1	3	Assistant Principal of Grove Park 2008-2010; Grade D Reading Mastery 48%; 47% of students making a year's worth of progress in reading; 55% of the lowest 25% making a year's worth of progress in reading; Math Mastery 51%; 47% of the students making a year's worth of progress in math; 59% of the lowest 25% making a year's worth of growth; Writing mastery was 82% and 28% mastery in Science. AYP was not met in reading in any subgroups. AYP was not met in Math by any subgroups.
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INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Gwen Seipel	Elementary Ed.1-6 Masters in Reading K-12 from FAU ESOL Endorsed Reading Endorsed	1	1	As West Riviera Elementary School's 2011-2012, grade 3-5 reading coach, the school rose from a letter grade of a D to a C. NPB Teacher of the Year. Remedial Reading teacher in grades 6-7. Reading 180 Training, FAIR Training, Core K-12 Training. SAI teacher from 2004-2010.
Mathematics	Travis Singleton	Professional Educator's Certificate: Elementary Education K-6;	10		Math Coach 2012-2013. As The 5th Grade Math Teacher Earned 100% Math Gains for 2011-2012. NPB 2008 Teacher of the Year. Marzano Training, Gradual Release Model Training, Differentiated Instruction Training, FCIM Training, Florida Achieves Focus Training, Core K-12 Training, FCAT Specification Training, FAIR Training.
Science	TBA				
Reading, Math, Science, Writing Learning Team Facilitator	Jennifer Lewanda	Professional Certificate: Elementary Education (Grades K-6), ESOL (K-12), and Educational Leadership (All Levels)	1	3	As West Riviera's 2011-2012, grades K-5 Science Coach, the school's letter grade rose from a "D" to a "C". Science Coach for 3 years, 5th grade teacher for 6 years, and 6th grade teacher for 1 year. Academic trainings include: ESP Mentor, Clinical Education, PNP 1, Leveled Literacy Intervention, Running Reading Record, Educational Data Warehouse, Core K12, Science and Math Leadership, Learning Team Facilitator, Differentiated Instruction, Professional Delopment, Balancing Essential Literacy, and District Accreditation.
Reading Coach K-2	Diane Perry	Professional Certificate: Bachelor's of Education, Elementary Education 1-6, Masters of Edducation, Reading K-12 Certification. ESOL Endorsement.		10	Reading Coach at Egret Lake Elementary for 9 years. Six years Grade A. Reading Recovery Trained.

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 the Assistant Principal	1. Assistant Principal	1. On-going	
2	2. Partnering new teachers with veteran staff	2. Assistant Principal	2. On-going	
3	3. Work in collaboration with district's HR Specialist for referrals	3. Principal	3. On-going	
4	4. Support/training provided by Area 4 Support Team as needed for content	4. Principal, Area 4 Support Team	4. 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
NA	

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
52	11.5%(6)	38.5%(20)	26.9%(14)	17.3%(9)	9.6%(5)	100.0%(52)	3.8%(2)	0.0%(0)	98.1%(51)

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
Thomas Hrebin	Eriel Marshall	Experience Primary grade level	- Classroom modeling - Lesson development - Strategic planning - Beginning teacher program (5 FEAPS)
Gwen Seipel	Deanna Holmes	Experience Coaching strategies	- Classroom modeling - Lesson development - Strategic planning - Beginning teacher program (5 FEAPS)
Jennifer Lewanda	Rickeah Banks	Experience Science knowledge Coaching strategies	- Classroom Modeling - Lesson Development - Strategic planning - Beginning teacher program (5 FEAPS)
Dionte Perry	Travis Singleton	Experience Math knowledge Coaching strategies	Classroom Modeling - Lesson Development - Strategic planning - Beginning teacher program (5 FEAPS)
Kyla Collins	Gwen Seipel	Experience Reading Knowledge Coaching strategies	- Classroom Modeling - Lesson Development - Strategic planning - Beginning teacher program (5 FEAPS)
			- Classroom modeling

Valerie Mays	Shemeka Higgins	Experience, coaching strategies	<ul style="list-style-type: none"> - Lesson development - Strategic planning - Beginning teacher program (5 FEAPS) <ul style="list-style-type: none"> - Classroom modeling - Lesson development - Strategic planning - Beginning teacher program (5 FEAPS)
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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, Part A
Classroom Instruction, Family Involvement, Professional Development, Tutorials, District Academic Coaches (Math, Reading, and Science)

Title I, Part C- Migrant

Title I, Part C- Migrant
Support services are provided by District personnel

Title I, Part D

N/A

Title II

Title II
Programs and professional development provided by Safe School – Single School Culture, Academic, Behavior and Climate programs, Bullying prevention, Character Education, District Academic Coaches

Title III

Title III
Bilingual programs (not Dual Language programs), Intensive support for ELL students

Title X- Homeless

Title X- Homeless
Support services are provided by District personnel, Professional development relating to identifying homeless students

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction (SAI)
Supplemental Academic Instruction is provided for retained students in grade 3 and the lowest 25% 3rd grade. Services are also provided for students below reading level "H" in grade 2.

Violence Prevention Programs

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

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based RtI Leadership Team.

The school-based RtI Leadership Team is comprised of the following members: principal, assistant principal, ESE contact, ELL contact, school psychologist, classroom teacher, reading/math/science coaches, RtI/Inclusion Facilitator, LearningTeam Facilitator (LTF), and guidance counselor.

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 School Based Team (SBT) 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
- effective communication with parents regarding school-based RtI plans and activities occurs.

The implementation of a RtI/Inclusion Facilitator is in its second year at WRES. This individual will assist in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 3 interventions, and offer professional development and technical assistance.

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?

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

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

The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). The school-based RtI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team.

The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (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, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

*Problem Solving Model

The four steps of the Problem Solving Model are:

Problem Identification entails identifying the problem and the desired behavior for the student.
Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.

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

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

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

*Problem Solving & Response to Intervention Project 2008

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?

Describe the role of the school-based RTI Leadership Team in the development and implementation of the school improvement plan.

Members of the school-based RTI Leadership Team will meet with the School Advisory Council (SAC) and will help develop the SY12/13 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed.

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

- FCAT scores and the lowest 35%
- AYP and subgroups
- strengths and weaknesses of intensive programs
- mentoring, tutoring, and other services.

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

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.

Describe the data management system used to summarize tiered data.

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
- * CORE K-12
- K-3 Literacy Assessment System
- Diagnostic Assessment for Reading (DAR)
- Progress Monitoring and Reporting Network (PMRN)
- Comprehensive English Language Learning Assessment (CELLA)
- Office Discipline Referrals
- Retentions
- Absences

Mid-year data:

- Florida Assessment for Instruction in Reading (FAIR)
- Diagnostic Assessment for Reading (DAR)
- Palm Beach County Winter Diagnostics
- Palm Beach Writes
- Progress Monitoring and Reporting Network (PMRN)
- K-3 Literacy Assessment System

End of year data:

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

- FCAT Writes

Frequency of required Data Analysis and Action Planning Days:
Once within a cycle of instruction (refer to appropriate focus calendar)

Describe the plan to train staff on MTSS.

