FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: WASHINGTON ELEMENTARY MAGNET SCHOOL

District Name: Palm Beach

Principal: Sandra Edwards

SAC Chair: Clarence Freeman

Superintendent: Wayne E. Gent

Date of School Board Approval: December 2012

Last Modified on: 11/9/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Sandra Edwards	Bachelors in Elementary Eduction, Masters in Early Childhood and Guidance and Counseling, Specialist in Educational Leadership, ESOL	.5	5	2011-2012 Principal at Washington Elementary School Grade "C" Reading Mastery: 32% Math Mastery: 48% Science Mastery: 28% Writing Mastery: 100% Met AYP: Assistant Principal of Odyssey Middle School 2010-2011 Grade A-Reading Mastery 64%,Math Mastery 73%, Science Mastery 46%, AYP 74%, Black, Economically Disadvantaged, Students with Disabilities,, Hispanic, ELL did not make AYP in Reading. Black, Hispanic, Economically Disadvanated, ELL did not make AYP in Math. 2009-2010-Reading Mastery 60%, Math Mastery 73%, Science Mastery 53%: AYP 69%, Black, Economically disadvantage, ELL, Hispanic, White did not make AYP in Reading. Black, Economically disadvantage, ELL, Student with Disabilities did not make AYP in Math. 2008-2009 Grade A Reading Mastery 65%: Math Mastery 71%, Science Mastery 48%,

		Endsorsed			AYP: 77%, Black, Economically disadvantage, ELL did not make AYP in Reading. ELL and SWD did not make AYP in Math. 2007-2008 Grade A Reading Mastery 64%, Math Mastery 70%, Science Mastery,45% AYP: 87%. Black, Economically disadvantage, ELL, SWD did not make AYP in Reading. SWD did not make AYP in Math. 2006-2007-Grade A Reading Mastery 59%, Math Mastery 64%, Science 34%, AYP 85%, Black, Econimcally disadvantaged, ELL, SWD did not make AYP in Reading. All subgroups in Math made AYP.
Assis Principal	Linda Jakob	B.A. Elementary Education & Exceptional Student Education, M.A.Specific Learning Disabilities, Specialist degree-Educational Leadership Certifications: Educational Leadership, Elementary Education Specific Learning Disabilities Endorsements ESOL	3	8	2011-2012 Grade: "C" Reading Mastery: 32% Math Mastery: 48% Science Mastery: 28% Writing Mastery: 100% % Met AYP 2010-2011 Grade: "C" Reading Mastery:58% Math Mastery: 64% Science Mastery:39% Writing Mastery:95% 85% Met AYP 2009-2010-Assistant Principal Bak Middle School of the Arts Grade: "A" Reading mastery: 94% Math mastery:93% Science mastery:87% Writing mastery: 99% Met AYP 2008-2009- Assistant Principal Bak Middle School of the Arts Grade: "A" Reading mastery: 95% Math mastery:93% Science mastery:80% Writing mastery: 100% Met AYP 2007-2008-Assistant Principal Bak Middle School of the Arts Grade:" A" Reading mastery: 92%: Math mastery 93%: Science mastery: 75%: Writing mastery: 100%. Met AYP 2006-2007-Assistant Principal Bak Middle School of the Arts Grade "A" Reading mastery: 91%; Math mastery: 91%: Science mastery: 82%; Writing mastery:99%. Met APY 2005-2006-Assistant Principal Bak Middle School of the Arts Grade: "A" Reading mastery: 89% Math mastery: 90% Writing mastery: 97%. Met APY 2004-2005-Assistant Principal Bak Middle School of the Arts Grade "A" Reading mastery: 86%: Math mastery: 86%; Writing Mastery: 97%. Met AYP

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 Coach of Washington Elementary in 2003-2004: Grade A, Reading Mastery 48%, AYP: 100% 2004-2005: Grade C, Reading Mastery 56%,. AYP: 2005-2006: Grade C, Reading Mastery

Position	Name	Degrees/ Certifications			Performance Record
K-5 Reading Coach	Madalyn Jenkins	Masters in Reading Bachelors in Elementary Education Certified in Elementary Education and Reading ESOL Endorsed	12	10	46%, AYP: 2006-2007: Grade C, Reading Mastery 49%, AYP: 2007-2008: Grade C, Reading Mastery 50%, AYP: 2008-2009: Grade C: Reading Mastery 47%, AYP: 79% 2009-2010 Grade: "A" Reading Mastery:60% Math Mastery: 71% Science Mastery:38% Writing Mastery:86% 100% Met AYP 2010-2011 Grade: "C" Reading Mastery:58% Math Mastery: 64% Science Mastery:39% Writing Mastery:95% 85% Met AYP 2011-2012 Grade: "C" Reading Mastery: 32% Math Mastery: 48% Science Mastery: 28% Writing Mastery: 100% % Met AYP
K-5 Math Coach	Luciana Blackshear	Masters in Math Education Masters in Business Eduction Masters in Ed. Leadship Reading Endorsed ESE Certified			N/A

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Mentoring professional development	Peer Teacher	6/6/2013	
2	Teacher supplements for tutorial	School Administrators	6/6/2013	
3	Teacher to teacher mentoring	Grade Level Chairs	6/6/2013	
4	Provide subject based professional development throughout the school year	School and District Professional Development Team	6/6/2013	
5	Utilize coach as a constant classroom supporter throughout all subject areas	Reading Coach K-5, Math Coach K-5	6/6/2013	
6	Positive work environment supported by the Sunshine Committee	School Sunshine Committee	6/6/2013	
7	Safe and clean working environment	School Sunshine Committee	6/6/2013	
8	School Wide Behavior Support Team	All Staff	6/6/2013	

Non-Highly Effective Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
N/A	N/A

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
35	11.4%(4)	48.6%(17)	25.7%(9)	14.3%(5)	40.0%(14)	108.6%(38)	14.3%(5)	2.9%(1)	45.7%(16)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Sandra Moreau	Theresa Etienne	Dr. Moreau has experience working with the professional development team and has an extensive background in curriculum.	The mentor and mentee are meeting bi-weekly in a professional learning community to discuss evidence based strategies for each domain. The grade chair will also assist in the mentoring of this teacher.
Luciana Blackshear	Kelly Hayden	Ms. Wilson has excellent classroom managment skills and organization skill. Ms. Wilson also works with Kindergarten students on a daily basis.	The mentor and mentee are meeting bi-weekly in a professional learning community to discuss evidence based strategies for each domain. The grade chair will also assist in the mentoring of this teacher.
Katrina Stephens	Danielle Schwarttzbauer	Ms. Groover has excellent classroom managment skills and organization skill. Ms. Groover also works with first grade students on a daily basis.	The mentor and mentee are meeting bi-weekly in a professional learning community to discuss evidence based strategies for each domain. The grade chair will also assist in the mentoring of this teacher.

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

*Services are provided to ensure students needing additional remediation are assisted through after school programs and Saturday tutorials.
*Ongoing Professional Development for classroom teachers of Reading and Writing by Reading Coach via modeled lessons and constant delivery of Best Practices.
*Ongoing Professional Development for classroom teachers of Math by Math Coach via modeled lessons and constant delivery of Best Practices.
*SES tutorial facilitated by Reading Coach using Grade Level Curriculum to enhance the daily instruction of benchmarks.
*A yearly agenda and a teacher/parent communication folder was given to every student to ensure constant communication between home and school.
*A Parent Liaison was hired to help with parental involvement and communication.

