FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: BOCA RATON CHARTER SCHOOL

District Name: Palm Beach

Principal: Louise Nelson

SAC Chair: Bivian Free

Superintendent: Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 9/25/2012

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	Louise Nelson	B.A. in Education	7	5	BRCS has been an A school for 5 out of the 6 years we have been open. We also made AYP for 4 years, since this last year there was no AYP distinction. In the 2011-2012 year we decreased in accountability points from 630 points in 2011 to 535 points in 2012. We decreased from 88% meeting high standards in reading, in 2011, to 65% of our students on track to be proficient in reading, in 2012, which is a decrease of 23%. Our percentage of students making learning gains in reading in 2011 was 73%, which decreased in 2012 to 60%.In mathematics we decreased from 81% at level 3 or higher to 68%, a decrease of 13%. In 2012 the percentage of students making learning gains in mathematics decreased from 86% to 70% in 2012, a 16% decrease. In writing we decreased from 89% meeting the writing standard to 85%. In science we increased from 54% on level 3 or higher to 57%, a 3% increase.
Principal					

INSTRUCTIONAL COACHES

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

	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)
No data submitted					

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	The entire BRCS Governing Board, and the Principal interview all teacher applicants. Applicants are asked a series of questions and Board members and Principal decide who is the best candidate for the available position. Applicants are required to provide documentation of Teacher Certification and evidence that they are highly qualified.	The entire Governing Board and the Principal	June/July	
2	Teachers are given step raises each year.	The Governing Board	June/July	
3	Teachers give input throughout the year and all opinions are taken into consideration, and when applicable implemented.	The Principal	Ongoing	
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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
No data submitted	

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
6	16.7%(1)	83.3%(5)	16.7%(1)	0.0%(0)	16.7%(1)	83.3%(5)	16.7%(1)	0.0%(0)	66.7%(4)

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
Stephanie Houston	Jillian Breda and Jessica Kuczynski	Mrs. Houston has been teaching for 5 years, 4 years at BRCS. She has attended many PD classes at the District, as well as weekly PD, in-house, and has shown great classroom manage-ment and success with academics and her I.B. Units. She has also taught the 1st grade curricu-lum in our school and is very familiar with our reading program, Superkids by the Rowland Reading Founda tion.	The teachers will meet weekly so Mrs. Houston can guide and assist Ms. Breda and Mrs. Kuczynski.
Lawrence Wojtecki	All teachers	Mr. Wojtecki has been teaching for over 9 years, used to be a journa list, and has scored well, on the writing FCAT. He scored 90% in 2010 and 89% in 2011. In 2012, 85% of his students met high standards in writing.	Mr. Wojtecki will meet monthly with his teachers to review writing strategies.
Jessica Kuczynski	All Teachers	Mrs. Kuczynski has her Reading Endorsement and will advise all teachers on reading strategies that will increase our achievement levels	Mrs. Kuczynski will meet monthly sharing reading strategies, to assist all teachers in increasing our percentage of students achieving level 3 or higher.

ADDITIONAL REQUIREMENTS

Coordination and Integration

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

N/A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

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

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

> Principal provides a common vision for the use of data-based decision- making,ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.
> At our small school our principal and entire teaching staff is part of the RtI team.

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?

> BRCS' principal, ESE Disrict Support person,and staff meet bi-weekly to review data, discuss strategies and review on-going progress monitoring data of any student, for academics or behavior, that is referred for RtI. Our team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers, and in our students? We will review universal screening data and link to instructional decisions. Students meeting/exceeding benchmarks will be identified, as well as students at moderate risk or at high risk for not meeting benchmarks. The team will identify professional development and resources. The team will problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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 team met with the principal at the end of the last school year and made recommendations to help develop the SIP. The principal met with the School Advisory Council (SAC) to then 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: Progress Monitoring and Reporting Network (PMRN),Florida Assessments for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT), Sunshine State Standards Diagnostics (SSS), Palm Beach Writes, K-4 Literacy Assessment System, Comprehensive English Language Learning Assessment (CELLA), Retentions, Absences
> Progress Monitoring:PMRN, EDW reports, and classroom assessments
> Mid-Year: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Sunshine State Standards Diagnostics (SSS), Palm Beach Writes, K-4 Literacy Assessment System
> End of year: FAIR, SSS Diagnostics, FCAT, FCAT Writes
> Data analysis: Twice a month

Describe the plan to train staff on MTSS.

> Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year, PDD(early release days for students). The RtI team will also evaluate additional staff PD needs during the bi-weekly RtI Leadership Team meetings.
> Boca Raton Charter School has guidance and assistance, with the implementation of strategies, specified by the District Psychologist and the ESE District support person that assists at our meetings and with a contracted ESE certified specialist.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

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

> The Principal and all the teachers comprise the Literacy Leadership Team.(We have one teacher per grade level).