Describe the plan to train staff on RtI.

Professional development will be offered to RtI/Inclusion Facilitator by district staff
The school-based RtI/Inclusion Facilitator 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
consensus building
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. Professional development will be offered to RtI/Inclusion Facilitator by district staff every Monday during SY11.
The school-based RtI/Inclusion Facilitator 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
consensus building
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.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Tonja P. Latson, Ed.S. - Principal
Thomas Hrebin - Assistant Principal
Diane Perry - K-2 Reading Coach
Gwen Siepel - 3-5 Reading Coach
Jennifer LeWanda - Learning Team Facilitator K-5
TBA - SAI Teacher
Reading Teachers K-5

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

The function of the LLT at West Riviera Elementary is to create a shared literacy vision that is clear and shaped by the school's data. The team will work to determine the vision and implement a plan, where each team member will bring specific expertise to building the culture of literacy in the school. The team will also build in time and opportunities for professional development for all stakeholders. The LLT will train teachers to effectively follow instructional pacing guides that are aligned with the standards.

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

The major initiative of the LLT this year will be placed on building a strong foundation of literacy in Pre-K - Second grade. Additional emphasis will be placed on diagnosing students' literacy deficits in grades Third - 5th and implementing academic strategies that are aimed at reducing those deficits. We will also commit to providing students with enrichment instruction that will help us increase levels of proficiency. This year our school hours will be extended for 1 extra hour to focus on strengthening our literacy deficits.

Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 10/19/2012)

*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.

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

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

The "Students Have a Decisive Outcome When Instruction Nurtures Growth" SHADOWING program at West Riviera Elementary School was established in FY 2009 as a transition for our existing on-site Pre-K classes. The program is designed to orientate students to the procedures and routines of a Kindergarten class setting at West Riviera Elementary School prior to starting the program. Students will be invited to shadow in an existing Kindergarten class during the last three days of the school year for several hours each day. SHADOWING will be communicated to the parents through the schools monthly newsletter, the marquees, informational flyers and during the May 2013 Kindergarten Round-up.

At the end of the school year, a flyer is sent out to announce our "Kindergarten Roundup". This event is held to register prospective kindergarten students and to inform parents of the importance of school readiness, and to provide parents with strategies to assist their child(ren) over the summer. In addition to the flyer, this information is included in the school's newsletter, and on the school's marquee.

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

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	On 2013 FCAT 22% (41) of students will achieve proficiency (Level 3) in reading compared to the FY 2012 Reading FCAT results.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On 2012 FCAT 11% (21) of students achieved level 3.	On 2013 FCAT 22% (41) of students will achieve proficiency (Level 3) in reading. This represents a 20% increase of students achieving proficiency compared to FY2012 FCAT results.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers' experience in using research-based strategies to increase reading proficiency.	Schedule professional development addressing specific needs of teachers Teachers will follow instructional pacing guides that are aligned with the standards Teachers will utilize researched based content materials that are aligned with standards	Professional Development Team, Teachers, Reading Coach & Administration	Analyze FAIR, RRR, district NGSSS Diagnostic results and student work folders.	1. District's diagnostic assessments 2. Assessments from approved district curriculum tests 3. School-based mini assessments 4. FCAT 5. FAIR
2	Students deficient in foundational skills	Provide differentiated instruction within self contained classes. Implement small flexible groups to provide targeted and intensive intervention to underperforming students that require enrichment. Provide guided reading instruction at students' instructional level and plan explicit instruction based on the analysis of students' reading deficiencies	Teachers, Reading Coach and Administration	Analyze FAIR and RRR results	1. District's diagnostic assessments 2. Assessmentts from approved district curriculum tests 3. School-based mini assessments 4. FCAT 5. FAIR
	Students lacking comprehension of text	Implement Reciprocal Teaching strategies (predicting, questioning, clarifying, summarizing); Use of graphic organizers; Modeling of Read Aloud/Think Aloud;	Teachers, Reading Coach and Administration	Analyze mini-assessments, district NGSSS Diagnostic results	Mini-assessments, district NGSSS Diagnostic results

3		<p>Implement reading comprehension strategies using Comprehension Tool Kit</p> <p>Teachers will use the Fontas and Pinnell Prompting guide and the Continuum of Learning to enhance comprehension of grade appropriate text</p> <p>Students engage in "accountable talk" to show, tell, explain, and prove reasoning during modeled instruction and guided practice</p>	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lacks cognitive skills	Small group instruction, Utilize Wilson Reading System	ESE Teacher	Analyze data from RRR and FAIR Teacher Observation	RRR, FAA, and FAIR

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

<p>2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.</p> <p>Reading Goal #2a:</p>	<p>On 2013 FCAT 10% (20) of students will achieve above proficiency - levels 4 and 5.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
On 2012 FCAT 5% (10) of students scored levels 4 and 5.	On 2013 FCAT a 10% (20) increase of students will achieve above proficiency - levels 4 and 5.

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
	Planning of quality enrichment activities	Implement Reciprocal Teaching strategies (predicting, questioning, clarifying, summarizing) and promote independence of this	Teachers, Reading Coach, Administrators	Analyze mini-assessments, FAIR, SRI, district NGSSS Diagnostic results	Mini-assessments, FAIR, SRI, RRR, district NGSSS Diagnostics, FCAT results

1		<p>process among groups of high achieving students</p> <p>1. Provide differentiated instruction within self-contained classes.</p> <p>2. Implement small flexible groups to provide targeted and intensive intervention to higher performing students to ensure that receive enrichment</p>			
2	High percentage of struggling learners and teaching demands	Assign students as peer tutors to struggling readers	Teachers, Reading Coach, Administrators	Analyze SRI, district NGSSS Diagnostic results	FAIR, SRI, RRR, district NGSSS Diagnostics, FCAT results
3	Lack of independent reading outside of school	Assign reading activities and response logs as homework	Teachers, Reading Coach, Administrators	Analyze Response Logs, FAIR, SRI, district NGSSS Diagnostic results	Response Logs, FAIR, SRI, NGSSS Diagnostics, FCAT results

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lacks cognitive skills	Small group instruction, Utilize Wilson Reading System	ESE Teacher	Teacher Observation, Analyze Reading Running Records and FAIR	RRR, FAA, and FAIR