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title 1 and other programs to ensure student needs are met.

Title I, Part D

District receives funds to support the Educational Alternatives Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

Title II District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

Title III

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

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

SAI for 2nd and 3rd graders and iii for all classes k-5.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporates field trips, community services, drug tests, and counseling. Students in grades 3-5 may also participate in a mentoring program sponsored by the Riviera Beach Fire Department to encourage positive behavior and alternative ways to problem solve.

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

Nutrition Programs

Washington Elementary is a year round feeding center for the community.

Housing Programs

N/A

Head Start

Washington's incoming Kindergarten students participate in an annual Kindergarten Round-Up coordinated by Kindergarten Teachers and School Support Staff. Jackson's Child Care Center, Fannie Mae Day Care, Bentley's Child Care, Riviera Beach Head Start and Allamanda Elementary Exceptional Student Education Pre-Kindergarten are just a few of the participants that participate in this activity.

Adult Education

N/A

Career and Technical Education

The school's Guidance Counselor organizes a school-wide Career Day where students learn about the many work-related

opportunities available. The Parent Teacher Organization contributes funds for this activity. Students are informed about School Choice programs through the school's Guidane Counselor and AP. Junior Achievement is also integrated into the curriculum for our 5th grade students.

Job Training

N/A

Other

Business Partners:
1. Temple Beth David-supply uniforms and school supplies
2. The School Supply Guys-supply general school suply for students
3. Repair and Restore-supplied 10 bookbags with required school supplies

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

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

> Principal, Assistant Principal,ESE Contact,ELL Contact, Grade Level Chairs, Reading/Math Coach, SAI teacher, and School Psychologist.

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

> The school-based 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, guidance counselor) and report back on all data collected for further discussion at future meetings.

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

> The RtI Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

MTSS Implementation

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

> Baseline data: Previous FCAT scores, Fall Diagnostics, K-4 RRR, DAR and CELLA.
> Mid-year data: Winter vs Fall Diagnostic results, SRI and common assessments.
> End of Year data: FCAT results, Second Grade Diagnostics and SRI.

Describe the plan to train staff on MTSS.

> Training of the staff will be conducted at Professional Development Days at the school. The training will be ongoing as needed throughout the school year.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Sandra Edwards, Principal
Linda Jakob, Assistant Principal
Madalyn Jenkins, Reading Coach
Whitney Higgens, Kindergarten Teacher
Sandra Moreau, ESOL Teacher
Irene Cooper, First Grade Teacher
Cordia Moncur, Second Grade Teadcher
Lakeshia Cooper, Third Grade Teacher
Jennifer Cournoyer, Fourth Grade Teacher
Erika Dicerkson, Fifth Grade Teacher
Kathy Groover, Media Specialist
Bryan Russell, ESE Teacher
Luciana Blackshear, Math Coach

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

The role of the Literacy Leadership Team is to work as a school literacy team, with everyone having a role in determining the vision and the implementation plan, and each member bringing specific expertise to building the culture of literacy in the school.

Our team meets once a month to simultaneously support learning and teaching for the ENTIRE community-students, teachers, educational leaders.

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

The major initiative of the LLT this year is to focus on our lowest 40%/retained 3rd and 4th graders and helping them to make a year's worth of growth through various strategies. The team will develop activities for our enrichment students to help them also reach a years worth of growth in a years time.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 8/29/2012)

*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.

Washington's incoming Kindergarten students participate in an annual Kindergarten Round-Up coordinated by Kindergarten Teachers and School Support Staff. Invitations are sent out throughtout the community to encourage participation. The Kindergarten Round-Up provides parents with an orientation, classroom walk-thru of an actual day where procedures are explained and handouts on preschool readiness are presented. Jackson's Child Care Center, Bentley's Child Care, Riviera Beach Head Start and Allamanda Elementary Exceptional Student Education Pre-Kindergarten are just a few of the participants that participate in this activity. The above stated programs are based on adult/child interaction, daily routine and an active learning environment. Active learning consists of age appropriate materials, manipulation of objects, free choice, opportunities to explore, language from the children, and adult support. The program utilized by these agencies is called The High/Scope Curriculum. This is a ten key experience which is based on creative representation, language and literacy, initiative and social relations, movement, music, classification, number, space, and time.

Assessments for the program are conducted daily through the use of anecdotal records. Parent involvement is essential for

success with Ages and Stages assessment tools. Kindergarten teachers meet with parents a minimum of four times a year to discuss and explain grade level expectations, provide strategies for all subjects to utilize at home with their child, and to discuss individual student progress (Reading Running Records Levels). Assessments drive planning and instruction in this program. This researched based program has proven to develop well rounded learners for lifelong academic success.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By June 2013, 50% (75)of all subgroups will meet proficiency in reading.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
The FY12 AYP report indicates 21%(33) total, achieved level 3 proficiency in reading.	By June 2013,50% (75) of students will achieve a level 3 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 training for new staff member (FCIM).	Implement an instructional focus calendar/scope & sequence.	Administration and teachers	Lesson plans, mini-assessments, Diagnostics, weekly/bi-weekly assessements	Progress reports, weekly/bi-weekly assessments, data graphs
2	There is a need for differentiated instruction.	Implement skill based groups in all classes, attend International Reading Conference (IRA) to learn best practices in Reading Instruction.	Teacher, AP,Reading Coach, Principal, Math Coach	Monitor implementation through classroom walkthroughs, lesson plans, assessment results, data chats.	Classroom walk-throughs, logs, lesson plans, assessment results.
3	Curriculum needs to be aligned to the instructional needs of the students and proper pacing needs to be determined to meet grade level targets.	Develop and implement an instructional focus calendar to identify students in the core curriculum needing interventions.	LTF, Principal, AP	Bi-weekly assessments	Bi-weekley assessments, Fall and Winter Diagnostics
4	Lack of Parental Involvement	Parent workshops offered at different times of the day.	Principal, Assistant principal and literacy coach	Parent participation surveys and attendance at workshops.	Parent Surveys, Attendance Records.
5	Lack of resources at home	RIF distribution to increase home library. Have the "mobile library" unit coming every two weeks.	Principal, Assistant principal and literacy coach, Media Specialist.	Monitoring of at home reading through the use of school wide reading logs. Increase reading levels.	Graph of student participation with reading log completion. Print out of students use of mobile library.
6	Non-participation in after-school tutorial	Incentives for students who attend tutorial regularly.	Resource Teacher/Reading Coach and Tutorial Teacher	Review of appropriate EDW reports and graphs compared to tutorial attendance rates.	Attendance records
7	Lack of Student motivation	Increase computer technology in literacy instruction. Offer a variety of rewards related to students' interests.	Principal, Assistant principal, literacy coach and classroom teachers	Increase in the participation in incentive program. Increase in student motivation.	Data log reflecting an increase in students receiving incentive rewards.
8	Lack of students doing homework	Homework incentive program	Classroom teacher	Homework charts	Increase in amount of homework completed as