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

> The Principal will meet with teachers during weekly meetings and one-on-one to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and student portfolios will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. Progress monitoring logs will also be utilized to document the process of teaching, assessing, re-teaching, and re-assessing.
> Our core instruction, in reading, utilizes SuperKids (Rowland Reading Foundation), in grades K-2nd and SRA/Open Court, in grades 3-5. Both programs provide materials for supplemental instruction. The principal has also instructed all teachers to use Science and Social Studies as additional opportunities to address Reading instruction. Instructional Web sites such as FCAT Explorer and Riverdeep will also be utilized. BRCS implements a monthly Readathon competetion between grades 2-5. (The class that combined reads the most pages a month enjoys an ice cream sundae party).
> Teachers will use instructional strategies and/or shared best practices to provide differentiated methods of instruction to students in mastered and non-mastered areas. PBCSD has also provided us with a psychologist that has supported our teachers with strategies and interventions.Boca Raton Charter School also uses the Pre-Referral Intervention Manual (PRIM) and plans to use Wilson Reading System as well. Resources and strategies provided at professional development workshops will also be utilized. Students consistently demonstrating non-mastery may be required to participate in tutorial sessions before or after school. Through student performance data analysis, students demonstrating non-mastery will receive an additional 1/2 hour of intensive reading instruction (iii) daily.
> All teachers will provide 5 - 10 minute focus lessons, at the beginning of each class period. These focus lessons are based on a review of previous assessments where students were struggling. Instructional focus lessons are aligned to the Benchmarks and standards for each grade level and cover the Benchmarks that will be assessed on the FCAT. Student mastery on mini-assessments based on the focus lessons will determine if the focus lessons need to be revised and/or re-taught. Teachers and administrator will ensure the effectiveness of the focus lessons by analyzing data results from focus lessons, as they are re-assessed intermittently throughout the year. Proficiency of skills and Benchmarks should also be evident in skills and Benchmarks that are taught as part of whole group instruction.
> Students achieving 80-100% will receive enrichment and challenging assignments. Teachers are instructed to utilize Norman's Webb in guiding and providing rigor to all lesson plans. BRCS teachers incorporate 6 International Baccalaureate (I.B.)Units, per grade level, each year. The Units involve individual research which enables students to have different levels of challenging assignments.

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

> The major initiative of the LLT this year will be to challenge our high performing students and enable students that are high performing to move up from level 3 to level 4 and from level 4 to level 5.
> Another major initiative of the LLT will be to address all the needs of our level 1 and level 2 students, with differentiated instruction, assessment, re-teaching and re-assessment.The percent of students below grade level in reading has gone from 27%, in 2009, to 18% in 2010 and has decreased to 12% in 2011.(82% of our students scored at or above grade level in reading in 2010, while in 2011 88% scored at or above grade level in reading.)(88% of our students are on track to be proficient in reading, in 2011.) With a decrease last year, 2012, to 65% scoring level 3 or above, our teachers will need to increase fomative assessments, re-teach and re-assess to increase student performance.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

> N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In 2012, in grades 3-5 65% (27) achieved mastery on the FCAT Reading Test. Boca Raton Charter School (BRCS) decreased 23%(88% in 2011) on students making high standards in Reading.In 2012, 9 out of 18 3rd graders,9 out of 14 4th graders and 9 out of 12 5th graders achieved level 3 or above in reading. Grades 3-5 were lowest in Reading Application and our teachers will concentrate on improving that area of instruction. We will also emphasdize instruction in the Informational Text and Research process.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (27) students achieved high standards in reading	In 2013 75% (35) students will achieve high standards 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	Instructing and motivating students to go up at least one achievement level.	instructional focus lessons will require 80% mastery, be a minimum of 10 questions and be assessed monthly. Classroom instruction will be differentiated to address the needs of all learners. Teachers will be given in-house, as well as PBCSD professional development, so that they may have the tools required to assist their students.	The principal will monitor all school data, meet with teachersweekly, for professional development and faculty meeting. The entire staff will meet every 2 weeks to review any SBT issues and RtI students, levels 1 - 3.	A review of all state and classroom assessments will determine the success of strategies used.	Data from classroom assessments as well as SSS Diagnostics, K-4 Literacy Assessment, SRI, and predicted FCAT levels will measure the success of strategies and instruction.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in 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
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 reading. Reading Goal #2a:	Students who typically exceed mastery levels will be provided carefully planned, enriching and challenging assignments, specifically designed to meet and challenge their special talents. The Transdisciplinary themes that encompass the I.B. Primary Years curriculum support extended research and an enriched curriculum. Technology, in every classroom, and access to the internet, afford students the ability to do individual research. Accessibility to on-line programs (as found on the PBCSD website) encourage and support enhanced learning. Learning Centers are utilized in every classroom and teachers design centers that address and enhance the learning of students that are talented/gifted, whenever it is appropriate.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (16) students achieved level 4 and level 5 on the 2011 administration of the Reading FCAT	50% (24) of students will achieve level 4 or level 5 on the administration of the 2012 reading FCAT

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers often want to assist the student that is struggling, feeling that there is greater need.	On Tuesday's, during common planning time all teachers will analyze the effectiveness of their grade level specific enrichments to determine any necessary revisions. Teachers will include higher order questions in their lesson plans. Teachers will conduct data chats with their students and focus assignments towards the individual interests of their students.	The Principal and Teachers	Lessson plans will be reviewed weekly, and evidence of the frequency of higher order questions will be evident during lesson plan review and during classroom walkthroughs. The principal will randomly review conference reports for evidence of data chats with parents and students.Teachers will turn in graphs, monthly, tracking student progress on assessments in Reading. The principal and teachers will review student progress.	Focused walkthroughs to determine frequency of higher order questions, classroom and state data reviews, and review of individual and group I.B. projects.