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	On 2013 FCAT 70% (82) of students will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On 2012 FCAT 60% (72) of students made learning gains.	On 2013 Reading FCAT 70% (82) of students will make learning gains; an 11% increase over 2012 Reading FCAT result.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack strategic reading comprehension strategies	<p>1. Provide differentiated instruction within self-contained classes.</p> <p>2. Implement small flexible groups to provide targeted and intensive intervention to underperforming students and students that require enrichment</p> <p>Provide instruction using Reciprocal Teaching strategies (predicting, questioning, clarifying, summarizing); Use of graphic organizers; Modeling Read Aloud/Think Aloud; Question Answer Relationship; Implement reading comprehension strategies using Comprehension Tool Kit</p>	Teachers, Reading Coach, Administration	Reading Coach & Administration to conduct classroom walkthroughs to monitor effective implementation of strategies	Classroom walkthrough logs
2	Students do not employ all four Reciprocal Teaching strategies	Teacher provides frequent modeling of Reciprocal Teaching Strategies	Teachers, Reading Coach, Administration	Reading Coach & Administration to conduct classroom walkthroughs	Classroom walkthrough logs
3	Student progress needs to be closely monitored	<p>Teacher to record reading behaviors and plan mini-lessons to address reading deficiencies</p> <p>Students engage in "accountable talk" to show, tell, explain, and prove reasoning during modeled instruction and guided practice</p>	Teacher, Reading Coach	Review of anecdotal records	Mini-assessments, FAIR, SRI, RRR, district NGSSS Diagnostics

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Cognitive skills	Small group instruction Utilize Wilson Reading	ESE Teacher	Analyze RRR and FAIR	RRR, FAA and FAIR

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	On 2013 FCAT 79% (35) students scoring in the lowest 25% will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On 2012 FCAT 69% (25) of students scoring in the lowest 25% made learning gains.	On 2013 FCAT 79%(35)of students scoring in the lowest 25% will make learning gains; a 5% increase compared to the 2012 FCAT results.

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 with reading deficiencies performing below grade level	<p>1. Provide differentiated instruction within self-contained classes.</p> <p>2. Implement small flexible groups to provide targeted and intensive intervention to underperforming students and students that require enrichment</p> <p>3. Utilize Leveled Literacy Intervention System on a daily basis, during the extended hour of reading instruction</p> <p>Plan supplemental immediate intensive instruction (iii) for students not responding to core instruction. Focus of instruction is determined by review of assessment data.</p>	Rtl Facilitator, Regular Ed. & ESE Teachers Reading Coach, Administration	Analyze mini-assessment, FAIR, SRI, RRR, district NGSSS Diagnostics results	Mini-assessments,FAIR, SRI, RRR, district NGSSS Diagnostics results
2	Teachers lacking experience in choosing the grade appropriate text for students	Provide professional development through the SIG model classroom, coaches and other resources	Sig personel. Regular Ed. & ESE Teachers, Reading Coach, Administration	Analyze mini-assessments, FAIR, SRI,RRR, district NGSSS Diagnostics results Differentiated instruction in guided reading groups and centers	Mini-assessments,FAIR, SRI,RRR, district NGSSS Diagnostics results
3	Student may require extended learning opportunities to master content and skills	<p>Provide in-school, afterschool and Saturday tutoring for targeted group of students</p> <p>Extended school day for an extra hour of reading instruction</p>	Regular Ed. & ESE Teachers, Administration	Review tutorial attendance logs; analyze data results from mini-assessments, RRR, SRI, FAIR & NGSSS Diagnostics	Mini-assessments, FAIR, SRI, RRR, district NGSSS Diagnostic results

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # In six years our school will reduce the achievement gap in Reading by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	28%	34%	41%	47%	54%	

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: Blacks. All subgroups will meet the 2013 targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On 2012 FCAT, 82% of students were not making satisfactory progress in Reading. 83% of Black students and 78% of Hispanic students were not making adequate progress in Reading.	By the 2013 FCAT, 65% Black and 83% Hispanic 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	Number of struggling readers	1. Provide differentiated instruction within self-contained classes. 2. Implement small flexible groups to provide targeted and intensive intervention to underperforming students and students that require enrichment 3. Utilize Leveled Literacy Intervention Systems 4. Implementation of Reciprocal Teaching strategies (predicting, questioning, clarifying, summarizing); Use of graphic organizers; Modeling of Read Aloud/Think Aloud; HOTS and question stems	Teachers, Reading Coach, Administration	Analyze FAIR, SRI, RRR, district NGSSS Diagnostic results and student work folders	FAIR, SRI, RRR, district NGSSS Diagnostic results
2	Students lacking foundational skills	Implementation of immediate intensive instruction (iii), including the use of informal/formal RRR, Triumphs, Soar to Success and Comprehension Tool Kit	Teachers, Reading Coach, Administration	Monthly review of anecdotal records, RRR, FAIR, SRI	RRR, FAIR, SRI
3	Students lacking motivation to read independently	Implementation of Reading Counts program, providing incentives to read books	Media Specialist, Classroom Teachers, Reading Coachs, SIG technology teacher and Administration	Monthly review and tracking of Reading Counts data, SRI, FAIR, RRR	Reading Counts data, RRR, FAIR, SRI

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:	ELL students will meet the 2013 targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, the percentage of ELL students not making satisfactory progress in Reading was 76%.	By 2013, 79% of ELL students will not make satisfactory progress in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	*Lack of foundational English Language Skill	*Edmodo, Mundo, Fundations and Leveled Literacy Intervention Systems One hour extra hour of reading instruction-extended day	*ELL teacher, classroom teacher, coaches and administration	* Analyze RRR, classroom walk troughs, FAIR, CELLA	*RRR, FAIR, CELLA and FCAT 2.0

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:	The Students With Disabilities subgroup will meet 2013 targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, the percentage of Students with Disabilities not making satisfactory progress in Reading was 90%.	By 2013, 71% of Students With Disabilities 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	Teachers experienced in implementing research based differentiated instructional strategies to increase reading proficiency.	Schedule professional development addressing specific needs of teachers.	Professional Development Team, Regular Education and ESE Teachers, Reading Coach & Administration	Analyze data from assessment tools: FAIR, SRI, RRR, district NGSSS Diagnostic results and student work.	Data from FAIR, SRI, RRR, Diagnostic and FCAT data.
2	Students reading below grade level, demonstrating weaknesses in phonics, fluency, phonemic awareness, vocabulary and comprehension.	ESE teachers will implement Fast Track, Wilson and Triumphs intervention strategies. 1. Provide differentiated instruction within self-contained classes. 2. Implement small flexible groups to provide targeted and intensive intervention to underperforming students	ESE teachers, Reading Coach, Administration, and SIG technology teacher	Analyze data from assessment tools: FAIR, SRI, RRR, district NGSSS Diagnostic results and student work.	FAIR, SRI, RRR, Diagnostic and FCAT data.