				reflected by classroom charts

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

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

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
1	*	*	*	*	*

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. **Reading Goal #2a:**	By June 2013, 20% (30)the number of students receiving FCAT levels 4 and 5 in Reading will increase.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
The FY12 School Grade Report indicates 11%(17)of the students acheived high standards in Reading on the FCAT SSS.	By June 2013, 20% (30)of all subgroups will exceed proficiency by scoring a Level 4 or 5 on the 2011 FCAT.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
1	Students may require differentiated approaches in order to reach their academic potential.	Develop and implement an Instructional Focus Calendar to identify students in the core curriculum needing enrichment.	LTF, Principal and AP	LTF/Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walk-throughs.	Bi-weekly assessments, Fall and Winter Diagnostics
2	There is a need for students reading at or above grade level to receive enrichment and differentiated activities.	Implement guided reading, skill-based groups, literature circles in all reading classes.	AP, Principal, Reading Coach	Classroom walkthroughs	Classroom walkthrough logs
3	Lack of Parental Involvement	Parent Workshops offered at different times of the day.	Principal, Assistant Principal, and Literacy Coach	Parent partcipation surveys and attendance at workshops.	Parent surveys and attendance records.
4	Lack of resources at home.	RIF Distribution to increase home library. Have the "mobile library" unit coming every two weeks	Principal, Assistant Principal, and Literacy Coach, and Media Specialist	Monitoring of "at home" reading through the use of school wide reading logs. Increase reading levels. Print out of student use of mobile library.	Graph of student participation with reading log completion.

5	Non-participation in after-school enrichment.	Incentives for students who attend enrichment regularly.	Resource teacher, Reading Coach, and Tutorial Teachers	Review of appropriate EDW reports and graphs compared to tutorial attendance rates.	Attendance Records
6	Lack of Student motivation.	Incentive Programs (Golden Egg Society), FCAT prizes, Gotcha cards. Increase computer technology and literacy instruction. Offer a variety of rewards related to students' interests.	Principal, Assistant Principal, Literacy Coach and classroom teachers	Increased student participation in incentive program. Increase reading levels. Increase in student motivation.	Data log reflecting the number of students receiving incentive rewards. Increase in student motivation.
7	Lack of students doing homework	Homework incentive program	Classroom teacher	Homework charts	Increase in amount of homework completed as reflected by classroom charts

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

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

Reading Goal #2b:	*
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
*	*

Problem-Solving Process to Increase Student Achievement

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

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

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

Reading Goal #3a:	By June 2013, 65% (98)the number of students making learning gains in Reading will increase.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
The FY12 School Grade Report indicates 47% (42) of students made learning gains in Reading.	By June 2013, 65% (98)of all subgroups will make learning gains in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of differentiated instruction and	Review of assessment data, explicit instruction,	SBT, Administration, SES	Monitor progress of SES, SBT Meetings, data	SBT logs, EDW Reports, SES

1	incorporation of best practices.	balanced literacy instruction, SES and LLI (small group.	Lead Teacher, Classroom Teacher, Reading Coach	chats.	progress reports, SRI, RRR
2	Lack of continuous monitoring to ensure forward academic progress.	Identify and track students who dropped one or more levels the previous year.	AP, Principal, Classroom Teachers, LTF	Review tracking documents and set goals.	Action Plans, DFS, Data Chats
3	Lack of student participation in after-school/Saturday tutorial.	Provide incentives for attendance and send out proper parent notification about tutoring.	SES Lead Teacher, Administation, Classroom Teachers	Attendance logs	Graphing of student progress
4	Lack of Parental Involvement	Parent Workshops offered at different times of the day.	Principal, Assistant Principal, and Literacy Coach	Parent participation surveys and attendance at workshops.	Parent surveys and attendance records.
5	Lack of resources at home	RIF Disrtibution to help studnets increase home library.	Principal, Assistant Principal, Literacy Coach, and Media Specialist	Monitoring of "at home" reading through the use of a school wide reading log.	Graph of student participation with reading log completion.
6	Lack of Student Motivation	Incentive programs for students making gains in Reading as determined by the EDW reports.	Principal, Assistant Principal, Literacy Coach and classroom teachers	Increased student participation in incentive programs.	Data log refelecting the number of students receiving incentive rewards.

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**
No Data Submitted				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. **Reading Goal #4:**	By June 2013, the number of students making learning gains in our lowest 25% in Reading will increase.

2012 Current Level of Performance:	**2013 Expected Level of Performance:**
The FY12 School Grade Report indicates that 58% of students in Lowest 25% made learning gains in Reading.	By June 2013, 70% of our lowest 25% will make learning gains in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may need additional instruction/remediation to master content.	Targeted students receive additional intensive intervention in the academic area they are weak in, use of LLI Curriculum.	Teachers, Administration, SBT, SAI	Classroom walktrhoughs, SAL-P Reviews, Students graphs.	Diagnostic assessments, bi-weekly assessments, SRI, RRR, LLI, and SAI
2	Constant adjustment of the instructional focus calendar.	Weekly meeting with the schools LTF to plan proper instruction after reviewing assessment data.	LTF, Classroom Teachers, Administration	Learning Team meetings, Grade team meetings, Data chats.	Diagnostic assessments, bi-weekly assessments, SRI, RRR, and SAI
3	Lack of differentiated instruction in reading.	The reading coach will help classroom teachers monitor the progress of these students by reviewing assessment data and then providing resources and modeled lessons to demonstrate effective differentiated instruction lessons.	Classroom teachers, Reading Coach	Teacher modeled lesson feedback forms, and data chats.	Diagnostic assessments, and weekly assessments.
4	Lack of Parental Involvement	Parent Workshops offernd at different times of the day.	Principal, Assistant Principal, and Litereacy Coach.	Parent participation surveys and attendance at workshops.	Parent surveys and attendance records.
5	Lack of resources at home.	RIF Distribution to help students to increase their home library.	Principal, Assistant Principal, Literact Coach, and Media Specialist	Monitoring of "at home" reading through the use of a school wide reading log.	Graph of student participation with reading log completion.
6	Non-participation in after-school, in-school tutorial and SES tutorial.	Incentives for students who attend school/tutorial/SES regularly.	Resource teacher, Reading coach, and tutorial teachers	Increase in the learning gains made by our lowest 25% in reading.	EDW reports compared to attendance records.
7	Lack Student Motivation	Incentive programs for students making gains in Reading as determined by the EDW reports.	Principal, Assistant Principle, Literacy Coach, Teachers	Increased student participation in incentive programs.	Data log reflecting the number of students receiving incentive rewards.

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

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

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	41%	47%	52%	57%	63%	

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:	By June 2013, the number of students (Black/Hispanic) not making AMO in Reading will be decrease.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
The FY12 School Grade Report indicates that 68% (101) of our black students did not make Adequate Yearlt Progress. The FY12 School Grade Report indicates that 70% (7)of our Hispanic students did not make Adequate Yearly Progress.	By 2013, 40% (62) Black subgroup will be scoring satisfactory.