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

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:

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In 2012 60% (26) of students made learning gains in reading on the 2012 administration of the FCAT reading test. This was a reduction of 13% from the previous year.By focusing on Reading Application, our weakest category, and monitoring student progress with more fomative assessments, teachers will be able to modify strategies and monitor student progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (26) made learning gains in reading on the 2012 administration of the FCAT Reading Test.	In 2013 70% (33) of students will make learning gains in reading on the FCAT Reading Test

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Teachers will need to focus on all students increasing proficiency, not just the struggling students.</td><td>Student achievement chats will be conducted with all students after SSS Diagnostics and classroom Unit Assessments.
Higher order questions will be standard.</td><td>Principal and teachers for grades 3-5</td><td>Administrator will review conference reports for evidence of student data chats and parent data conferences.</td><td>Administrators will randomly ask students how they performed on their most recent assessment to determine if data chats are successful.</td></tr>
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2	Teachers will need to balance their focus, reading benchmarks and other content area benchmarks, to ensure an excitement, interest, and knowledge of all content benchmarks, while incorporating reading strategies to increase reading achievement levels.	Reading benchmarks will be infused in Social Studies, Science, and Mathematics lesson plans and instructional delivery	Principal and teachers for grades 1-5	When visiting Social Studies, Science, and Mathematics classrooms, administrators will focus their attention to the frequency of explicitly teaching the reading benchmarks in all subject areas, while maintaining a focus in all content areas.	Classroom teachers will disaggregate assessment data to determine the effectiveness of reading benchmark instruction in all content areas.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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:	Based on the 2012 FCAT reading data, 60%(5)of the lowest 25%(9),in the school, made learning gains. It is a 13% decrease from 2011 of students making learning gains in our lowest 25%. Immediate intensive instruction, implemented with fidelity, as well as, research based strategies recommended in SBT will increase the percentage of the lowest 25% making learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT Reading data, 60%(5) of the lowest 25%(9) made learning gains	70% (6)of the lowest 25%(9), in the school, will make learning gains on the administration of the 2012 Reading FCAT.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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

1	Teachers need to address the specific learning style that a struggling student has, as well as targeting specific interventions that will assist a student in learning the required Benchmarks.	1. Tier 1 -Plan differentiated instruction using evidence-based instruction/interventions within the 90 minute reading block. Tier 2 - Plan supplemental instruction/interventions for students not responding to core instruction. Focus of instruction is determined by review of data (Fountas and Pinnell, SRI, SSS Diagnostics, FCAT) and will include explicit instruction, modeled instruction, guided practice and independent practice. Tier 3 - Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core.	Tier 1 - Principal and teachers for grades 3, 4, and 5 Tier 2 - Principal and teachers for grades 3-5 Tier 3 - RtI Team	Tier 1 - Student progress is monitored with class assessments. percent of students making adequate progress toward benchmark is calculated. Tier 2 students receiving supplemental instruction, individual/small group are assessed every 7 - 14 days. Percent of students making adequate progress toward benchmark is calculated. Tier 3 Students in tier 3 will be monitored every two weeks to determine if there has been adequate progress by comparing student's trendline to aimline.	Tiers 1-3 Classroom data and state assessment data will be used to determine progress from Benchmark 1 towards Benchmark 2 and from Benchmark 2 towards Benchmark 3.
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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 : Teachers will increase proficiency in reading based strategies following the Learning map progression in Marzano's Art and Science of Learning, as well as, employing strategies, with fidelity, recommended during SBT

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 reading. Reading Goal #5B:	17% (1) of our 3rd grade White students and 25%(2)of our Hispanic students achieved level 1 on the FCAT 2.0 Reading administration in 2012. 33%(2) of our White students and 25% (2) of our Hispanic students achieved level 2 on the 2012 FCAT 2.0 Reading administration. (1) 3rd grade Black student achieved level 1 and (3) of last year's 4th grade students achieved level 2 on the 2012 FCAT 2.0, in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White:33% (2) Black:10% (1) Hispanic:20% Asian:N/A American Indian:N/A	White:10% (1) Black: 5% (0-1) Hispanic: 10% (1) Asian: N/A American Indian: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
1	For all students teachers need to implement strategies with fidelity and monitor progress. For our Hispanic students teachers need to implement ESOL strategies, increasing their use of the English language and monitor progress.	Following the research based strategies, suggested by Marzano's Art and Science of Teaching, using the FCIM, achievement levels for all sub-groups will increase. Increasing ESOL strategies will increase performance levels of our Hispanic students. SBT will monitor and teachers will implement strategies with fidelity. Teachers will drive some instruction through the interests of their students, capturing a more vested audience.	Principal and all teachers.	A review of all state and classroom assessments will determine the success of strategies used.	Data from classroom assessments, as well as SSS Diagnostics, K-4 Literacy Assessment, and predicted FCAT 2.0 levels will measure the success of strategies and instruction
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Our ESOL students (5) school-wide, fluctuated between level 1 and level 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (3) students achieved levels 1 or 2 on the 2012 FCAT 2.0	0% (0) students will not make satifactory progress in reading on the administration of the 2013 FCAT 2.0

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers not incorporating and implementing the correct ESOL strategies and monitoring student progress.	By increasing ESOL strategies, assessing with more formative assessments, and also incorporating student's interests ESOL students will make satifactory progress.	Principal and Teachers	A review of all state and classroom assessments will determine the success of strategies used.	Data from classroom assessments, as well as SSS Diagnostics, K-4 Literacy Assessment, and predicted FCAT 2.0 levels will measure the success of strategies and instruction

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:	N/A

2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	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				

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:	35% (40) of 2012 BRCS students were on free and reduced lunch
2012 Current Level of Performance:	2013 Expected Level of Performance:
30%(9) of(40) BRCS students on free and reduced lunch, did not make satisfactory progress on the Reading FCAT 2.0.	15% (4) of 2013 students will be making progress in Reading

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students on free and reduced lunch are less likely to receive outside tutoring due to financial struggles their families are dealing with. Many parents with students on free and reduced lunch are working more than one job and have less available time to assist their children with homework.	Students in grades 3-5 will be provided tutoring from January 2013 - April 2013 in preparation for the 2013 administration of the reading FCAT 2.0.	The principal and teachers in grades 3-5.	A review of all state and classroom assessments will determine the success of strategies used.	Data from classroom assessments, as well as SSS Diagnostics, K-4 Literacy Assessment, and predicted FCAT levels will measure the success of strategies and instruction.

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
Riverdeep	Grades 3-5	PBCSD	Teachers grades 3-5	September/October 2012	Classroom walkthroughs	Principal

Differentiated Instruction	All teachers	Principal and PBCSD	Teachers in all grade levels	Professional development will start during preschool week and continue throughout the year. Early release days, weekly professional development and faculty meetings.	Lesson plans and classroom walkthroughs	Principal
Wilson Reading System	Grades 2-5	PBCSD and Stephanie Houston	Teachers in grades 2-5	September/October 2012	Review of classroom assessment data, SSS Diagnostics, K-4 Literacy Assessment	Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
To prepare K-2nd grade students for success on future Reading FCAT administrations	Rowland Reading "Superkids" reading curriculum	FTE funds	$2,029.32
		Subtotal: $2,029.32	
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will be able to target information in text, elaborate and present a detailed presentation of student work, text, charts, graphs.	An Elmo TT-12 Document camera, an Infocus 114 projector, and a compatible Elmo CRA-1 wireless tablet.	Golden Bell Foundation Grant	$1,338.00
		Subtotal: $1,338.00	
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
In grades 3-5, the lowest 25% will make learning gains on the 2013 administration of the FCAT 2.0 reading administration.	Temporary coverage for Professional Development	FTE funds	$400.00
		Subtotal: $400.00	
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
		Grand Total: $3,767.32	

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:	To have 80% (5) ESOL students students proficient in listening/speaking. We have a small ESOL population that has historically done well in our school.
2012 Current Percent of Students Proficient in listening/speaking:	
In 2012, we had 20%(1) student proficient in listening/speaking. One of our students was high intermediate and 2 other students were new to the United States. One of out Kindergarten students was used to speaking Spanish at home with her parents.	

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	Encouraging parents to speak with their children in English reinforcing what they are taught in school.	Teachers will incorporate ESOL strategies	Principal and all teachers	A review of all state and classroom assessments. Formative assessments will drive instruction.	Data from classroom assessments, as well as SSS Diagnostics, K-4 Literacy Assessment, and predicted FCAT 2.0 levels, will measure success of strategies and instruction
2	I do not anticipate any barrier	Teaming an ESOL student with an English proficient student	Teachers	A review of formative assessments, classroom observation and state assessments.	Formative assessments, classroom observations and the 2013 administration of CELLA.

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	To have 80% (5) ESOL students proficient in reading.
2012 Current Percent of Students Proficient in reading:	
In 2012 we had 20% (1) student proficient in reading and another was high intermediate. Two of our students were new to the United States and 1 was in Kindergarten and used to speaking Spanish with her parents.	

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	Encouraging parents to speak English with thier children.	Teachers will increase ESOL strategies in the classroom and team up ESOL students with English proficient students that read well, as well as increasing vocabulary.	Teachers	A review of formative assessments and classroom observation and state assessments.	Formative assessments, K-4 Literacy Assessment, FAIR testing, SSS Diagnostics, and predicted FCAT levels, as well as the 2013 administration of CELLA>

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	To have 80% (5) ESOL students proficient in writing.
2012 Current Percent of Students Proficient in writing:	
In 2012 we had 40%(2) students proficient in writing.	

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	I do not see any barriers.	Teachers will incorporate Lucy Caulkins to increase writing scores in all classrooms, as well as monthly meetings to increase writing strategies.	Principal and teachers	Teachers will provide targeted dictation, to measure the student's ability to accurately write down words by recognizing letter names and the sounds that make up words. Teachers will also use all writing in the classroom to monitor student progress.	All written classroom assessments.

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	On the 2012 administration of the Mathematics FCAT 68% (30) of BRCS students were achieving proficiency in mathematics. This was an 13% decrease achieving proficiency in mathematics in 2011.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68%%(30)achieving proficiency, level 3 and above, in mathematics	78%(37) of students will meet high standards in mathematics on the 2013 administration of the Mathematics 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	67% of our 3rd grade,57% of our 4th grade, and 64% of our 5th graders achieved proficiency on the 2012 FCAT 2.0 in mathematics. All teachers need to provide their students with the fundamentals they did not achieve in the prior year.	Utilize the FCIM to identify students in the core curriculum needing intervention and enrichment.	Principal	Review student grouping charts frequently and ensure groups are redesigned to target the need of students based on assessment.	Progress of all students on assessments.
2	Teachers need to review the needs of all students, tracking their progress, as well as having students graph and track their own progress. Teachers often see tracking charts as repetitive.	Teac hers will track student progress and assist students in tracking their own progress. These reports will be turned in monthly.	Principal and teachers	Teachers will address areas of concern, re-teach and re-assess.	Progress of students on classroom and state assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	
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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	On the 2012 administration of the Mathematics FCAT 25% (11) of the students at BRCS achieved level 4 & level 5. This was a 17% (3)decrease from 2011. While 28%(5) of 3rd grade students achieved level 4 and 6%(1) achieved level 5,only 21% (3) 4th grade students achieved level 4 and 0, 4th grade students achieved level 5.8%(1) of our 5th grade students achieved level 5 and 2 5th grade students achieved level 4.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (11) achieved levels levels 4 & 5	35% (17) students will achieve levels 4 & 5 on the 2013 administration of the Mathematics FCAT 2.0

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need to challenge, encourage, model and motivate students.	Carnegie learning is on 7-10 computers in every classroom, grades 3-5. Students can advance at their individual levels.	Teachers in grades 3-5, Principal	The progress monitoring of state and classroom assessments.	SSS Diagnostics in Mathematics, classroom assessments
2	Teachers will create centers that mathematically challenge students	Centers are evident in every classroom. One hour of mathematics daily enables for small group and one-on-one instruction.Collaboration is encouraged as per the I.B. curriculum principles.	All Teachers and Principal	The progress monitoring of center projects and assignments will determine the effectiveness of the centers.	Progress of students on assessments
3	Teachers will provide enriching and challenging projects in mathematics, where appropriate, regarding I.B. units.	6 I.B. Units are incorporated in all grades annually. Some of the units incororate mathematics. Students will be encouraged to challenge their mathematically abilities, under the guidance of their teachers.	All Teachers and Principal	The reflections of the students and teachers at the end of the units.	The observation of enthusiasm, interest and the student's response to the challenging mathematics, as well as classroom and state assessments.
4					

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:

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	On the administration of the 2012 Mathematics FCAT 70% (31) of students made learning gains in mathematics.This is a 16% decrease from 2011.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70%(31) of students taking the 2011 administration of the Mathematics FCAT 2.0 made learning gains.	80%(38) of students taking the 2013 administration of the Mathematics FCAT 2.0 will achieve learning gains

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers will need to differentiate instruction to meet the needs of all learners.	Increase the use of manipulatives and hands-on activities to reinforce mathematical concepts.	Principal and teachers	Classroom walkthroughs and review of implementation of Mathematics Centers	Progress of students on assessments
2	Teachers doing proper planning and administering more formative assessments to guide instruction.	Teachers will track student progress and have students track their own progress.	Teachers and principal	Lesson plans, student tracking graphs and an increase and analysis of formative assessments	Progress of students on classroom and state assessments.
3					

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

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:	60%(4) of the lowest 25% made learning gains on the 2012 administration of the Mathematics FCAT 2.0. This was a 13% decrease from 2011.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60%(4)of students in the lowest 25% made learning gains on the administration of the 2012 Mathematics FCAT 2.0	73% (10)of students in the lowest 25% will make learning gains on the 2013 administration of the Mathematics FCAT 2.0

| | 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	Appropriate interventions, modifications and strategies must be implemented.	Tier 1: Determine core instructional needs by reviewing common assessment data for all students within bottom quartile. Plan differentiated instruction using evidence-based instruction/interventions within the mathematics blocks Tier 2: Plan supplemental instruction/interventions for students not responding to core instruction. Focus of instruction is determined by review of common assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice. Supplemental instruction is provided in addition to core instruction. Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions wil be matched to individual student needs, be evidence-based and provided in addition to core instruction.	Principal and teachers in grades 3-5 Tier 2: Principal Tier 3: RtI team	Principal and teachers in grades 3-5 will review common assessment data every 6 weeks to determine progress toward benchmark(75% on common assessment) Tier 2: Principal and teachers in grades 3-5 will review results of common assessment data every 4 weeks to determine progress toward benchmark (75% on common assessment) Tier 3: RtI team will review results of common assessment data bi-weekly to determine progress toward benchmark(75% on common assessment).	Tier 1: Common Assessments tied to Next Generation Math Standards administered weekly. Tier 2: Common Assessments tied to Next Generation Math Standards administered weekly. Tier 3: Common assessments tied to Next Generation Math Standards administered weekly.
2					

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 # Teachers will increase proficiency in mathematics strategies, progress monitoring and tracking student progress, using more formative assessments to guide instruction. 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:	In grades 3-5, 10% (2) Black students achieved level 1 12% (3) Black students achieved level 2 12% (3) White students achieved level 1 10% (1) White student achieved level 2 10% (1) Hispanic student achieved level 1 and 20% (5) Hispanic students achieved level 2 on the 2012 administration of the mathematics FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 10% (4) Black: 20% (5) Hispanic: 20% (6) Asian:0 American Indian:0	White: 5% (2) Black:10% (2) Hispanic: 10% (3) Asian:0 American Indian:0

<table>
<tr><td colspan="6">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>For all ethnic groups we must implement strategies with fidelity and monitor progress. We also need to implement ESOL strategies increasing our students use of the English language.</td><td>By increasing ESOL strategies our Hispanic students will increase in performance levels. SBT will monitor and implement strategies with fidelity. Teachers will drive some instruction through the interests of their students and increase the use of manipulatives</td><td>Principal and all teachers.</td><td>A review of all state and classroom assessments will determine the success of strategies used.</td><td>Data from classroom assessments, as well as SSS Diagnostics and predicted FCAT 2.0 levels will measure the success of strategies and instruction.</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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	We have a small ESOL population. Only 10% (2) of our population, taking the 2012 FCAT 2.0 in mathematics were ESOL students. One of the 2 achieved level 1 and the other achieved level 2. Our goal is to make all ELL students proficient in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (2) students achieved a level under proficiency.	0% (0) All ESOL students will achieve proficiency.

<table>
<tr><td colspan="6">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Implementing the correct strategies, in ESOL and mathematics and monitoring the success of all students.</td><td>Assessing with more formative assessments, re-teaching and re-assessing and also incorporating students' interests, as well as using manipulatives</td><td>Principal and teachers</td><td>A review of all state and classroom assessments will determine the success of strategies used.</td><td>Data from classroom assessments, as well as SSS Diagnostics, and predicted FCAT 2.0 levels will measure the success of</td></tr>
</table>

					strategies and instruction.

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:	
2012 Current Level of Performance:	**2013 Expected Level of Performance:**

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	35%(40) of 2012 BRCS students were on free and reduced lunch. 20% (6) of the students on free and reduced lunch had difficulty with the 2012 administration of the Mathematics FCAT 2.0.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
20% (6) of BRCS' 35% (40) students on free and reduced lunch did not do well on the Mathematics FCAT 2.0	10% (3) of BRCS' students on free and reduced lunch will improve on the 2013 administration of the mathematics FCAT 2.0

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Students with parents on free and reduced lunch are less likely to receive outside tutoring due to financial struggles their families are dealing with. Many parents with students on free and reduced lunch are working more than one job and have less available time to assist their children with homework.</td><td>Students in grades 3-5 will be provided tutoring from January 2013 - April 2013 in preparation for the 2013 administration of the Mathematics FCAT 2.0</td><td>The principal and teachers in grades 3-5</td><td>A review of all state and classroom assessments will determine the success of strategies used. Teachers and students will track student progress.</td><td>Data from classroom assessments, as well as SSS Diagnostics, and predicted FCAT 2.0 levels will measure the success of strategies and instruction.</td></tr>
</table>

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
Effective Implementation of the Instructional Focus lessons and calendar	School-wide/Mathematics	Principal	Teachers school-wide	Weekly Professional Development, SBT meetings every 2 weeks, and additional professional development on early release days.	Review of classroom assessment data and FCAT 2.0 and SSS Diagnostic data and classroom walkthroughs	Principal
Effective use of manipulatives and hands-on-activities	School-wide/Mathematics	Principal	Teachers school-wide	Weekly professional development, SBT meetings and additional professional development on early release days.	Principal will conduct classroom walkthroughs, observation of center use and documentation in lesson plans	Principal
Differentiated Instruction	School-wide/Mathematics	Principal and PBCSD	Teachers school-wide	Weekly professional development, SBT meetings, and additional professional development on early release days	Principal will conduct walkthroughs to monitor effectiveness of differentiated instruction training in using evidence based instruction/interventions within the mathematics blocks.	Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
To prepare students in K-1 for future administration of FCAT 2.0 in Mathematics	Singapore Math	FTE funds	$1,781.82
		Subtotal:	$1,781.82

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
To increase the percent of students meeting high standards in Mathematics	Carnegie learning -renewal and update	FTE funds	$1,214.40
		Subtotal:	$1,214.40

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
In grades 3-5, 78% of students will achieve mastery on the administration of the FCAT 2.0 in Mathematics.	Temporary coverage for Professional Development	FTE funds	$400.00
		Subtotal:	$400.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal:	$0.00
		Grand Total:	$3,396.22

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:	57% (7) students achieved proficiency on the 2012 Science FCAT administration in 5th grade. This was a 3% increase from 2011. Our students scored a 312 mean scale score, 16 points lower than PBCSD. On physical and chemical sciences BRCS scored 10 out of a possible 13 points. On Nature ofScience BRCS scored 7 out of a possible 10 points. BRCS scored 11 out of a possible 16 points on Earth and Space Science and 10 out of a possible 16 points in Physical Science and 10 out of 14 points in Life Science. We will concentrate on Earth and Space Science, as well as Physical Science for the 2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (7) students achieved proficiency (FCAT Level 3) in Science	67% (7)of students, in 5th grade, will achieve proficiency (FCAT 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	The teachers in grades 3- 5 will have to follow a lab schedule that addresses the specific Grade level benchmarks	The teachers in grades 2-5 will utilize hands-on laboratory experiments.	Principal	The created lab schedule will be implemented with fidelity and monitored by the Principal	Improvement on the science mini-assessments
2	The teachers in grades 3-5 will need to research and expand their lessons on science that address the Benchmarks tested on the Science FCAT	The teachers in grades 2-5 will provide real-world science experiences and engaging activities	Principal	Teachers will provide students with a scientific article once a week, that will be read and reviewed in class.	Improvement on the science mini-assessments
3	The teachers will need to differentiate instruction to address the learning styles of all students.	Tier 1: All students will complete hands-on lab activities and use a common lab report format to document hands-on investigations. Tier 2: Students not responding adequately to core instruction will be provided supplemental, small group science instruction once per week for 30 minutes during class instructional time or before/after school tutorial sessions Tier 3: Students not responding to core plus suplemental instruction will receive targeted intervention developed through the use of the	Tier 1: Teachers in grades 3-5 and the Principal Tier 2: Teachers in grades 3-5 and the Principal Tier 3: RtI team	Tier 1: Teachers in grades 3-5 and the Principal will review the data on science mini assessments monthly. Tier 2: Teachers in grades 3-5 and the Principal will review results of common assessment data every 4 weeks to determine progress toward benchmark (75% on common assessment) Tier 3: RtI team will review results of common assessment data bi-weekly to determine progress toward benchmark	Tier 1: Common assessments tied to Florida Science Standards administered weekly. Tier 2: Common assessments tied to Florida Science Standards administered weekly. Tier 3:Common assessments tied to Florida

		problem-solving process. Interventions will be matched to individual student needs, be evidence-based and provided in addition to core.		(75% on common assessment)	Science Standards administered weekly.

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:	30% (4) of students achieved above proficiency (FCAT Levels 4 and above) in science. This is an decrease of 5% from the year before.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (4) of students achieved above proficiency (FCAT Levels 4 and 5) in science.	40% (6) of students will achieve above proficiency (FCAT Levels 4 and 5) on the 2013 science FCAT.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Differentiating instruction to address all the students needs, learning styles and interests.	Teachers will collaborate and have a monthly science meeting, bringing new experiments and activities to motivate students achievement levels. BRCS teachers will create a bank of scientific experiments and activities to engage, enrich and assist students in increasing achievement levels.	Principal	Success on mini-assessments, classroom assessments and SSS Science Diagnostics	Data on classroom assessments, mini-assessments and SSS Diagnostics

2	Using higher order questions and thinking to enrich and challenge students.	Teachers will incorporate higher order questions and thinking while incorporating their I.B. Units. Students can do independent research that excites and interests them, while following the objective of the unit.	Principal	The project and/or report results from the I.B. Units, teacher and principal observation as students share their research, and hands-on- finds (their enthusiasm and interest in scientific thinking.)	Data on classroom assessments, SSS Diagnostics, I.B. Unit projects and/or reports/teacher and student reflections.

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
Florida Continuous Improvement Model training	All grades	PBCSD	All teachers	September/October/November 2012	Common planning minutes will be reviewed to ensure data trends are discussed and lesson plans developed	Principal

Science Budget:

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

| Florida's Continuous Improvement Model 67%of students in 5th grade will score level 3 or above on the 2013 FCAT Science Assessment | Temporary coverage for Professional Development | FTE funds | $300.00 |

| | | | Subtotal: $300.00 |

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
Teachers given instruction on Florida's Continuous Improvement Model, 67% of students in 5th grade will score level 3 or above on the 2013 FCAT Science Assessment	Temporary coverage for Professional Development	FTE funds	$300.00
			Subtotal: $300.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $600.00

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:	85%(11) students achieved level 3 or above on the 2012 administration of the Writing FCAT. This was a decrease of 4 % from 2011. Only 2 students achieved level 4. in 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
85% (11) students achieved level 3 or above on the 2012 administration of the Writing FCAT 2.0.	90% (14)students will achieve level 4 or above on the 2013 administration of the Writing FCAT.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need to incorporate writing strategies across the curriculum with fidelity.	Teachers will incorporate strategies provided in Lucy Caulkins.	Teachers and principal	Teachers will meet monthly to review strategies used and share best practices.	The results on classroom assessments and Palm Beach Writes will determine success of strategies used.

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.

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
Writing across the curriculum	All teachers	Mr. Wojtecki	All teachers	Monthly throughout the year	Results on PB Writes and classroom assignments.	Teachers and Principal

Writing 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

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:	Only 2%(2) of our students missed 0 days while 24%(24) missed 11-15 days. The largest gap in attendance was 26% (26)missing 1-5 days and 26%(26) missing 6-10 days. 10%(10) of our students missed over 20 days.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
45% (45)students missed over 11 days in 2012	We would like 0% of our students missing over 11 days of school. That is an increase of 45%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
45 students had excessive absences (10 or more)	23 students with excessive absences (10 or more) in 2013 We would like to at least cut the rate of excessive absences in half.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
54 students had excessive tardies (10 or more days)	20 students will have excessive tardies (10 days or more) We want to cut excessive tardies dramatically. Our parents seem to suit their personal schedules rather than the school schedule.

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	Parents following their schedules as opposed to the school schedule	The Principal will review tardy data monthly and instruct teachers to contact parents regarding the tardiness.	Principal and all teachers	The review of attendance/tardy data and a reduction of abences/tardiness.	Terms data
2	Parents of students with excessive absences/tardies will be notified in writing after 10 absences/tardies	The Principal will evaluate the attendance and tardy data of the entire school monthly	Principal	The review of attendance/tardy data	Terms data

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

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

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

Writing across the curriculum	All teachers	Mr. Wojtecki	All teachers	Monthly throughout the year	Results on PB Writes and classroom assignments.	Teachers and principal

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School

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						

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)

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.*	BRCS is a small community school that embraces parental involvement. Our Parent Leadership Council sends out a questionnaire along with our introductory packet each year, welcoming back our students and families. Parents are invited to select which endeavors that they wish to participate in. We request that our parents contribute 30 hours per year as a volunteer. We also understand that their employment may hinder them from coming to school, so volunteering can involve making contributions in different arenas.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
40% (40)of parents participate annually	60% (60) of parents will participate in 2013

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Due to the economic situation in the country and the number of single parent families, many parents have more than one job and as is, their time is stretched thin.	Encourage parents to support a monthly Read-a-thon with reading log summaries	Teachers grades 2-5	Collect reading logs and survey participation	Participation Chart
2	Same as above	Offer 2 times a year Parent Career Day, where parents share careers and education required to achieve/maintain their careers.	Homeroom teachers	Student surveys regarding career choices	Parent attendance-sign in sheets
3	Same as above	Our Parent Leadership Council has recruited parents that are bilingual and will gladly communicate and or translate and make phone calls regarding activities, policies and events at Boca Raton Charter School. Cultural Diversity is highly respected and valued in our I.B. school and we will ensure that all parents are made aware of all school events, procedures and activities. We will offer 2 Cultural Diversity Days in the 2012-2013 school year.	Homeroom Teachers	Student surveys regarding new culturally diverse things they learned about.	Parent attendance sign-in sheets
4	Same as above;however this can be handled by phone or email	Teachers will call/email/in-person conference parents regarding their child's progress and achievement levels on class and state assessments	Teachers school-wide	Administration will review parent calling log	100% compliance indicated on calling logs

		maintaining effective two-way communication.			
5	Same as #1	Offer 2 Literacy Nights a year where parents bring their children back to school in their pajamas, the school provides cookies and milk and parents and older sibblings, and teachers read their favorite stories.	Teachers school-wide	Administration and all teachers will ensure that all parents receive a flyer of notification. Parents will also be reminded at carline.	Parent attendance sign-in sheets
6	Same as #1	BRCS sponsers a Math-a-thon through St. Jude Hospital. The additional math practice is beneficial to all our students. The endeavor supports the I.B. attribute of compassion.	Teachers school-wide	Administration will ensure that all parents receive a letter of notification.	Student participation
7	Same as #1	As an International Baccalaureate (I.B.) Candidate School, our students participate in 6 I.B. Programme of Inquiries units each year and will during the 2012-2013 school year. An integral component of the Primary Years I.B. Programme stresses the participation of the entire family in the student's educational process.Parents will be invited to a yearly presentation of student's work during a Curriculum Night each spring. Each program on inquiry will culminate in a group or several small group projects on the topic studied. These projects will include activities that demonstrate their reading and writing and presentation skills. Certain projects will also demonstrate knowledge of science, geography, social studies and math skills.	Teachers school-wide	Students will be evaluated on their reflections given at the conclusion of each programme of inquiry. Students' completion of projects will demonstrate their mastery of subjects studied.	Parent participation sign-in sheet.

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

International Baccalaureate training	School-wide	International Baccalaureate Organization, and/or PBCSD	School-wide	Spring 2013	Teacher reflections on I.B. class attended	Principal

Parent Involvement 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
Teachers will be trained in one I.B. Primary Years Programme class.	I.B. organization and the PBCSD	FTE funds	$10,000.00
			Subtotal: $10,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $10,000.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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	To prepare K-2nd grade students for success on future Reading FCAT administrations	Rowland Reading "Superkids" reading curriculum	FTE funds	$2,029.32
Mathematics	To prepare students in K-1 for future administration of FCAT 2.0 in Mathematics	Singapore Math	FTE funds	$1,781.82
Science	Teachers given instruction on Florida's Continuous Improvement Model 67%of students in 5th grade will score level 3 or above on the 2013 FCAT Science Assessment	Temporary coverage for Professional Development	FTE funds	$300.00
				Subtotal: $4,111.14

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teachers will be able to target information in text, elaborate and present a detailed presentation of student work, text, charts, graphs.	An Elmo TT-12 Document camera, an Infocus 114 projector, and a compatible Elmo CRA-1 wireless tablet.	Golden Bell Foundation Grant	$1,338.00
Mathematics	To increase the percent of students meeting high standards in Mathematics	Carnegie learning - renewal and update	FTE funds	$1,214.40
				Subtotal: $2,552.40

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	In grades 3-5, the lowest 25% will make learning gains on the 2013 administration of the FCAT 2.0 reading administration.	Temporary coverage for Professional Development	FTE funds	$400.00
Mathematics	In grades 3-5, 78% of students will achieve mastery on the administration of the FCAT 2.0 in Mathematics.	Temporary coverage for Professional Development	FTE funds	$400.00
Science	Teachers given instruction on Florida's Continuous Improvement Model, 67% of students in 5th grade will score level 3 or above on the 2013 FCAT Science Assessment	Temporary coverage for Professional Development	FTE funds	$300.00
Parent Involvement	Teachers will be trained in one I.B. Primary Years Programme class.	I.B. organization and the PBCSD	FTE funds	$10,000.00
				Subtotal: $11,100.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes   jn No

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

No Attachment

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

AYP DATA

SCHOOL GRADE DATA

No Data Found

Palm Beach School District BOCA RATON CHARTER SCHOOL 2010-2011	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	88%	81%	89%	54%	312	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	73%	86%			159	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)	86% (YES)			159	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					630	
Percent Tested = 100%						Percent of eligible students tested
School Grade*						Grade based on total points, adequate progress, and % of students tested

Palm Beach School District BOCA RATON CHARTER SCHOOL 2009-2010	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	84%	75%	90%	53%	302	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	73%	92%			165	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)	92% (YES)			165	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					632	
Percent Tested = 100%						Percent of eligible students tested
School Grade*						Grade based on total points, adequate progress, and % of students tested