		and students that require enrichment 3. Leveled Literacy Intervention System 4. Edmodo 5. Foundations			
3	Pacing of Reg. Ed. classroom delivery is too fast for ESE learners.	ESE & Reg. Ed. Classroom teachers will segment long presentations (Chunk) information; ensure oral directions are understood; paraphrase and have students restate; reduce/modify reading assignments; allow extra processing time for responses.	ESE & Reg. Ed. teachers, Reading Coach, Administration	Analyze data from assessment tools: FAIR, SRI, RRR, district NGSSS Diagnostic results and student work.	FAIR, SRI,RRR, Diagnostics and FCAT 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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The Economically Disadvantaged subgroup will meet the 2013 targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, the percentage of Economically Disadvantaged students not making satisfactory progress in Reading was 83%.	By 2013, 65% of Economically Disadvantaged students will not make satisfactory progress in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of motivation to read	Implement a Reading Counts program.	Classroom teachers, Reading Counts Coordinators and reading coaches	Analyze assessment data, Reading Counts points earned	FAIR, Reading Counts quizzes, NGSSS Diagnostics, FCAT
2	Students access to appropriate text outside of school	Provide students with take-home bag of leveled text	Classroom teachers	Teacher observation of independent reading; Parent survey, and parent letter from Leveled Literacy Intervention System	RRR and NGSSS Diagnostics, FCAT 2.0
3	Students lack strategic reading comprehension strategies	1. Provide differentiated instruction within self-contained classes. 2. Implement small flexible groups to provide targeted and intensive intervention to underperforming students and students that require enrichment 3. Utilize prompting Guide to drive instruction 4. Utilize the Continuum of Learning Literacy to guide instruction 5. Edmodo, a technology based, professional learning community system 6. Utilize Leveled Literacy Intervention System	Classroom teachers, Reading Coach, Administration, SIG technology teacher	Analyze assessment data	FAIR RRR, NGSSS Diagnostics and FCAT 2.0

		Provide instruction using Reciprocal Teaching strategies: predicting, questioning, clarifying and summarizing. Implement reading comprehension strategies using Comprehension Tool Kit; QAR			
4	Students lack basic foundational reading skills	Provide one extra hour of explicit reading instruction daily, with the use of Fontas and Pinnell leveled literacy intervention kits Utilize Foundations	Classroom teachers, reading coaches and Administration	Classroom walk throughs and teacher observation	Reading Running Records and FAIR

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
Comprehension Tool Kit	K-5	District	Classroom Teachers	August 2012	Anecdotal Notes, RRR, Classroom Walkthroughs	Reading Coach, Principal and Assistant Principal
Literacy Center Project	K-5	Curriculum Department	Instructional Staff	On-going	Daily Weekly Montly	Principal, Asst. Principal PDD Team, Teachers and Coach
Vocabulary Instruction	K-5	K-5 Reading Coach, District North Area Team	Classroom Teachers, ESE Teachers, SAI & Resourc Teachers	October 2012 on going	Classroom walkthroughs, lesson plans, Word Walls	Reading Coach, Principal and Assistant Principal
Reciprocal Teaching Strategies	K-5	K-5 Reading Coach	Classroom Teachers, ESE Teachers, SAI & Resource Teachers	November 2012 on going	Classroom walktroughs, lesson plans	Reading Coach, Principal and Assistant Principal
Analyzing RRR and planning instruction LLI Training	K-5	K-5 Reading Coaches and Admin	Classroom teachers	Sept 2012 ongoing	Anecdotal notes, RRR, Classroom walktroughs	Reading Coaches and Administration
Guided Reading	K-5	Reading Coaches	Classroom Teachers (K-5)	October 2012-on going	Anecdotal Notes, RRR, Classroom Walkthroughs, LLI graphs, progress charts	Reading Coach, Principal and Assistant Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Student in grade 3-5 will participate in a Saturday tutorial program	Saturday Tutorial program	Title 1	\$11,250.00
			Subtotal: \$11,250.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers in grades Pre-K will use a variety of materials to increase student achievement	Classroom supplies, individual student supplies, copy paper, ink cartridges, chart paper, projectors and projectors screens, laser printers for data monitoring	Title 1	\$14,000.00
			Subtotal: \$14,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Researched Based strategy Training	IRA Differentiated Instruction, ASCD and other reading related conferences	Title 1	\$5,000.00
			Subtotal: \$5,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide professional development model researched based strategies in classrooms and mentor teachers. Teachers will be provided the coaching cycle	K-5 Coach Salary	51300	\$69,705.00
A .5 Resource Teacher will Provide professional development model researched based strategies in classrooms and mentor teachers. Teachers will be provided the coaching cycle, .5 resource teacher will also provide opportunities to observe the implementation of best practice strategies in all classrooms	Salary for teacher	51300	\$33,098.00
			Subtotal: \$102,803.00
			Grand Total: \$133,053.00

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:	
2012 Current Percent of Students Proficient 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
No Data Submitted				

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

2. Students scoring proficient in reading.
CELLA Goal #2:

2012 Current Percent of Students 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
No Data Submitted				

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

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

2012 Current Percent of Students Proficient in writing:

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	On the 2013 Mathematics FCAT Assessment, 30% (47) of the students will score at a level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 administration of the FCAT Mathematics Test 20% (37) of students performed at an achievement level of 3.	On the 2013 Mathematics FCAT Assessment we will have a 10% increase over 2012 FCAT results.

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 may not be familiar with math vocabulary and terminology.	All K-5 math teachers will implement and model interaction with a math word wall. Use of Study Island.	Teachers, Math Coach and Administration	Focused walkthroughs by administration and Math Coach will be used to ensure all math teachers are using math word walls.	Reports generated from walkthroughs. COREK12 and Think central.
2	Reading Comprehension	Step by step problem solving process, "Unlocking the Problem"	Administration, Teachers and Math Coach	Diagnostic and classroom assessment data will be reviewed to monitor progress in addition to reviews of student journals.	Improvement on the Mini assessments, NGSSS diagnostics and FCAT.
3	Students may need more opportunities to develop critical thinking skills.	All teachers will increase rigor and relevance of instruction through lesson plans and hands on activities. Teachers will be provided opportunities to observe best practice strategies through training and modeling of lessons by Math Coach and District. Provide students with daily feedback and opportunities for re-teaching and reassessments Provide small group differentiated instruction to meet the needs of all students	Classroom Teacher, Math Coach and Administration	Lesson plans, journals, portfolios, projects and classroom walkthroughs will be used to monitor progress.	NGSSS Math Diagnostic Test -FCAT
4	Students lack background knowledge causing disconnections between the text and real world experiences.	All K-5 students will complete hands-on activities using manipulatives. Learning palettes will be used to promote student learning through engaging, hands-on math understanding by providing concrete examples of math concepts. The	Math Coach, and Administration	Learning Village Comprehension Checks, -Mini-Assessments Learning Village Comprehension Checks,	Mini-Assessments Diagnostic Test FCAT

	manipulatives will assist the students with developing abstract and higher order thinking skills.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 0% of students scored level 4, 5 & 6.	NA