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 attendance	Provide in school, and after school tutorial	Administration, Literacy Coach	Attendance sheets	Pre/post tests, Diagnostics, FCAT Results
2	Lack of training for teachers that are not yet ESOL endorsed.	The ESOL teacher assist teachers on implement ESOL strategies.	ESOL teacher, Administration, Classroom teacher	Data chats between ESOL teacher and classroom teacher.	Mini-assessments, Diagnostics, weekly/bi-weekly assessements Progress reports, weekly/bi-weekly assessments, data graphs

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:	By JUne 2013, the number of ELL students not making APY in REading will decrease.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
According to the FY 12 data 100% (3) were proficient in REading on the FCAT.	By June 2013, 100% of our ELL students will remain proficient in REading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of differentiated instruction to meet the needs of the ESE students.	ESE teacher will plan with classroom teachers to provide differentiated instructional strategies to use in the inclusion setting.	ESE teacher, Administration, and classroom teacher.	Progress monitoring of ESE students.	Diagnostics, Bi-weekly assessments, RRR, SRI.
2	Providing the appropriate accomodations througout the school year on all assessments.	Teachers will be properly trained on how to read the IEP and how to implement the accomodations accordingly.	ESE teacher, ESE coordinator, classroom teachers, Admin.	Progress monitoring of ESE students.	Diagnostics, Bi-weekly assessments, RRR, SRI.
3	Teachers not knowing how to pull reports of ELL students test scores.	The ESOL teacher will pull reports and go over them with the teachers to make sure they know where their students are performing.	ESOL Teacher	Progress monitoring of ELL students.	Diagnostics, Bi-weekly assessments, RRR< LLI, SRI, 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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	By June 2013,the number of students with disabilities not making satisfactory progress in Reading will decrease.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**

According to the FY12 data, 78% (15) did not make satisfactory progress in Reading.	By June 2013, the number of students with disabilities making satisfactory progress in Reading will increase to 50%.

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 not qualifying to receive SES tutorial through the school district.	Provide intensive instruction during fine arts, lunch periods, Saturdays, and/or planning times.	Admin., and classroom teachers	Progress monitoring of economically disadvantaged students.	Diagnostics, Bi-weekly assessments, RRR, SRI.
2	Lack of reading materials at home.	The students will be given three books throughout the school year through the RIF distribution, students will be encouraged to check out books from the media center, and classroom libraries.	Media Specialist, classroom teachers, Reading Coach, Admin.	Monitoring of Reading Log completion.	Reading Logs.

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:**	By June 2013, the number of students not making AYP in Reading will decrease.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
The FY12 School Grade Report indicates that 70% (109) of students in our Economically Disadvantaged subgroup did not make Adequate Yearly Progress.	By June 2013, 39% (61)of Economically Disadvantaged students will be proficient on FCAT 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 attendance	Provide in school, and after school tutorial	Administration, Literacy Coach	Attendance sheets	Pre/post tests, Diagnostics, FCAT Results
2	Lack of training for new staff member (FCIM).	Implement an instructional focus calendar/scope & sequence.	Administration and Literacy Coach	Lesson plans, mini-assessments, Diagnostics, weekly/bi-weekly assessements Progress reports, weekly/bi-weekly assessments, data graphs	Lesson plans, mini-assessments, Diagnostics, weekly/bi-weekly assessements Progress reports, weekly/bi-weekly assessments, data graphs
3	Lack of Parental Involvement	Parent Workshops offered at different times of the day.	Principal, Assistant Principal, and Literacy Coach	Parent participation surveys and attendance at workshops.	Parent surveys and attendance records.
4	Lack of resources at home	RIF Disrtibution to help studnets increase home library.	Principal, Assistant Principal, Literacy Coach, and Media Specialist	Monitoring of "at home" reading through the use of a school wide reading log.	Graph of student participation with reading log completion.
5	Non-participation in after-school tutorial and enrichment	Incentives for students whom attend tutorial/enrichment regularly.	Resource teacher, Reading Coach, and Tutorial teachers.	Review of appropriate EDW reports and graphs compared to tutorial attendance rates.	Attendance Records and EDW reports
	Lack of Student Motivation	Incentive programs for students making gains in	Principal, Assistant Principal, Literacy	Increased student participation in incentive	Data log refelecting the

| 6 | | Reading as determined by the EDW reports. | Coach and Classroom Teachers | programs. | number of students receiving incentive rewards. |

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
CRISS Training	All	PD Facilitator	School-Wide	September 2012	Classroom walk-throughs, lesson plans, bulletin board displays, specified product.	Administration, Reading Coach,and Math Coach
LLI Training	All/Reading	PD Facilitator/Appointed District Personnel	school-wide (Reading)	Ongoing	Classroom walkthroughs, lesson plans, assessments, data chats.	Administration, and Reading Coach
Reading Running Record I & II Training	All/Reading	PD Facilitator, Appointed District Personnel, and Reading coach	School-wide (Reading)	Ongoing	Classroom walkthroughs,lesson plans, EDW reports, assessments, data chats	Administration, District Personnel and Reading Coach
Reading Day 1 Day 2 Training	All	District Personnel	School (Core content teachers)	Ongoing	Classroom walkthroughs,lesson plans, EDW reports, assessments, data chats, Diagnostic Results	Administration, District Personnel and Reading Coach
Literacy Centers	All/Reading	Reading Coach/ ESOL Contact	All Reading Teachers K-5	September	Classroom walkthroughs,and lesson plans, Modeled Classrooms, Diagnostic Results, FCIm	Reading Coach,ESOL contact
Common Core Standards	Grade K-1	District Personnel	Teachers grades K-1	Ongoing	Classroom walkthroughs, data chats, lesson plans,report cards	Administration, District Personnel and Reading Coach
Core K-12	Grades 3-5	Dr. Carla Kendall & Senella Johnson	Teachers Grades 3-5	August 2012	Classroom walkthroughs, data chats, lesson plans,report cards, FCIM, Item Analyses	Administration, District Personnel and Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
Enrichment Services	supplies,EDW Reports, paper, ink, binders, themed books, chart paper, part-time in system (salary)	Title I	$9,050.00
Tutorial	Salaries	Title I	$12,800.00
Leveled Literacy Intervention (LLI)	Materials needed to implement LLI Curriculum: magnetic lapboards, markers, chart paper, magnetic letters, index cards, sentence strips, coverup tape, pocket charts, highligthers, and sandwich bags.	Title 1	$3,500.00
			Subtotal: $25,350.00
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**
FRA Conference	Travel out of county including registration	Title I	$2,750.00
IRA Conference	Travel out county including registration	Title I	$6,000.00
Student support by Paraprofessional	Salary for paraprofessional	Title I	$15,000.00
			Subtotal: $23,750.00

Other			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $49,100.00

*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:**	By June 2013, the number of students proficient in Listening/Speaking will increase to 75%.

2012 Current Percent of Students Proficient in listening/speaking:

FY12 data indicates that 58% (11)were 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:**	By June 2013, the number of students scoring proficient in Reading will increase to 60%.