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal # 2a:	On the 2013 Mathematics FCAT Assessment, 12% (22) of the students will score at level 4 and 5 compared to the 2012 mathematics FCAT Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 administration of the FCAT Mathematics Test, 6% (11) of students performed at an achievement level of 4 and 5.	On the 2013 math FCAT, there will be a 10% increase from the 2012 FCAT mathematics results.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack strategies to solve word problems	Grab and Go Activity Kits and the Enrichment Activity Kit will be provided to develop students word problems skills.	Teachers, Math Coach and Administration	Classroom observation, performance task questions math journals and Portfolios .	NGSSS Math Diagnostic Assessments, chapter and mini assessments,
2	Students are not challenged to think critically.	Teachers will plan and increase the number of higher-order questions in daily lessons.	Teacher, Math Coach and Administration	Classroom observation and performance task questions	NGSSS Math Diagnostic Assessments, mini assessments, math journals and Portfolios
3	Students may need additional enrichment activities	Enrichment Activity Kit, Riverdeep and Gizmo Computer Programs will be used to provide enrichment activities,	Teachers, Math Coach and Administration	Classroom observation and lesson plans	NGSSS Math Diagnostic Assessments, chapter and mini assessments

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	In 2013 100% (1) student will score at or above level 7 in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 100% (2) of students scored level 7 and above on the FAA.	The number of students 100%(1) will score at level 7 or above.

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	On the 2013 Mathematic FCAT Assessment 74%(87) of the students will make learning gains compared to 2012 Mathematic FCAT Assessment results.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 administration of the FCAT Mathematics Test, 64% (77)of students made learning gains.	There will be an increase of 10% on the 2013 Math FCAT Assessment compared to the 2012 FCAT results.

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 may need experience with different ways of learning.	Professional Development will be provided by Math Coach and district Math Specialists. Follow-up modeling of research-based strategies will be conducted in classrooms.	Teachers, Math Coach and Assistant Principal	PD agenda, Classroom walkthroughs, lesson plan and test results.	FCAT scores, printout of diagnostic and miniassessment data
2	Students may need additional time to master concepts and skills.	The Math Coach and Classroom Teachers will provide in school and after-school tutoring for targeted students.	Teachers, Math Coach and Administration	Review of tutorial attendance logs; review of student performance on diagnostic and mini assessments	FCAT scores, NGSSS Math ddiagnostic and mini/chapter assessment data
3	Students may not have personal goals or be aware of their strengths and weaknesses.	Individual Student Data Chats (SAL-P) will take place at the beginning of the year and after each diagnostic assessment. Parent Conference with	Teachers, Math Coach and Admin.	The Classroom teachers will have students chart their progress in their portfolios. Classroom walkthroughs conducted by administration and the	FCAT scores, NGSSS Math ddiagnostic and mini/chapter assessment data

	lowest 25%	Math Coach will also include review of portfolios to monitor student's progress.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	On the 2013 FAA 100% (1) student will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 FAA 100% (2) students made learning gains in math.	100% (1) student taking the FAA will make learning gains.

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	On the 2013 Mathematics FCAT Assessment, 82% (36) of the lowest 25% will achieve learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 FCAT, 72% (26) of the students made learning gains.	The 2013 FCAT Assessment results will show a 10% increase compared to the 2012 Mathematics FCAT results.

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 may need additional time to master skills and/or concepts.	Provide in-school and afterschool tutoring for targeted students.	Classroom Teacher, Math Coach and Administration	Review of tutorial attendance logs; classroom walkthroughs and review of student performance on diagnostic and mini/chapter assessments.	FCAT, NGSSS Math diagnostic and mini/chapter assessments
2	Students may lack mastery of basic operational skills.	Go Math to teach NGSSS. Provide students with daily feedback and opportunities for re-teaching and reassessments	Classroom Teachers, Math Coach, Administration	Classroom Walkthrough and student portfolios	FCAT, NGSSS Math diagnostic and mini/chapter assessments

		Provide small group differentiated instruction to meet the needs of all students			
3	Students may lack the ability to read on-grade level materials.	Math Problem Solving Strategies	Classroom Teachers, Math Coach and Administration	Student work, portfolios and assessments	FCAT, diagnostic and mini assessments
4	Students learn in different ways and at different rates.	Tier 1: Determine core instructional needs by reviewing NGSSS Math diagnostic and mini/chapter assessment data for all students. Plan differentiated instruction using evidence-based instruction/interventions within the math block.	Teachers, Administration, RtI Facilitator	Analyze diagnostic and mini-assessment data during Single School Culture for Academics meetings.	NGSSS Diagnostic and mini-chapter assessment data will be used to determine the effectiveness of instruction/interventions
5	Some students require additional time and methods to master content and skills.	Tier 2: Plan supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by review of diagnostic and miniassessment data and will include explicit instruction, modeled instruction, guided practice and independent practice for math.	Administration, Teachers, RtI Facilitator and Math Coach	Analyze diagnostic and mini-assessment data.	NGSSS Diagnostic and mini/chapter assessment data will be used to determine the effectiveness of instruction/interventions
6	Some students require even greater time and more targeted methods to master content and skills.	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.	Administration, Teachers, RtI Facilitator, Math Coach	Analyze diagnostic and mini-assessment data.	Diagnostic and assessment 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 # 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
	31	38	44	50	56	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The following subgroups did not meet 2012 Math Targets: Black. All subgroups will meet the 2013 targets in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percentage of students not making satisfactory progress in Math is: 79% Black and 52% Hispanic.	By 2013, 64% Black and 49% Hispanic 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	Student lack of basic math skills	Math competition of basic facts, multiplication, division, addition and subtraction facts. Provide students with daily feedback and opportunities for re-teaching and reassessments Provide small group differentiated instruction to meet the needs of all students. Students will utilize technology and hands-on manipulatives.	Math Coach, Teachers	Student participation in the competition and test results	FCAT, diagnostic and mini assessment results and math journals
2	Student unfamiliar with test environment and format.	Test taking strategies and test taking practice	Math Coach, Principal and Assistant Principal, Teachers	Observation and test results	FCAT, diagnostic and mini assessment results
3	Student lack of background experiences.	Real World Problems related to daily life, Audio Visuals.	Math Coach, Principal and Assistant Principal, Teachers	Student Portfolios	FCAT and Diagnostic Test Results

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The ELL subgroup will meet the 2013 targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 52% of ELL students did not make satisfactory progress in math.	By 2013, 39% of ELL students will not be making satisfactory progress in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Student lack of basic	Math competition of	Math Coach and	Student participation in	FCAT, Diagnostics,

1	math skills	basic facts, multiplication, division, addition, and subtraction facts. Provide students with daily feedback and opportunities for re-teaching and re-assessment. Provide small group differentiated instruction to meet the needs of the students. Students will utilize technology and hands-on manipulatives.	teachers	the competition and test results	mini assessments, math journals, and technology reports.
2	Students unfamiliar with test environment and format.	Test taking strategies and test taking practice, both with appropriate accommodations.	Math Coach, Principal, Assistant Principal, and teachers.	Observations and test results.	FCAT, Diagnostics, and mini assessments
3	Students' lack of background knowledge.	Real-world math problems related to daily life and audio visuals	Math Coach, Principal, Assistant Principal, and teachers.	Student portfolios and observations	FCAT, Diagnostics, and mini assessments.