2012 Current Percent of Students Proficient in reading:

FY12 data indicates 47% (9) were proficient in Reading.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:**	By June 2013, the number of students scoring proficient in Writing will increase to 75%.
2012 Current Percent of Students Proficient in writing:	
FY12 data indicates 53% (10) were proficient in Writing.	
Problem-Solving Process to Increase Student Achievement	

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

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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:	By June 2013,50% (75)of all subgroups will meet proficiency in Math.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
The FY12 AYP report indicates 27%(43) total achieved level 3 proficiency in Math.	By June 2013,50% (75)of all subgroups will meet proficiency 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	Lack of training for new staff member (FCIM).	Implement an instructional focus calendar/scope & sequence.	Administration and teachers	Lesson plans, mini-assessments, Diagnostics, weekly/bi-weekly assessements	Progress reports, weekly/bi-weekly assessments, data graphs
2	There is a need for differentiated instruction.	Implement skill based groups in all classes, attend International Reading Conference (IRA) to learn best practices in Reading Instruction.	Teacher, AP,Reading Coach, Principal, Math Coach	Monitor implementation through classroom walkthroughs, lesson plans, assessment results, data chats.	Classroom walk-throughs, logs, lesson plans, assessment results.
3	Curriculum needs to be aligned to the instructional needs of the students and proper pacing needs to be determined to meet grade level targets.	Develop and implement an instructional focus calendar to identify students in the core curriculum needing interventions.	LTF, Principal, AP	Bi-weekly assessments	Bi-weekley assessments, Fall and Winter Diagnostics
4	Algebraic Thinking and Measurement	Increased homework in Algebraic Thinking and Measurement as well as Push -in tutorial. Alternate math/reading pratice in the cafeteria weekly (during breakfast time).	Math Teacher,Resource Teacher,	Diagnostic Test, Classroom Weekly/Bi-weekly assessments Student participation.	Diagnostic Test, Go Math Assessments
5	New math series/new standards	Professional development both of new standards and new series	Principal	Bi-weekly GO Math assessments FCAT scores	Student grades/FCAT results
6	Lack of students doing homework	Homework incentive program	Math teacher	Homework charts	Increase in amount of homework completed as reflected by classroom charts
7	Lack Parental Involvement	Parent workshops offered at different times of the day.	Principal, Assistant principal and literacy coach	Parent participation surveys and attendance at workshops.	Parent Surveys, Attendance Records.
8	Non-participation in after-school tutorial	Incentives for students who attend tutorial regularly.	Resource Teacher/Reading Coach and Tutorial Teacher	Review of appropriate EDW reports and graphs compared to tutorial attendance rates.	Attendance records

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

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

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
1	*	*	*	*	*

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:	By June 2013, 30% (45) the number of students achieving above proficiency (FCAT Levels 4 and 5) in Mathematics will increase.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
The FY12 AYP report indicates 21%(33) total achieved above proficiency in Mathematics.	By June 2013,30% (45) of students will achieve above proficiency (FCAT Levels 4 and 5) in Mathematics.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
1	Students may require differentiated approaches in order to reach their academic potential.	Develop and implement an Instructional Focus Calendar to identify students in the core curriculum needing enrichment.	LTF, Principal and AP	LTF/Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walk-throughs.	Bi-weekly assessments, Fall and Winter Diagnostics
2	Algebraic Thinking and Measurement	Increased homework in Algebraic Thinking and Measurement as well as Push -in tutorial. Alternate math/reading pratice in the cafeteria weekly (during breakfast time).	Math Teacher,Resource Teacher	Diagnostic Test, Classroom Weekly/Bi-weekly assessments	Diagnostic Test, Go Math Assessmetns
3	New math series/new standards	Professional development both of new standards and new series	Principal	Bi-weekly GO Math assessments FCAT scores	Student grades/FCAT results
4	Lack of students doing homework	Homework incentive program	Math teacher	Homework charts	Increase in amount of homework completed as reflected by classroom charts
5	Lack Parental Involvement	Parent workshops offered at different times of the day.	Principal, Assistant principal	Parent participation surveys and attendance at workshops.	Parent Surveys, Attendance Records.
	Non-participation in	Incentives for students	Resource Teacher	Review of appropriate	Attendance

| 6 | after-school enrichment. | who attend enrichment regularly. | and Tutorial Teacher | EDW reports and graphs compared to tutorial attendance rates. | records |

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

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

<table>
<tr><th colspan="5">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><th>Anticipated Barrier</th><th>Strategy</th><th>Person or Position Responsible for Monitoring</th><th>Process Used to Determine Effectiveness of Strategy</th><th>Evaluation Tool</th></tr>
<tr><td colspan="5">No Data Submitted</td></tr>
</table>

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:	By June 2013, 75 (113) the number of students making learning gains in Mathematics will increase.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
The FY12 AYP report indicates 65%(61) of students made learning gains in Mathematics.	By June 2013,75% (113)of students will make learning gains in Mathematics on the FY13 FCAT.

<table>
<tr><th colspan="6">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><th></th><th>Anticipated Barrier</th><th>Strategy</th><th>Person or Position Responsible for Monitoring</th><th>Process Used to Determine Effectiveness of Strategy</th><th>Evaluation Tool</th></tr>
<tr><td>1</td><td>Lack of differentiated instruction and incorporation of best practices.</td><td>Review of assessment data, explicit instruction, balanced literacy instruction, SES and LLI (small group.</td><td>SBT, Administration, SES Lead Teacher, Classroom Teacher, Reading Coach</td><td>Monitor progress of SES, SBT Meetings, data chats.</td><td>SBT logs, EDW Reports, SES progress reports, SRI, RRR</td></tr>
<tr><td>2</td><td>Lack of continuous monitoring to ensure forward academic progress.</td><td>Identify and track students who dropped one or more levels the previous year.</td><td>AP, Principal, Classroom Teachers, LTF</td><td>Review tracking documents and set goals.</td><td>Action Plans, DFS, Data Chats</td></tr>
<tr><td>3</td><td>Lack of student participation in after-school/Saturday tutorial.</td><td>Provide incentives for attendance and send out proper parent notification about tutoring.</td><td>SES Lead Teacher, Administation, Classroom Teachers</td><td>Attendance logs</td><td>Graphing of student progress</td></tr>
<tr><td></td><td>Algebraic Thinking and Measurement</td><td>Increased homework in Algebraic Thinking and Measurement as well as</td><td>Math Teacher,Resource Teacher</td><td>Diagnostic Test, Classroom Weekly/Bi-weekly assessments</td><td>Diagnostic Test, Go Math Assessments</td></tr>
</table>

4		Push -in tutorial. Alternate math/reading pratice in the cafeteria weekly (during breakfast time).			
5	New math series/new standards	Professional development both of new standards and new series	Principal	Bi-weekly GO Math assessments FCAT scores	Student grades/FCAT results
6	Lack of students doing homework	Homework incentive program	Math teacher	Homework charts	Increase in amount of homework completed as reflected by classroom charts
7	Lack Parental Involvement	Parent workshops offered at different times of the day.	Principal, Assistant principal	Parent participation surveys and attendance at workshops.	Parent Surveys, Attendance Records.
8	Non-participation in after-school tutorial.	Incentives for students whom attend tutorial regularly.	Resource Teacher and Tutorial Teacher	Review of appropriate EDW reports and graphs compared to tutorial attendance rates.	Attendance records

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

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

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
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:**	By June 2013, the number of students in our lowest 25% making learning gains in mathematics will increase.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
The FY12 AYP report indicates that 62% of our lowest 25% made learning gains in Mathematics.	By June 2013,72% of our lowest 25% will make learning gains in Mathematics on the FY13 FCAT.

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

			Monitoring	Strategy	
1	Students may need additional instruction/remediation to master content.	Targeted students receive additional intensive intervention in the academic area they are weak in, use of LLI Curriculum.	Teachers, Administration, SBT, SAI	Classroom walktrhoughs, SAL-P Reviews, Students graphs.	Diagnostic assessments, bi-weekly assessments, SRI, RRR, LLI, and SAI
2	Constant adjustment of the instructional focus calendar.	Weekly meeting with the schools LTF to plan proper instruction after reviewing assessment data.	LTF, Classroom Teachers, Administration	Learning Team meetings, Grade team meetings, Data chats.	Diagnostic assessments, bi-weekly assessments, SRI, RRR, and SAI
3	Algebraic Thinking and Measurement	Increased homework in Algebraic Thinking and Measurement as well as Push -in tutorial. Alternate math/reading pratice in the cafeteria weekly (during breakfast time).	Math Teacher,Resource Teacher	Diagnostic Test, Classroom Weekly/Bi-weekly assessments	Diagnostic Test, Go Math Assessments
4	New math series/new standards	Professional development both of new standards and new series	Principal	Bi-weekly GO Math assessments FCAT scores	Student grades/FCAT results
5	Lack of students doing homework	Homework incentive program	Math teacher	Homework charts	Increase in amount of homework completed as reflected by classroom charts
6	Lack Parental Involvement	Parent workshops offered at different times of the day.	Principal, Assistant principal	Parent participation surveys and attendance at workshops.	Parent Surveys, Attendance Records.
7	Non-participation in after-school tutorial.	Incentives for students who attend tutorial regularly.	Resource Teacher and Tutorial Teacher	Review of appropriate EDW reports and graphs compared to tutorial attendance rates.	Attendance records

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:**	By June 2013, the number of students (Black/Hispanic) not making AYP in Mathematics will decrease.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
The FY12 School Grade Report indicates that 54% (80) of Black students did not make Adequate Yearly Progress in Mathematics. The FY12 School Grade Report indicates that 30% (3) of Hispanic students did not make Adequate Yearly Progress in Mathematics.	By June 2013, 42% (65)of our Blacksubgroup of students will be proficient on the FCAT Math.

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of attendance	Provide in school, and after school tutorial	Administration, Literacy Coach	Attendance sheets	Pre/post tests, Diagnostics, FCAT Results
2	Lack of training for teachers that are not yet ESOL endorsed.	The ESOL teacher assist teachers on implement ESOL strategies.	ESOL teacher, Administration, Classroom teacher	Data chats between ESOL teacher and classroom teacher.	Mini-assessments, Diagnostics, weekly/bi-weekly assessements Progress reports, weekly/bi-weekly assessments, data graphs
3	Algebraic Thinking and Measurement	Increased homework in Algebraic Thinking and Measurement as well as Push -in tutorial. Alternate math/reading pratice in the cafeteria weekly (during breakfast time).	Math Teacher,Resource Teacher	Diagnostic Test, Classroom Weekly/Bi-weekly assessments	Diagnostic Test, Go Math Assessments
4	Lack of students doing homework	Homework incentive program	Math teacher	Homework charts	Increase in amount of homework completed as reflected by classroom charts
5	Lack of Basic Skills	Ongoing implementation of Acaletics	Administration, Math teachers (3-5)	Quik Piks, comprehensive tests, mini-assessements	Quik Piks, comprehensive tests, mini-assessements

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:	By June 2013,the number of ELL students not making satisfactory progress in math will decrease.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
Acording to the FY12 data, 33% (1)was not proficient on the Math FCAT.	By June 2013,75% of our ELL students will be proficient 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	Lack of differentiated instruction to meet the needs of the ESE students.	ESE teacher will plan with classroom teachers to provide differentiated instructional strategies to use in the inclusion setting.	ESE teacher, Administration, and classroom teacher.	Progress monitoring of ESE students.	Diagnostics, Bi-weekly assessments, RRR, SRI.
2	Providing the appropriate accomodations througout the school year on all assessments.	Teachers will be properly trained on how to read the IEP and how to implement the accomodations accordingly.	ESE teacher, ESE coordinator, classroom teachers, Admin.	Progress monitoring of ESE students.	Diagnostics, Bi-weekly assessments, RRR, SRI.
3	Teachers not knowing how to pull reports of ELL students test scores.	The ESOL teacher will pull reports and go over them with the teachers to make sure they know where their students are performing.	ESOL Teacher	Progress monitoring of ELL students.	Diagnostics, Bi-weekly assessments, RRR< LLI, SRI, 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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	By June 2013, the number of students not making satisfactory progress in Math will decrease.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
According to FY12 data,67% (13) of students with disabilities did not make satisfactory progress in Math.	By June 2013, the number of Students with Disabilities making satisfactory progress in math will increase to 50%.

	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 not qualifying to receive SES tutorial through the school district.	Provide intensive instruction during fine arts, lunch periods, Saturdays, and/or planning times.	Admin., and classroom teachers	Progress monitoring of economically disadvantaged students.	Diagnostics, Bi-weekly assessments, RRR, 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:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	By June 2013, the number of students in our Economically Disadvantaged subgroup not making AYP in Mathematics will decrease.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
The FY12 School Grade Report indicates that 53% (83) of students in our Economically Disadvantaged subgroup did not make Adequate Yearly Progress.	By June 2013,41% (64)of Economically Disadvantaged students will be proficient on the FCAT 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	Lack of attendance	Provide in school, and after school tutorial	Administration, Literacy Coach	Attendance sheets	Pre/post tests, Diagnostics, FCAT Results
2	Lack of training for new staff member (FCIM).	Implement an instructional focus calendar/scope & sequence.	Administration and Literacy Coach	Lesson plans, mini-assessments, Diagnostics, weekly/bi-weekly assessements Progress reports, weekly/bi-weekly assessments, data graphs	Lesson plans, mini-assessments, Diagnostics, weekly/bi-weekly assessements Progress reports, weekly/bi-weekly assessments, data graphs
3	Algebraic Thinking and Measurement	Increased homework in Algebraic Thinking and Measurement as well as Push -in tutorial. Alternate math/reading pratice in the cafeteria weekly (during breakfast time).	Math Teacher,Resource Teacher	Diagnostic Test, Classroom Weekly/Bi-weekly assessments	Diagnostic Test, Go Math Assessments
	New math series/new	Professional	Principal	Bi-weekly GO Math	Student

4	standards	development both of new standards and new series		assessments FCAT scores	grades/FCAT results
5	Lack of students doing homework	Homework incentive program	Math teacher	Homework charts	Increase in amount of homework completed as reflected by classroom charts
6	Lack of Parental Involvement	Parent workshops offered at different times of the day.	Principal, Assistant principal	Parent participation surveys and attendance at workshops.	Parent Surveys, Attendance Records.
7	Non-participation in after-school tutorial.	Incentives for students who attend tutorial regularly.	Resource Teacher and Tutorial Teacher	Review of appropriate EDW reports and graphs compared to tutorial attendance rates.	Attendance records