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The Students With Disabilities subgroup will meet 2013 targets in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 85% of Students With Disabilities did not make satisfactory progress in math.	By 2013, 38% of Students with Disabilities will not make satisfactory progress in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students unfamiliar with test environment and format	Test taking strategies and test taking practice with accommodations	Math Coach, Principal, Assistant Principal and teachers	Observation and Test Results	FCAT, Diagnostics, mini assessments, and observations
2	Student lack of basic math skills Math competition of basic facts, multiplication, division, addition, and subtraction facts.	Math competition of basic facts, multiplication, division, addition, and subtraction facts. Provide students with daily feedback and opportunities for re-teaching and re-assessment. Provide small group differentiated instruction to meet the needs of all students. Students will utilize technology and hands-on manipulatives.	Math Coach and teachers	Students participation in the competition and test results.	FCAT, Diagnostics, mini assessments, and math journals

3	Student lack of background experiences	Real-world problems related to daily life and audio visuals.	Math Coach, principal, Assistant Principal and teachers	Student Portfolios	Fcat, Diagnostics, and observations
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	On the 2013 Mathematics FCAT Assessment, 36% (58) of the economically disadvantaged students will make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 Math FCAT 26% (48) of the economically disadvantaged students made satisfactory progress.	On the 2013 Mathematics FCAT Assessment 10% more students who are economically disadvantaged will 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	Students may lack the resources at home.	Hands on workshops that provide resources to be used at home. And in school tutorial, afterschool tutorial and homework assistance will be provided for additional support by the school.	Math Coach, Classroom Teacher and Parent Involvement Liaison	Review of attendance log and survey.	FCAT and diagnostic test results
2	Students may learn at different rates	Provide afterschool tutoring for targeted students	Principal and Assistant Principal	Review of tutorial attendance logs; review of student performance on diagnostic and mini-assessments	FCAT scores, diagnostic and mini-assessments
3	Students may lack the ability to read on-grade level materials.	Math Problem Solving Strategies Provide students with daily feedback and opportunities for re-teaching and reassessments Provide small group differentiated instruction to meet the needs of all students	Classroom Teachers, Math Coach and Administration	Student work, portfolios and assessments	FCAT, diagnostic and mini assessments

End of Elementary School Mathematics Goals

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

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

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

-Critical Thinking Skills for Math -Go Math Interventions - Problem Solving Strategies	K-5	LTF, Willie Nelson, Travis Singleton	K-5	Ongoing	Classroom visit, math lesson plans, final products, data chats, pupil progression	Principal, AP, math coach, district math curriculum support personnel.
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Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students in grades 3-5 will attend a Saturday Tutorial for enrichment and remediation	Saturday Tutorial	Title 1	\$3,000.00
			Subtotal: \$3,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers in grades PreK-5 will utilize a variety of technology and materials to increase student achievement	Classroom supplies, projector and projector screens, laser printer and ink cartridges for data monitoring, paper, binders, etc.....	Title 1	\$6,000.00
			Subtotal: \$6,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will be provided the professional development, modeled researched based strategies in classrooms	Supplies and materials, copy paper, binders, copy paper etc....	6402	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Math Coach will be provided the professional development, modeled researched based strategies in classrooms	Salary	6402	\$66,195.00
			Subtotal: \$66,195.00
			Grand Total: \$76,195.00

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:	On the 2013 Science FCAT Assessment, 22%(14) students will score a level 3 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 FCAT Science Assessment, 11% (7) of the students performed at a level 3 or higher.	On the 2013 Science FCAT Assessment, 22%(14) students will score a level 3 or higher.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student comprehension of science questions based on Reading deficiencies	Science Journals and Foldable activities will be used to reinforce lessons taught. Implementation of leveled readers to address reading readiness.	Science Coach, and Administration	Learning Village Student portfolios Science journals	Diagnostic Test -FCAT
2	Students lack background knowledge causing disconnections between the text and real world experiences.	All 5th grade students will complete hands-on-lab activities using the 5 E model and performance task question to understand the process of science.	Science Coach, and Administration	Learning Village Student portfolios Science journals	Mini-Assessments Diagnostic Test FCAT
3	Student level of enrichment activities in science	Science Coach will assist in enrichment activities for science through after school tutorial programs Utilize technology to enhance instruction through overhead projectors, projector screens and document cameras	Science Coach, and Administration Classroom Teachers	Learning Village Student portfolios Science journals Overhead projectors, document cameras, projector screens	Diagnostic Test -FCAT

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	In 2013 100% of our FAA students will score at levels 4, 5, 6 or higher
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	On the 2013 Science FCAT Assessment, 13%(9)of the students will score a level 4 or 5.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 FCAT Science Assessment, 3% (2) of the students performed at a level 4 or 5.	The 2013 Science FCAT Assessment will show a 10% proficiency increase compared to 2012 FCAT results.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The opportunity for student to develop critical thinking skills.	The classroom teacher will increase rigor and relevance of instruction through lesson plans and hands on enrichment activities.	Science Coach and Administration	Learning Village Student portfolios Science journals	Diagnostic Test -FCAT Mini Assessments Strand Assessments
2	Student level of enrichment activities in science	Science Coach will assist in enrichment activities for science through after school tutorial programs	Science Coach, and Administration	Learning Village Student portfolios Science journals	Diagnostic Test -FCAT Strand Assessments Mini Assessments
3	Student lack of Science background knowledge	Science Staff Development Resource Teacher will provide professional development, model research-based strategies in classrooms and mentor teachers.	Science Coach, and Administration	Learning Village Student portfolios Science journals	Diagnostic Test -FCAT Mini Assessments Strand Assessments

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	On the 2013 FAA 100% (1) student will score at or above level 7 in science.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 FAA 100% (1) scored at or above level 7 in science.	The results on the FAA will remain the same in 2013 - 100% of students scoring level 7 or higher in science.

Problem-Solving Process to Increase Student Achievement

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

(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 the 5E model -Using technology to enrich the science lessons: Gizmos, ipads	K-5	Jennifer Lewanda, science coach, Pam Rice	K-5	ongoing	Walkthroughs, science journals, and lesson plans	Principal, AP, science coach, LTF

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Stuents in grades 3-5 will attend a Saturday tutorial for enrichment and remediaton	Saturday tutorial progam	Title 1	\$3,500.00
			Subtotal: \$3,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers in grades Pre-k - 5th grade will utilize technology in a variety of ways to increase student achievement	Document cameras, projectors , projectors and headphones	Title 1	\$6,000.00
			Subtotal: \$6,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$9,500.00

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 2013 FCAT 97%(48)of students will achieve proficiency (Level 3) in writing compared to the FY 2012 Writing FCAT results.
2012 Current Level of Performance:	2013 Expected Level of Performance:

Based on the 2012 FCAT writing assesment 96% (47) demonstrated proficiency at a level 3 and higher.			The FCAT 2013 Writing assessment 97% (48) will show an increase of 1% with a level 3 or higher compared to the 2012 Writing FCAT results.		
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	Higher state standards for proficiency levels	Consistently provide corrective feedback	Classroom teacher Administration Literacy coach Writing specialist	Analysis of students' writing for evidence of strategies taught	Conferencing logs Palm Beach Writes Mini Assesments
2	Written work that lacks focus and support	Implementation of writing workshop and the Lucy Calkins Units of Study in grades K-2. Implement Top Score Writing in grades 3-5	Classroom teacher Administration Literacy coach SIG grant Writing specialist	Analysis of students' writing for evidence of strategies taught	Conferencing logs Palm Beach Writes Mini Assessments
3	Written work that lacks support	Implementation of writing workshop and the Lucy Calkins Units of Study in grades K-2. Implement Top Score Writing in grades 3-5.	Classroom teacher Administration Literacy coach Writing specialist	Analysis of students' writing for evidence of strategies taught	Conferencing logs Palm Beach Writes Mini 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 4 or higher in writing. Writing Goal #1b:	On the 2013 FCAT 100% (1) students will score at a 4 or higher in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 FCAT 100% (1) of the students scored a level 4 or higher on the 2012 FCAT in writing.	On the 2013 FCAT 100% (1) students will score at a 4 or higher 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	Cognitive deficits.	Provide small group instruction. Utilization of Top Score writing.	ESE teacher	Classroom walkthroughs, teacher observation, PB writes assessment data.	PB Writes

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
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Lucy Caulkins - writers workshop.	K-2	District Facilitator	All K-2 teachers.	Weekly walkthrus and monthly assessments	Walkthrus, Test results and Lesson plans	Administration, Instructional Coaches, and District writing specialist
TOP SCORE Writing	3rd- 5th		All 3-5th grade teachers			

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Lucy Caulkins - writers workshop grades K-2. TOP SCORE Writing curriculum grades 3-5	Units of study: Top Score Writing	Title 1	\$4,000.00
Teachers in grades Pre- K will utilize a variety of materials to increase student achievement	Classroom supplies, copy paper , chart paper, laser printers and ink cartridges for data monitoring	Title 1	\$3,000.00
			Subtotal: \$7,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$7,000.00

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:	During FY 2011 35% (261) of the students had excessive absences of 10 or more days; 27% (193) of the students had excessive tardies of 10 or more days.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
During FY 2011 the attendance rate was 69% (261).	During FY 2012, WRES attendance rate will increase by 20% or more compared to FY 2011 by June 2012; the amount of excessive tardies will decrease by 15% compared to FY 2011.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
35% (261)	15 %
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

27% (197)		10%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Out of SAC area (not on reassignment) Boundary Jumping	After 5 consistent absences Student will get a home visit/and letter requesting current proof of address. When student has missed ten total absences the child will be referred to School Based Team and a formal meeting will be scheduled with parent (s) Parents/students will sign a Tardy Contract partnering with school to reduce tardies and absences	Attendance clerk Principal Assistant Principal	Daily students Attendance Sheets/ School wide Attendance report	Utilize daily students Attendance Sheets/ School wide Attendance report
2	Location (Distance/Supervision students must walk to reach school site	Meeting will be scheduled with parent to inform them of District Policy and ideas will be shared to help parent resolve attendance issues	Principal Assistant Principal School Based Team	Daily students Attendance Sheets/ School wide Attendance report/Conference Notes from Meeting	Attendance Sheets/ School wide Attendance report every month to make a Line Graph indicating the change over time
3	Homeless Status	Homeless status will be logged into mainframe making families eligible for services and workshops	Attendance Clerk	Monthly Mainframe Printout of students labeled as Homeless.	Attendance Sheets/ School wide Attendance report monthly/ Line Graph indicating the change over time

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	During the FY 2013, the in-school suspensions and out-of-school suspensions rate will decrease by 50% or more compared to FY 2012.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
17	5
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
17	5
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
103	50
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
62	20

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of skills for resolving conflicts appropriately	Social and Conflict Resolution Classes by Guidance Counselor, Bullying Classes by School Police Department, Development of Student Behavior Matrix through SWPBP	A.P., Guidance Counselor, School Police Officer, School-wide Positive Behavior Committee.	Charting and analyzing of referrals and suspensions.	Suspension Data
2	When students is out of class due to behavior concerns, their academic gains are negatively impacted.	Implementation of a School-wide Positive Behavior Support Programs with a focus on Classroom Management Skills and Student's behavior. Implementation of school-wide CHAMPS.	Administration, School-wide Positive Behavior Support Team And all school-wide staff.	Analysis of suspension data.	Suspension Data
3	Students conduct present a challenges for teachers with limited experience.	Implementation of a School-wide Positive Behavior Support Programs with a focus on Classroom Management Skills and Student's behavior.	Administration, School-wide Positive Behavior Support Team, And all school-wide staff.	Charting and analysis of referrals,suspension data.	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
No Data Submitted						

Suspension Budget:

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

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	By June 2012 there will be at least 75% parent participation compared to FY2011 of 60%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
The current level of parent participation is 60%	During the 2011-2012 School Year, we will increase parent participation by 25% and obtain 75%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students don't always share communication flyers of school events with parents.	Three methods of notification will be provided announcing up-coming events: Parent Link (2 day reminder) Newsletter Flyer	Parent Liaison Teacher Principal Asst. Principal	Parent Training Surveys/ Evaluation Staff Training Surveys Evaluation	Parent Training Surveys/Evaluations Staff Training Surveys Evaluation
2	Parents are unable to assist students with homework assignments and projects due to lack of background in content areas	Parents will be provided academic tutorials, strategies and computer enrichment programs (FCAT Explorer, Edline, RiverDeep and Gizmos) to assist students at home.	Parent Liaison Teacher Principal Asst. Principal	Parent Evaluations/Attendance Sign-in Sheets	Parent Evaluations/Attendance Sign-in Sheets
3	Parents may not be able to attend Parent conferences due to lack of transportation	School will provide transportation at designated areas to parents that have indicated transportation needs or staff members may have phone conferences or conduct home visits.	Parent Liaison Teacher Principal Asst. Principal	Parent Evaluations/Attendance Sign-in Sheets	Parent Evaluations/Attendance Sign-in Sheets
	Parents of ESOL students may be	Language Facilitators and bilingual teachers	Administration and ELL Teacher	Collect participation data and survey	Parent Sign-In Sheets