*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
Core K-12	Grades 3-5	Dr. Carla Kendall Senella Johnson	Acamemic Teachers Grades 3-5	August 2012	Classroom walkthroughs, data chats, lesson plans, Core K-12 Reports, FCIM	Administration,Math Coach, Area Office Personnel
Common Core Standards	Grades K-1	Dr. Moreau District Personnel	Teachers grades K-1	Ongoing	Classroom walkthroughs, data chats, lesson plans,report cards	Administration,Math Coach, Area Office Personnel
CRISS Training	ALL	District PD Facilitator	ALL Teachers	September 2012	Classroom walkthroughs, data chats, lesson plans, bulletin boards, Diagnostic Results	Administration, Math Coach, and Area Office Personnel
Mobi's (Interwrite)	Math Teachers Grades 3-5	District Facilitator	Math Teachers Grades 3-5	September 2012	Classroom walkthroughs	Administration and Math Coach
Think Central	Math Teachers Grades K-5	Math Coach	Math Teachers Grades K-5	Ongoing	Classroom walkthroughs	Math Coach
Math Centers	Math Teacher grades K-5	Math Coach	Math Teachers Grade K-5	September 2012	Classroom Walkthroughs, Visitation of Modeled Classroom, PLC's,Item Analyses,Modeled Classrooms	Math Coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
Enrichment Services	supplies,EDW Reports, paper, ink, binders, themed books, chart paper, part-time in system (salary)	Title I	$9,600.00
Tutorial	Salaries	Title I	$13,500.00
			Subtotal: $23,100.00
Technology			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
Utilization of technology	Inter-write pads (Mobi's)and equipment	Title I	$1,200.00
			Subtotal: $1,200.00

Professional Development			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
Math Coach	Salary	Title I	$67,500.00
			Subtotal: $67,500.00
Other			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $91,800.00

*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:	By June 2013, 35% (53)of all subgroups will meet proficiency in Science.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
The FY12 AYP report indicates 25%(13) total, achieved level 3 proficiency in Science.	By June 2013,35% (53)of students will achieve a level 3 in Science.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
1	Effective use of instructional time for teaching Science in all grade levels.	Departmentalization of all grade levels. This will ensure proper alotted time for teaching Science.	Principal, Assistant Principal and Classroom Teacher	Classroom Walkthroughs	Weekly/Bi-weekly assessments and 5th grade science FCAT test score.
2	New science standards	Professional Development in new series and new standards.	Science Teachers, Principal, and Ass. Principal	Bi-Weekly assessments	Student grades/FCAT results
3	Non-participation in after-school tutorial	Incentives for students who attend tutorial regularly.	Resource Teacher/Tutorial Teacher	Review of appropriate EDW reports and graphs compared to tutorial attendance rates.	Attendance records

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

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

*	*

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	By June 2013, 8% (12)there will be an increase in the number of students achieving above proficiency in Science by scoring a 4 or 5.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
The FY12 School Grade Report indicates 4%(2)of the students acheived high standards in Science on the FCAT SSS.	By June 2013, 8% (12)of all subgroups will meet proficiency by scoring a 4 or 5 in Science.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students not participating in after-school enrichment program.	Incentives for students who attend enrichment program regularly.	Principal and Tutors	Learning gains between pre/post test.	Pre & Post test, Mock FCAT, and 2011 FCAT results

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science SSS (2-5) Common Core Standards (K-1) Hands on Activities	School Wide	LTF, District Personnel	K-5 science teachers	on going	Classroom Walkthroughs, Lesson Plans, LTM notes, modeled lesson by District Specialist, Diagnostic Test Results, FCIM	LTf, District Peronell, Administration, Classroom Teachers

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
Hands-on Activities	paper, materials for hands-on experiments, ink, pens and pencils	Title I	$500.00
Tutorial	Salaries	Title I	$5,000.00
			Subtotal: $5,500.00
Technology			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
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: $5,500.00

*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:**	By June 2013, we will maintain a 100% of all subgroups meeting achieve Adequate Yearly Progress in writing.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**

	The FY12 AYP report indicates 100%(49) total achieved level 3.0 or higher in Writing. The FY12 AYP report also indicates at 51%(25)total achieved high standards by scoring a 4,5, or 6.	By June 2013, 100% (55) of all subgroups will achieve Adequate Yearly Progress in writing by scoring a 3.0 or higher. By June 2013, 65% (36) will achieve high standards by scoring a 4,5, or 6.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
1	Students are confused about narrative and expository prompts.	Daily practice with identifying the differences between prompt structure/wording.	Writing Teachers and Writing Resource Teacher	Weekly writing to prompts	FCAT Writing Rubric
2	Not Utilizing the proper amount of time for planning/ writing/editing an essay.	Practice writing essays with a timer and stopping within the 45 minutes to make students aware pacing.	Writing Teacher and Writing Resource Teacher	Analysis of student work.	FCAT Writing Rubric
3	Lack of knowledge of basic conventions of writing.	Editing homework/classroom, editing centers, peer-review of essays.	Writing Teacher and Writing Resource Teacher	Analysis of student work.	FCAT Writing Rubric
4	Non-participation in after-school tutorial	Incentives for students who attend tutorial regularly.	Resource Teacher/Reading Coach and Tutorial Teacher	Review of appropriate EDW reports and graphs compared to tutorial attendance rates.	Attendance records

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

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

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
No Data Submitted				

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

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

			Target Dates	

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)	(e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writer's Workshop Training	K-3 Teachers	District Facilitator4th Grade Writing Teacher	Writing Teachers Grades K-3	Ongoing	Classroom Walkthroughs, Palm Beach Writes, Informal/Formal Assessments, Class Journals, EDW Reports, and Data Chats	Classroom Teacher, Administration, Reading Coach, LTF, k-3 Grade Writing Teacher
"Top Score Writing" Training	4th Grade Writing Teacher	Lisa Collum	4th grade Writing Teacher	Ongoing	Classroom Walkthroughs, Palm Beach Writes, Informal/Formal Assessments, Class Journals, EDW Reports, and Data Chats	Classroom Teacher, Administration, Reading Coach, LTF, 4th Grade Writing Teacher

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
Utilization of Lisa Collum Writing Curriculum and Services for 4th Grade	Services and curriculum binder	Title I	$1,000.00
Tutorial	Salaries	Title I	$4,000.00
			Subtotal: $5,000.00
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: $5,000.00

*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:**	Our goal is to increase student attendance by using our parent link and other school wide incentives.
2012 Current Attendance Rate:	**2013 Expected Attendance Rate:**
72% (342)	80%

2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
28% (135)	20%

2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
21% (104)	15%

	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 registration information incomplete.	Have a periodic update of full contact information.	Attendance Clerk and Data Processor.	Monitoring of EDW Reports and Terms Data	EDW and Terms
2	Non active phone numbers.	Use agenda planner to communicate with parents.	Teachers, Administration, Data Processor, Attendance Clerk.	Review of Daily attendance reports done by the teachers. Continual monitoring of agenda planners.	Agendas, EDW/Terms

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

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

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

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Utilization of Lisa Collum Writing Curriculum and Services for 4th Grade	Services and Curriculum Binder	Title I	$1,000.00
			Subtotal: $1,000.00
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: $1,000.00

*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:**	To decrease the number of in school suspensions by 10%.
2012 Total Number of In–School Suspensions	**2013 Expected Number of In-School Suspensions**
21% (100)	16%
2012 Total Number of Students Suspended In-School	**2013 Expected Number of Students Suspended In-School**
14% (65)	10%
2012 Number of Out-of-School Suspensions	**2013 Expected Number of Out-of-School Suspensions**
31% (146)	25%
2012 Total Number of Students Suspended Out-of-School	**2013 Expected Number of Students Suspended Out-of-School**
17% (81)	13%

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	Loss of school day time and teacher directed instruction.	School wide incentives, and implementation of CHAMPS schoolwide.	Assistant Principal,Principal and Staff	Discipline Summary Reports/Terms, EDW Reports	Terms/EDW
2	Lack of parenting skills and/or parent follow-through	Parent workshops by Parent Liason Creating a positive school environment by teacher appropriate behavior.	Parent Liason Classroom Teachers	EDW Reports, Sign-in sheets, Discipline Summary Reports	Terms/EDW
	WHen students is out	Continue	Members on	Analysis of suspension	SwPBS agenda,

3	of class due to behavior concerns, their academic gains are negatively impacted.	implementations of School-wide Postivie Behavior Support Program with an increase on positive rewards	SwPBS,Assistant Principal (internal coach, plus faculty			EDW reports, bulletin board displays, annoucements on school TV.