4	reluctant to participate in school activities.	will be used to translate parent meetings and trainings.		parents.	
5	Parents maybe reluctant to participate in any school activities	School will provide a Parent Liasion Teacher and a Community Resource Person	Principal Parent Liasion Teacher Community Resource Person	Parent Trainings and surveys Staff trainings and surveys	Parent sign-in sheets Evaluations Surveys
6	Parents are unable to assist students with reading and technology assignment due to lack of background in content areas	Parents will be provided reading and technology tutorials in order to implement strategies and computer enrichment programs at home (Fountas & Pinnell Intervention Kits, Foundations Wilsons Language Basics and and Reflex Math Fact Fluency, Edline and Gizmos) to assist students at home.	Principal Assist Principal Parent Liasion Teacher	Parent Trainings and surveys Staff trainings and surveys	Parent sign-in sheets Evaluations Surveys
7	Parents maybe reluctant to participate in any school activities	5. School Advisory Council and Parent meetings will be held to assess needs and develop the School Improvement Plan, Title I Policy/Plan and Compact.	Principal Assist Principal Parent Liasion Teacher	Parent Trainings and surveys Staff trainings and surveys	Parent sign-in sheets Evaluations 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
No Data Submitted						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students in grades 3-5 will attend a Saturday tutorial program for enrichment and remediation	Saturday Tutorial	Title 1	\$2,500.00
			Subtotal: \$2,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Provide professional			

development model researched based strategies in classrooms and mentor teachers. Teachers will be provided the coaching cycle	Classroom supplies, projectors and projector screens to support technology use in the classroom	Tilte 1	\$4,000.00
			Subtotal: \$4,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide professional development model researched based strategies in classrooms and mentor teachers. Teachers will be provided the coaching cycle	Supplies and materials, copy paper, binders, chart paper, laser printer for data monitoring, ink cartridges, etc....	6402	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Math Coach will provide professional development model researched based strategies in classrooms and mentor teachers. Teachers will be provided the coaching cycle	Salary	6402	\$66,195.00
			Subtotal: \$66,195.00
			Grand Total: \$73,695.00

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 FCAT student acheivement will increase 15 - 20% through the use of Science, Mathematics and Technology			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of technology use in the home to connect to school	Provide differentiated instruction within the classrooms through the use of technology	Teachers, Instructional coaches and Administration	Analyze mini assessments, FAIR, RRR, Think Central, Core K-12, Diagnostics and FCAT	Teacher mini assessments, FAIR, RRR, Think Central, Core K-12, Diagnostics and FCAT

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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Effective instruction in Science and Technology in using the 5E model	K-5	K-5 Teachers and SIG 4 Technology Teacher	K-5 Teachers and SIG 4 Technology Teacher	Aug 20 to ongoing	Walkthroughs, journals and lesson plans	K-5 Teachers and SIG 4 Technology Teacher, Instructional Coaches Administration,
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STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Student in grade 3-5 will participate in a Saturday tutorial program	Saturday Tutorial program	Title 1	\$11,250.00
Mathematics	Students in grades 3-5 will attend a Saturday Tutorial for enrichment and remediation	Saturday Tutorial	Title 1	\$3,000.00
Science	Students in grades 3-5 will attend a Saturday tutorial for enrichment and remediation	Saturday tutorial program	Title 1	\$3,500.00
Writing	Lucy Caulikins - writers workshop grades K-2. TOP SCORE Writing curriculum grades 3-5	Units of study; Top Score Writing	Title 1	\$4,000.00
Writing	Teachers in grades Pre- K will utilize a variety of materials to increase student achievement	Classroom supplies, copy paper, chart paper, laser printers and ink cartridges for data monitoring	Title 1	\$3,000.00
Parent Involvement	Students in grades 3-5 will attend a Saturday tutorial program for enrichment and remediation	Saturday Tutorial	Title 1	\$2,500.00
				Subtotal: \$27,250.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teachers in grades Pre-K will use a variety of materials to increase student achievement	Classroom supplies, individual student supplies, copy paper, ink cartridges, chart paper, projectors and projector screens, laser printers for data monitoring	Title 1	\$14,000.00
Mathematics	Teachers in grades PreK-5 will utilize a variety of technology and materials to increase student achievement	Classroom supplies, projector and projector screens, laser printer and ink cartridges for data monitoring, paper, binders, etc.....	Title 1	\$6,000.00
Science	Teachers in grades Pre-k - 5th grade will utilize technology in a variety of ways to increase student achievement	Document cameras, projectors, projectors and headphones	Title 1	\$6,000.00
Parent Involvement	Provide professional development model researched based strategies in classrooms and mentor teachers. Teachers will be provided the coaching cycle	Classroom supplies, projectors and projector screens to support technology use in the classroom	Title 1	\$4,000.00
				Subtotal: \$30,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Researched Based strategy Training	IRA Differentiated Instruction, ASCD and other reading related conferences	Title 1	\$5,000.00
Mathematics	Teachers will be provided the professional development, modeled researched based strategies in	Supplies and materials, copy paper, binders, copy paper etc....	6402	\$1,000.00

	classrooms				
Parent Involvement	Provide professional development model researched based strategies in classrooms and mentor teachers. Teachers will be provided the coaching cycle	Supplies and materials, copy paper, binders, chart paper, laser printer for data monitoring, ink cartridges, etc....	6402		\$1,000.00
					Subtotal: \$7,000.00
Other					
Goal	Strategy	Description of Resources	Funding Source		Available Amount
Reading	Provide professional development model researched based strategies in classrooms and mentor teachers. Teachers will be provided the coaching cycle	K-5 Coach Salary	51300		\$69,705.00
Reading	A .5 Resource Teacher will Provide professional development model researched based strategies in classrooms and mentor teachers. Teachers will be provided the coaching cycle, .5 resource teacher will also provide opportunities to observe the implementation of best practice strategies in all classrooms	Salary for teacher	51300		\$33,098.00
Mathematics	Math Coach will be provided the professional development, modeled researched based strategies in classrooms	Salary	6402		\$66,195.00
Parent Involvement	Math Coach will provide professional development model researched based strategies in classrooms and mentor teachers. Teachers will be provided the coaching cycle	Salary	6402		\$66,195.00
					Subtotal: \$235,193.00
					Grand Total: \$299,443.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

[View uploaded file](#) (Uploaded on 11/7/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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



If NO, describe the measures being taken to Comply with SAC Requirement

Describe projected use of SAC funds	Amount
No data submitted	

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

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 WEST RIVIERA ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	37%	43%	86%	32%	198	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	48%	54%			102	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?	63% (YES)	63% (YES)			126	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					426	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District WEST RIVIERA ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	41%	45%	70%	28%	184	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	53%	37%			90	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?	58% (YES)	48% (NO)			106	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					380	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					F	Grade based on total points, adequate progress, and % of students tested