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
School-Wide Positive Behavior	k-5	Steven Nye	School-Wide	on going	School observation, various positive rewards througout the year, single school cultures behaioral posters displayed throughout campus	Administrattions, Steven Nye, Classroom teachers, Safe Schools Facilitator
Restorative Justices	K-5	Gwendolyn Taylor	School-Wide	on-going	EDW reports, SBT referrals, tracking forms	Gwendolyn Taylor, LInda Jakob, Classroom teachers

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: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	To increase Teacher/Parent Communication through the use of edline, parent link, ELL parent home visits, phone calls, student agendas, and through parent Report Card Conference Nights
2012 Current Level of Parent Involvement:	**2013 Expected Level of Parent Involvement:**
18% (76)	28%

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	Poor parent attendance at various school wide conferences/meetings.	Prior notification to all parents (reminder flyers), and Parent Link, newsletters, mid-term evaluation, SAL-P, Report Card Conference Evenings.	Principal	Sign in sheets, parent feedback through surveys.	Surveys and attendance sheets.
2	Non active phone numbers.	Use agenda planner to communicate with parents.	Teachers, Administration, Data Processor, Attendance Clerk.	Review of Daily attendance reports done by the teachers. Continual monitoring of agenda planners.	Agendas, EDW/Terms
3	Lack of Parental Involvement	Parent workshops offered at different times of the day. Workshop include two grade level trainings a year, geared to specific content area needs, FCAT Workshop, and FCAT Writing.	Principal and Asistant Principal and literacy coach.	Parent participation surveys and attendance at workshops.	Parent Surveys, Attendance Records.
4	Lack of resources at home.	RIF distribution to increase ome library. Have the "mobile library" unit coming every two weeks.	Principal, Assistant Principal and literacy coach, media specialist.	Monitoring of at home reading through the use of schol wide reading logs. Increase reading levels.	Graph of studetn participation with reading log completion. Print out of students use of mobile library.
5	Lack of Parental Involvement	Parents are surveyed once a year to give input/feedback on curriculum topics, parent - student compact and Parent Involvement Policy Plan	Principal, Assistant Principal and literacy coach, media specialist.	Results from surveys	Surveys
6	Limited numbers of business partners and volunteers.	Letters to local businesses and parents requesting support and participation in classroom and school events. Recommendations from staff members and parents for business partners.	Principal, Assistant Principal and all other staff members.	Increase in number of participants for business partners and volunteers.	Business partner agreements,and thank you letters
7	Lack of parental involvement	Parent liaison to help improvement communication via phone calls, home visits, conduct parent	Principal, Assistant Principal	Student attendance, discipline dash-board, and surveys.	Conference notes, phone log, agendas, sign in sheets and surveys.

workshops and assist with out reach programs.	

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
Valuing Parental Involvement	All	Mrs. Jakob	School-wide	Sept/Oct 2012	Sign-in sheets Agenda Monitoring of student planners for parent signatures VIPS	Mrs. Jakob Classroom teachers

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
Family Involvement	Supplies, agendas, postage, food for parent training,door prizes	Title I	$5,000.00
		Subtotal: $5,000.00	
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**
Parental Support	Salary for paraprofessional (parent liason)	Title I	$1,500.00
		Subtotal: $1,500.00	
		Grand Total: $6,500.00	

*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:**	N/A

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

STEM Budget:

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

End of **STEM** *Goal(s)*

Additional Goal(s)

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	Enrichment Services	supplies,EDW Reports, paper, ink, binders, themed books, chart paper, part-time in system (salary)	Title I	$9,050.00
Reading	Tutorial	Salaries	Title I	$12,800.00
Reading	Leveled Literacy Intervention (LLI)	Materials needed to implement LLI Curriculum: magnetic lapboards, markers, chart paper, magnetic letters, index cards, sentence strips, coverup tape, pocket charts, highligthers, and sandwich bags.	Title 1	$3,500.00
Mathematics	Enrichment Services	supplies,EDW Reports, paper, ink, binders, themed books, chart paper, part-time in system (salary)	Title I	$9,600.00
Mathematics	Tutorial	Salaries	Title I	$13,500.00
Science	Hands-on Activities	paper, materials for hands-on experiments, ink, pens and pencils	Title I	$500.00
Science	Tutorial	Salaries	Title I	$5,000.00
Writing	Utilization of Lisa Collum Writing Curriculum and Services for 4th Grade	Services and curriculum binder	Title I	$1,000.00
Writing	Tutorial	Salaries	Title I	$4,000.00
Attendance	Utilization of Lisa Collum Writing Curriculum and Services for 4th Grade	Services and Curriculum Binder	Title I	$1,000.00
Parent Involvement	Family Involvement	Supplies, agendas, postage, food for parent training,door prizes	Title I	$5,000.00
				Subtotal: $64,950.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Utilization of technology	Inter-write pads (Mobi's)and equipment	Title I	$1,200.00
				Subtotal: $1,200.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	FRA Conference	Travel out of county including registration	Title I	$2,750.00
Reading	IRA Conference	Travel out county including registration	Title I	$6,000.00
Reading	Student support by Paraprofessional	Salary for paraprofessional	Title I	$15,000.00
Mathematics	Math Coach	Salary	Title I	$67,500.00
				Subtotal: $91,250.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement	Parental Support	Salary for paraprofessional (parent liason)	Title I	$1,500.00
				Subtotal: $1,500.00
				Grand Total: $158,900.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

○ Priority	○ Focus	● Prevent	○ NA

Are you a reward school: ○ Yes ○ No

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

View uploaded file (Uploaded on 11/8/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ **Yes. Agree with the above statement.**

Describe projected use of SAC funds	Amount
No data submitted	

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

*Reach out to the community to obtain more partners.
*Inform parents of school progress and goals.
*Inform and train parents on ways to improve student achievement.
*Create/plan school activities to promote an increase in parental involvement.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Palm Beach School District
WASHINGTON ELEMENTARY MAGNET SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	58%	64%	95%	39%	256	**Writing and Science:** Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	62%	58%			120	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?	57% (YES)	50% (YES)			107	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					483	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District
WASHINGTON ELEMENTARY MAGNET SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	60%	71%	86%	38%	255	**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	65%	71%			136	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	73% (YES)	77% (YES)			150	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					541	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested