FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: ACADEMY FOR POSITIVE LEARNING

District Name: Palm Beach

Principal: Renatta Espinoza

SAC Chair: Denise Parrotta

Superintendent: William Gent

Date of School Board Approval: January 2011

Last Modified on: 10/1/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Renatta Espinoza	Certified K – 6, ESOL, Reading	6	12	FY 11 AFPL again received an "A" grade but did not meet AYP. They were however designated as a "High Performing Charter School" by FLDOE as per Senate Bill 736 and FL statute. Renatta Espinoza has been the Principal of AFPL since 2004 through 2010. 2008-2009: Grade: A, Reading Mastery: 74%, Math mastery: 71%, Science Mastery: 64%. Writing Mastery: 100.; AYP: 92%, HIS and ED did not make AYP in reading. ED did not make AYP in math. 2007-2008: Grade: A, Reading Mastery 50%, Math Mastery 44%, Science Mastery 20%. AYP: 100%. 2006-2007: Grade A, Reading Mastery: 59%, Math Mastery 55%. AYP: 82%, Black, ELL, SWD did not make AYP. 2005-2006: Grade B, Reading Mastery 49%, Math Mastery

					51%. AYP: 80%, SWD and ELL did not make AYP. Black and FRPL did not make AYP in math. 2004-2005: AP of Manatee Middle: Grade: B, Reading Mastery 47%, Math mastery 52%. AYP: 93%, Only SWD did not make AYP.

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Renatta Espinoza	K-12,ESOL, Reading	6	12	

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. List openings on teaching website 2. Regular meetings with administration 3. Ads place in local newspaper 4. Provide mentors for teachers new to the school 5. Provide opportunities for professional development to meet school and personal goals 6. In order for a small school to function at maximum they must be able to work as a team. Prior to pre-school, the teaching staff and support staff were brought together for staff development and team building. 7. Teachers are encouraged to participate and provided with leadership opportunities and therefore have a vested interest and loyalty to the school.	Principal, Asst. Principal	on-going	

Non-Highly Effective Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
89% (9) are highly effective teachers, including out of field teachers.	-Professional Development -Mentoring by experienced and effective teachers, supported by administration -Regular curriculum and evaluation meetings -Team planning

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
9	11.1%(1)	66.7%(6)	22.2%(2)	0.0%(0)	11.1%(1)	77.8%(7)	22.2%(2)	0.0%(0)	44.4%(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
Linda May	A. Mangold	To learn benchmarks, curriculum, DOE standards, if and when needed. To assist in comprehending our objectives and goals. To learn successful classroom management stratiegies and be given the opportunity to observe highly successful peers.	Weekly meetings will be held with all staff. New staff will be paired with a mentor teacher for additonal guidance. Mentors will be responsbile for modeling lessons, allowing new teacher to conduct observations of other successful classrooms, and complete an Indpendent Professional Development plan for each new teacher. Mentors will meet with new staff at least monthly for positive feedback and review of classroom walkthroughs. Also, teachers who do not have a permanent Florida Teaching Ceritifcate, will be required to complete the ESP beginning teacher program under the guidance of our ESP contact.
A. Mangold	B. Scardino	To learn benchmarks, curriculum, DOE standards, if and when needed. To assist in comprehending our objectives and goals. To learn successful classroom management stratiegies and be given the opportunity to observe highly successful peers.	Weekly meetings will be held with all staff. New staff will be paired with a mentor teacher for additonal guidance. Mentors will be responsbile for modeling lessons, allowing new teacher to conduct observations of other successful classrooms, and complete an Indpendent Professional Development plan for each new teacher. Mentors will meet with new staff at least monthly for positive feedback and review of classroom walkthroughs. Also, teachers who do not have a permanent Florida Teaching Ceritifcate, will be required to complete the ESP beginning teacher program under the guidance of our ESP contact.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

With Title I funds, we are able to hire a part time parent liaison to work closely with families. The parent liaison is bilingual who supports and guides the parents. The liaison organizes parent curriculum night, Open House and Engrade information sessions. We also fund parent literacy nights and provide advice to parents on how they can help their students with academics at home. With Title I funds we purchased EngradePro for use as our academic reporting system. It is directly alligned with the commo core standards. In addition, we have purchased a laptop, USB and software that provides curriculum, literacy and parent information in English and Spanish. This system is for the sole use of the parents and guided by the Parent Liaison. Also with Title I funds, teachers will all attend either a Kagan training or a Lindamood Bell training to align with our school mission. Title I funds will also allow us to purchase supplemental reading material (Reading Eggs) to be used in the classrooms to enhance instruction as well as a comprehensive supplemental Reading and Math Software program. The money will also be used to improve communication between teachers and parents and provide the necessary tools in which to do so such as Nikki folder and Agendas.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

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

Title III

English Language Learner (ELL)—Assists with helping eligible English language learners and immigrant students attain English proficiency and meet the same state standards required of all students. Provides accommodations as needed in the classrooms and staff development for teachers.

Title X- Homeless

Homeless children and youth are entitled to immediate public school enrollment at the school last attended at the onset of homelessness, provided it is in the best interest of the student, requested by the parents, and is feasible. If necessary, the district Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide after school tutorials for Level 1 and 2 readers.

Violence Prevention Programs

Academy for Positive Learning is a single school culture and has appreciation for multicultural diveristy. Therefore, Academy for Positive Learning has implemented all measures mandated by the “Jeffrey Johnston Stand Up For All Students Acts” Section 1006.147, Florida Statutes, in conjunction with School Board policy 5.002, entitled “Prohibition of Bullying and Harassment”. Communication of the new Definitions stated in Section 4 and the Expected Behaviors On School Property or At School Related Function stated in Section 5 of Policy 5.002 will be included in the Student/Parent Handbook along with the Academy for Positive Learning Staff Handbook. We have a strict school uniform policy, many of the teachers are trained in Kagan's Win Win program which instills positive disciplinary actions and consequences. Parents are provided with information on procedures and consequences each students faces when not acting appropriately. We also work with the Department of Children and Families in all cases of suspected abuse.

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

We are coordinating our efforts with Steve Kelly of the Guardian Angels who will provide a lecture on bullying and anger management.

Nutrition Programs

Per our contract, we utilize the school district food services program thus meeting all USDA guidelines. We are a satellite of the School District breakfast and lunch program.

We participate in EmpowerME4Life program which is grounded in the American Heart Association’s scientific recommendations and expertise in promoting heart-healthy lifestyles. The educational content and methods are aligned with the National Health Education Standards for fifth grade. In addition, the school plants an organic garden every year. Facilitated by and under the

guidence of teh teacher, the students are completely responsible for the harvesting and caretaking of the garden. Vegetables that are harvested are consumed by the students in class as snack or during lunch time. The garden teaches the students growing and sustaining an organic garden, as well as healty eating choices and helaty eating habits.

We collaborate with Casa de Mara, in the Voice for Choice nutrition program for children which is sponsored by Palm Beach Harvest. Our free and reduced children get a hot brunch every Saturday at Casa de Mara.

Housing Programs

N/A

Head Start

Academy for Positive Learning conducts annual kindergarten round up to invite and inform parents from local preschools, daycares, and head start programs of our program.

Adult Education

N/A

Career and Technical Education

Career Education is begun in middle school with every child required to take at least one semester of a Career Planning course. Professionals from the local community will be invited to lecture the students on the hows and whys of their career choice in order for the students to be informed of the educational requirements, duties and responsibilities of various professions.

We conduct field trips visiting local community businesses. We organized and ran a scavenger hunt similar to "The Amazing Race" program on CBS that was reported by the local news program. The children picked up clues from local vendors and a prize was given to all who participated. We plan field trips to government agencies and introduce the children to their local politicians.

Job Training

N/A

Other

Required instruction listed in 1003.42(2) F.S., as applicable to appropriate grade levels

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: 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.
Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.
Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as coteaching.
School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.
Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills
ESOL contact: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction for ELLs, and collaborates with general education teachers through such activities as implementing accommodations.

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

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students?
The team meets once a month to engage in the following activities:
Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, 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. Team will identify students who are not meeting Core – Tier I instructional targets and ensure Tier 2 is implemented. A Tier 2 (Tier 3) intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity.

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

The RtI Leadership Team meets with the principal and the Board of Directors to help develop and revise the SIP. The team provides data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed; helps set clear expectations for instruction (Rigor, Relevance, Relationship); facilitate the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligns processes and procedures. Administration or designee will provide professional development to the Board of Directors regarding the RtI process.
The four steps of the Problem Solving Model are:
1. Problem Identification entails identifying the problem and the desired behavior for the student.
2. Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
3. Intervention Design & Implementation involves selecting or developing evidence-based interventions using data previously collected. These interventions are then implemented.
4. Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.
*Problem Solving & Response to Intervention Project 2008

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: K-3 Literacy Assessment, Palm Beach County Writes, DIBELS, Florida Comprehensive Assessment Test (FCAT), Fall SSS Diagnostics, Progress Monitoring and Reporting Network (PMRN)
Progress Monitoring: FCAT Simulation, classroom assessments, SRI
Midyear: Florida Assessments for Instruction in Reading (FAIR), K-3 Literacy Assessment, Winter SSS Diagnostics, Progress Monitoring and Reporting Network (PMRN)
End of year: FAIR, FCAT, FCAT Writes, and/or K-3 Literacy Assessment

Frequency of Data Days: once a quarter for data analysis.

Describe the plan to train staff on MTSS.

Initially, the RTI Facilitator assigned to the school will provide staff traiing for all instructional personnel during the first few weeks of school on the entire RTI process and the general classroom educator's role in the process. Also, professional development will be provided during teachers' common planning time and small sessions will occur throughout the year.
The RtI team will also evaluate additional staff PD needs during the monthly RtI Leadership Team meetings.
.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Because Academy for Positive Learning is so small, all teaching staff and the principal participate in the School-Based Literacy Leadership Team. The principal will align the school's culture and vision with the district's and state's focus on literacy achievement. The teaching staff will share leadership in the development and implementation of the school's literacy plan.

We use the Lindamood Bell Reading Program and test our Level 1 and Level 2 with the LIPs program.

Staff is trained on the Lindamood Bell Reading program and students that are Level 1 and Level 2 are tested using the Lips program.

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

The LLT meets on a weekly basis. Literacy is a school priority and the budget allocates funds to give priority to literacy goals. The school is organized around the learning needs of the students. The team articulates a vision of high achievement and commitments to literacy and ensures that school policies and practices align with the NGSSS. The administration supports innovation in instruction and materials. The LLT promotes the use of effective assessment and instructional strategies, sets clear and measurable goals that improve student achievement and facilitates interventions and learning supports for students failing to meet the curriculum expectations. The LLT determines staffing assignments based on student needs assessments. The team also hold literacy meetings for parents and advises the parents on how they can assist their student at home. These meetings are paid for thorugh Title I.

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

The LLT will expand student services to provide more intensive Tier 2 and Tier 3 instruction to a wider range of students. Professional development will focus on the reading and writing processes and components of effective instruction. The LLT will dialogue to strengthen teacher skill development, share effective strategies, and evaluate student progress. This year the LLT will focus on increasing the learning gains of those subgroups identified as not making AYP in 2011.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 9/30/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

Local preschools are invited to Kindergarten Round-up in May. Parents and students are invited to visit the classrooms. Parents are given readiness checklists and informed of ways to work with their child(ren) prior to school opening to enhance readiness.

Prior to school opening, kindergarten students are invited to attend the Kindergarten Summer Camp where they begin to learn the school routines and familiarize themselves with the campus. Teachers have an opportunity to assess the social and academic levels of the new students. Teachers work with Administration to review current NGSSS and grade level expectations prior to opening of school. Staff conduct community visits to local preschool progams to review readiness expectations. School tours are encouraged for all new and transitioning students prior to start of school to familiarize student with staff, students, uniforms, routines and expectations.

*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.

Reading and Writing across the curriculum is emphasized at all grade levels. Middle School staff will attend training which

instructs staff on strategies for teaching reading in all subject area classes. The master schedule for Middle School also reflects a full period of Reading for all students, a full period of Language Arts for all students and a full period of Intensive Reading for all Level 1 and 2 students

*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?

NA

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?

NA

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

NA

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:	Goal this year is to increase 80% of students testing at proficient or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, in accordance with the data submitted by the FLDOE 34% (19)of students scored proficient in reading as compared to 41% (25) in 2011.	In 2012, our expectations is that 80% of students tested will perform at proficiency level or above 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 who are reading at proficiency levels will not feel challenged with grade level materials	Include higher order questions in lesson plans and provide supplemental classroom materials for literacy centers.Utilize Kagan structures for instructional methods. Use Lindamood Bell Lips program to improve phonemics. Word wall for vocabulary review grammar. Phonemic awareness. Visualizing and verbalizing. Level appropriate intensive groups and guided reading.	Principal, classroom teachers	Classroom walk throughs; Review lesson plans weekly.	FCAT CCS NGSSS Diagnostic tests SRI FAIR Running Reading Record Classroom assessments
2	Students who are reading at proficiency levels will not feel challenged with grade level materials.	Implement supplemental reading and math curriculum that allows students to be challenged at and above current levels using software program	Principal, Teachers, students	Teacher review of student's progress reports	Software assessment reports
3	Students who are above proficiency levels will not feel challenged with grade level materials.	Supplemental reading materials will allow students to be challenged. Kagan structures utilized in the instructional method to promote higher order thinking. Level appropriate intensive groups. Guided reading	Principal, Asst. Principal, classroom teachers.	Classroom walk throughs; Review lesson plans weekly. LLT meetings	FCAT, CCS; NGSSS Diagnostic tests SRI FAIR Running Reading Record Classroom assessments.
4	Students who are reading at proficiency levels will not feel challenged with grade level materials.	Utilize Kagan structures for instructional methods. Use Lindamood Bell Lips program to improve phonemics.	Principal, Asst. Principal, classroom teachers	Classroom walk throughs; Review lesson plans weekly.	FCAT NGSSS Diagnostic tests SRI FAIR Running Reading Record Classroom

					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 reading. Reading Goal #1b:	We expect that 80% of students tested will score at proficiency or above in Reading
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
1	Students who are reading at proficiency levels will not feel challenged with grade level materials	Include higher order questions in lesson plans and provide supplemental classroom materials for literacy centers.Utilize Kagan structures for instructional methods. Use Lindamood Bell Lips program to improve phonemics. Word wall for vocabulary review grammar. Phonemic awareness. Visualizing and verbalizing. Level appropriate intensive groups and guided reading.	Principal, classroom teachers	Classroom walk throughs; Review lesson plans weekly.	FCAT; CCS; NGSSS; Diagnostic Tests; SRI; FAIR; Reading running Records; Classroom Assessments
2	Students who are reading at proficiency levels will not feel challenged with grade level materials.	Implement supplemental reading and math curriculum that allows students to be challenged at and above current levels using software program.	Principal, Teachers, Students	teacher review of student's progress reports.	Software assessment reports.
3	Students who are above proficiency levels will not feel challenged with grade level materials.	Supplemental reading materials will allow students to be challenged. Kagan structures utilized in the instructional method to promote higher order thinking. Level appropriate intensive groups. Guided reading.	Principal, Classroom Teachers.	Classroom walk throughs; review lesson plans weekly. LLt meetings.	FCAT; CCS; Diagnostic tests, SRI, FAIR, Reading Running Records. Record classroom 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:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	We expect 80% of our students to score at proficiency or above in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 36% (20) of students met high standards in reading	We expect 80% of our students to score at proficiency or

compared to 30% (18) in 2011.	above 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 who are performing above proficiency levels will not feel challenged with grade level materials.	Include higher order questions in lesson plans and provide supplemental classroom materials for centers.	Principal, Asst. Principal; classroom teachers	Classroom walk throughs; Review lesson plans weekly. LLT meetings	FCAT CCS NGSSS Diagnostic tests SRI FAIR Running Reading Record Classroom assessments
2	Students who are performing above proficiency levels will not feel challenged with grade level materials.	Utilize Kagan structures for instructional methods in order to promote higher order thinking. Computer program activities and supplemental materials for differentiation	Principal, Asst. Principal; classroom teachers	Classroom walk throughs; Review lesson plans weekly. LLT meetings	FCAT CCS NGSSS Diagnostic tests SRI FAIR Running Reading Record Classroom assessments
3	Students who are performing above proficiency levels will not feel challenged with grade level materials.	Implement supplemental reading and math currciculum that allows students to be challenged at and above current levels using software program.	Principal, Asst. Principal; classroom teachers	Classroom walk throughs; Review lesson plans weekly. LLT meetings	Software assessment reports, Core K-12 and FCAT Explorer, Expert 21.
4	Students who are reading above proficiency levels will not feel challenged with grade level materials.	Utilize Kagan structures for instructional methods.	Principal, Asst. Principal; classroom teachers	Classroom walk throughs; Review lesson plans weekly.	FCAT NGSSS Diagnostic tests SRI FAIR Running Reading Record Classroom assessments
5	Students who are reading at proficiency levels will not feel challenged with grade level materials.	Implement supplemental reading andn math curriculuum that allows students to be challenged at and above current levels using software program.	Principal, Teachers, students	Teacher review of student's progress reports	Software assessment reports, Core K-12 and Expert 21.

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:	We expect 80% of our students to score at proficiency or above in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students who are performing above proficiency levels will not feel challenged with grade level materials.	Include higher order questions in lesson plans and provide supplemental classroom materials for centers.	Principal, Asst. Principal; classroom teachers	Classroom walk throughs; Review lesson plans weekly. LLT meetings	FCAT CCS NGSSS Diagnostic tests SRI FAIR Running Reading Record Classroom assessments
2	Students who are performing above proficiency levels will not feel challenged with grade level materials.	Utilize Kagan structures for instructional methods in order to promote higher order thinking. Computer program activities and supplemental materials for differentiation	Principal, Asst. Principal; classroom teachers	Classroom walk throughs; Review lesson plans weekly. LLT meetings	FCAT CCS NGSSS Diagnostic tests SRI FAIR Running Reading Record Classroom assessments
3	Students who are performing above proficiency levels will not feel challenged with grade level materials.	Implement supplemental reading and math currciculum that allows students to be challenged at and above current levels using software program.	Principal, Asst. Principal; classroom teachers	Classroom walk throughs; Review lesson plans weekly. LLT meetings	Software assessment reports, Core K-12 and FCAT Explorer, Expert 21.

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:	We anticipate an increase to 80% of students testing at proficiency or above in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 201, 68% (28) achieved learning gains in Reading compared to 74% (35) in 2011.	In 2013, we anticipate that 80% of students will make learning gains in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low student self-esteem; poor decoding skills; poor parent support and involvement.	Provide peer mentoring; Provide instruction in Visualizing and Verbalizing to increase confidence and comprehension; Provide small group activities; Provide parent training.	Principal, Asst. Principal, classroom teachers	Classroom walkthroughs;Review lesson plans weekly; Peer observations	FCAT CCS NGSSS Diagnostics SRI FAIR RRR Classroom assessments
2	Low student self-esteem; poor decoding skills	Provide peer mentoring through Kagan structures; Use the LIPS program from Lindamood Bell. Also use listening centers.	Principal, Assst. Principal, Classroom Teachers	Classroom walk thtoughs; review lesson plans weekly; Peer observations	FCAT, CCS, NGSSS, Diagnostics, SRI, FAIR, RRR, LIPS, classroom assessments.
3	Low student self-esteem; poor decoding skills.	Provide peer mentoring through Kagan structures; Use the LIPs program	Principal, Asst. Principal, classroom teachers	Classroom walkthroughs; Review lesson plans weekly; Peer observations;	FCAT NGSSS Diagnostics SRI FAIR RRR, LIPs

		from Lindamood Bell. Also use Listening Centers.			Classroom 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:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	We anticipate that 80% of our students will test proficient or above in Reading.
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
1	N/A	N/A	N/A	N/A	N/A

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:	In 2013, the goal is that 10% (11) more of the lowest 25% will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011, 71% of the lowest 25% (7) made learning gains in Reading which is a decrease of 6% (30) in Reading from 2011.	In 2012, 80% of the lowest 25% will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student frustration	Provide weekly afterschool tutoring. Some teachers trained in Sylvan at School. SES	Classroom teachers	Review lesson plans and classroom assessments	FCAT CCS NGSSS Diagnostics SRI FAIR RRR Classroom assessments
2	Low student self-esteem	Implement supplemental reading and math curriculum that allows students to be successful at and above current proficiency levels using software program	Principal, teachers, students	Teacher review of student progress	Software assessment reports
	Low student self-esteem	Provide peer mentoring through Kagan structures. Provide Lindamood Bell instruction	Principal, Asst. Principal, Classroom teachers	Classroom walk throughs; Review lesson plans weekly; peer observations	FCAT CCS NGSSS Diagnostics

3		in visualizing and vebalizing to increase confidence.			SRI FAIR RRR Classroom Assessments
4	Low student self-esteem	Provide peer mentoring through Kagan structures; Provide Lindamood Bell instruction in Visualizing and Verbalizing to increase confidence.	Principal, Asst. Principal, classroom teachers	Classroom walkthroughs;Review lesson plans weekly; Peer observations;	FCAT NGSSS Diagnostics SRI FAIR RRR Classroom assessments

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 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 reading. Reading Goal #5B:	Hispanics are our largest subgroup, we expect for 80% of the students to be proficient or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, only 30% (7) of Hispanic students did not meet reading proficiency levels.	In 2013, of the Hispanic subgroup we expect at least 80% will meet proficiency standards.

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 language barrier, many students in this subgroup do not get academic support at home.	Provide parent literacy, math and writing training in the home language at least once per year. Provide Spanish/English Dictionary. Textbooks available in Spanish through online component.	Parent Liaison; Classroom teacher	Monitor parent sign in sheets and evaluations of trainings; Classroom performance.	FCAT CELLA CCS NGSSS Diagnostic RRR SRI Palm Beach Writes
2	Low students self-esteem	Implement supplemental reading curriculum that allows students to be successful at and above current reading levels using software program.	Principal, classroom teacher	Teacher review of student progress	Software assessment reports, leap frog program.
3	Low student self-esteem	Implement supplemental reading curriculum that allows students to be successful at and above current reading levels using software program	Principal, teachers, students	Teacher review of student progress	Software assessment reports, leap frog program.

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:	We expect that 80% of our ELL students will test proficient or above in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	We expect that 80% of our ELL students will test proficient or above 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	Low student self-esteem	Implement supplemental curriculum that allows students to be successful at and above current proficiency levels using software program. Spanish/English dictionary for classroom use.	Principal, teachers, students	Teacher review of student progress	Software assessment reports

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:	We expect for 70% of SWD students to score proficient or better in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 67% (3) of our students did not meet proficiency in reading.	We expect to decrease non proficient by 17% and to increase proficiency by 17%.

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	Low self esteem	Implement supplemental curriculum that allows students to be successful at and above current proiciency levels using software program	Principal, teachers, students	Teacher review of student progress	Software assessment reports
2	Low self-esteem	Implement supplemental reading curriculum that allows students to be successful at and above current reading levels using software program.	Princiapl, techers and students	Teacher review of student progress.	Software assessment reports, core K-12, and Expert 21.

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:	In 2013, at least 86% of the Economically Disadvantaged students will meet proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 73% (29) of the population met proficiency.	In 2013, at least 86% of the Economically Disadvantaged students will meet proficiency.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students from Economically Disadvantaged backgrounds generally do not have access to supplemental educational resources outside the school day.	After school tutoring at no cost to students identified in need.	Principal; Asst. Principal; Classroom teacher	Classroom walk throughs; Weekly lesson plan reviews;	FCAT CCS NGSSS Diagnostic RRR SRI FAIR
2	Low student self-esteem	Implement supplemental reading curriculum that allows students to be successful at and above current reading levels using software program	Principal, teachers, students	Teacher review of student progress	Software assessment reports, Core K12, and Expert 21.

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
1. Kagan training 2.Lindamood Belll training	all grade levels	Kagan/LindamoodBell	all teachers schoolwide	October 2012	monthly review and role of modeling of structures, techniques learned during LLt meetings	Principal
Training and refreshers on implementing new software	grade levels 4-8	Expert 21,Scholastic 21 staff	4-8th grade teachers	November 2012	ongoing telephone and online support	Principal

Reading 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
Kagan Workshop	Kagan Facilitator	Title I	$6,000.00
			Subtotal: $6,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Effective Classroom instruction	Kagan materials	Title I	$3,000.00
Classroom Instruction	Part Time Instructor	Title I	$4,655.86
			Subtotal: $7,655.86
			Grand Total: $13,655.86

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:	We expect 90% of students to test proficient in listening and speaking.
2012 Current Percent of Students Proficient in listening/speaking:	
In 2012, 60% (3) of the 11 students tested proficient in listening and speaking.	
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty verbalizing and often code switch.	Extensive vocabulary practice through word walls and reading logs. Lindamood bell, visualizing and verbalizing.	Principal, classroom teacher.	Classroom walk throughs, weekly lesson plan reviews, record keeping.	Assessments, FCAT and NGSSS diagnostics, CCS, SRI, Reading Running Records, FAIR, Core K-12

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:	We expect all students to be proficient in reading.
2012 Current Percent of Students Proficient in reading:	
No students completed the Reading portion, therefore no data available.	
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 have difficulty comprehending.	Extensive vocabulary practice through word walls and reading logs. Lindamood bell, visualizing and verbalizing.	Principal, classroom teacher.	Classroom walk throughs, weekly lesson plan reviews, record keeping.	Assessments, FCAT and NGSSS diagnostics, CCS, SRI, Reading Running Records, FAIR, Core K-12

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	We expect 50% of the students to test proficient in writing.
2012 Current Percent of Students Proficient in writing:	
No student tested proficient in writing because no student was tested.	

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 have difficulty verbalizing and conveying meaning.	Extensive vocabulary practice through word walls and reading logs. Lindamood bell, visualizing and verbalizing. Provide Spanish/English dictionary. Grammar practice	Principal, classroom teacher.	Classroom walk throughs, weekly lesson plan reviews, record keeping.	Assessments, FCAT and NGSSS diagnostics, CCS, SRI, Reading Running Records, FAIR, Core K-12. Palm Beach Writes prompts. Zaner Bloser

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:	The expected percentage of all grade 3 through 5 students taking the 2013 Spring Math FCAT Test will be 74% or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to the FLDOE School Accountability Report 36% (20) of students met high standards in Math.	The expected percentage of all grade 3 through 5 students taking the 2013 Spring Math FCAT Test will be 74% or higher.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students who are reading at proficiency levels will not feel challenged with grade level materials	Include higher order questions in lesson plans and provide supplemental classroom materials for literacy centers.Utilize Kagan structures for instructional methods. Use Lindamood Bell Lips program to improve phonemics. Word wall for vocabulary review grammar. Phonemic awareness. Visualizing and verbalizing. Level appropriate intensive groups and guided reading.	Principal, classroom teachers	Classroom walk throughs; Review lesson plans weekly.	FCAT CCS NGSSS Diagnostic tests SRI FAIR Running Reading Record Classroom assessments
2	Students who are reading at proficiency levels will not feel challenged with grade level materials.	Implement supplemental reading and math curriculum that allows students to be challenged at and above current levels using software program	Principal, Teachers, students	Teacher review of student's progress reports	Software assessment reports
3	Students who are above proficiency levels will not feel challenged with grade level materials.	Supplemental reading materials will allow students to be challenged. Kagan structures utilized in the instructional method to promote higher order thinking. Level appropriate intensive groups. Guided reading	Principal, Asst. Principal, classroom teachers.	Classroom walk throughs; Review lesson plans weekly. LLT meetings	FCAT, CCS; NGSSS Diagnostic tests SRI FAIR Running Reading Record Classroom assessments.
4	Students who are at proficiency levels in mathematics will not feel challenged with grade level materials.	Include higher order questions in lesson plans and provide differentiated supplemental classroom materials for math centers. Utilize Kagan structures for instructional methods. Allow students to work with hands learning materials.	Principal,	classroom teachers Classroom walk throughs; Review lesson plans weekly.	FCAT NGSSS Diagnostic tests Classroom assessments and Core K12

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:	We expect 74 % of students to be proficient in Math by June 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data	No data

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 who are reading at proficiency levels will not feel challenged with grade level materials	Include higher order questions in lesson plans and provide supplemental classroom materials for literacy centers.Utilize Kagan structures for instructional methods. Use Lindamood Bell Lips program to improve phonemics. Word wall for vocabulary review grammar. Phonemic awareness. Visualizing and verbalizing. Level appropriate intensive groups and guided reading.	Principal, classroom teachers	Classroom walk throughs; Review lesson plans weekly.	FCAT; CCS; NGSSS; Diagnostic Tests; SRI; FAIR; Reading running Records; Classroom Assessments
2	Students who are reading at proficiency levels will not feel challenged with grade level materials.	Implement supplemental reading and math curriculum that allows students to be challenged at and above current levels using software program.	Principal, Teachers, Students	teacher review of student's progress reports.	Software assessment reports.
3	Students who are above proficiency levels will not feel challenged with grade level materials.	Supplemental reading materials will allow students to be challenged. Kagan structures utilized in the instructional method to promote higher order thinking. Level appropriate intensive groups. Guided reading.	Principal, Classroom Teachers.	Classroom walk throughs; review lesson plans weekly. LLt meetings.	FCAT; CCS; Diagnostic tests, SRI, FAIR, Reading Running Records. Record classroom assessments.
4	Students who are at proficiency levels in mathematics will not feel challenged with grade level materials.	Include higher order questions in lesson plans and provide differentiated supplemental classroom materials for math centers. Utilize Kagan structures for instructional methods.	Principal, classroom teachers	Classroom walk throughs; Review lesson plans weekly.	FCAT NGSSS Diagnostic tests Classroom assessments and Core K12
	Students who are at proficiency levels in mathematics will not feel challenged with grade level materials.	Include higher order questions in lesson plans and provide differentiated supplemental classroom materials for math centers. Utilize Kagan	Principal, classroom teachers	Classroom walk throughs; Review lesson plans weekly.	FCAT NGSSS Diagnostic tests Classroom assessments and Core K12

5		structures for instructional methods. Include higher order questions in lesson plans and provide differentiated supplemental classroom materials for math centers. Utilize Kagan structures for instructional methods. Allow students to work with hands learning materials.			

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:	The expected percentage of all grade 3 through 5 students taking the 2013 Spring Math FCAT Test will be 74% or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In accordance with the data submitted by the FLDOE 14% (8) of students had high achieving scores.	The expected percentage of all grade 3 through 5 students taking the 2013 Spring Math FCAT Test will be 74% or higher.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students who are performing above proficiency levels will not feel challenged with grade level materials.	Include higher order questions in lesson plans and provide supplemental classroom materials for centers.	Principal, Asst. Principal; classroom teachers	Classroom walk throughs; Review lesson plans weekly. LLT meetings	FCAT CCS NGSSS Diagnostic tests SRI FAIR Running Reading Record Classroom assessments
2	Students who are performing above proficiency levels will not feel challenged with grade level materials.	Utilize Kagan structures for instructional methods in order to promote higher order thinking. Computer program activities and supplemental materials for differentiation	Principal, Asst. Principal; classroom teachers	Classroom walk throughs; Review lesson plans weekly. LLT meetings	FCAT CCS NGSSS Diagnostic tests SRI FAIR Running Reading Record Classroom assessments
3	Students who are performing above proficiency levels will not feel challenged with grade level materials.	Implement supplemental reading and math currciculum that allows students to be challenged at and above current levels using software program.	Principal, Asst. Principal; classroom teachers	Classroom walk throughs; Review lesson plans weekly. LLT meetings	Software assessment reports, Core K-12 and FCAT Explorer, Expert 21.
4	Students who are above proficiency levels in mathematics will not feel challenged with grade level materials.	Include higher order questions in lesson plans and provide differentiated supplemental classroom materials for math centers. Utilize Kagan structures for instructional methods.	Principal, Asst. Principal, classroom teachers	Classroom walk throughs; Review lesson plans weekly.	FCAT NGSSS Diagnostic tests Classroom assessment
	Students who are at proficiency levels in mathematics will not feel	Include higher order questions in lesson plans and provide differentiated	Principal, classroom teachers	Classroom walk throughs; Review lesson plans	FCAT NGSSS Diagnostic tests

5	challenged with grade level materials.	supplemental classroom materials for math centers. Utilize Kagan structures for instructional methods. Allow students to work with hands learning materials.		weekly.	Classroom assessments and Core K12

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:	The expected percentage of all grade 3 through 5 students to be proficient is 74%.
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
1	Students who are performing above proficiency levels will not feel challenged with grade level materials.	Include higher order questions in lesson plans and provide supplemental classroom materials for centers.	Principal, Asst. Principal; classroom teachers	Classroom walk throughs; Review lesson plans weekly. LLT meetings	FCAT CCS NGSSS Diagnostic tests SRI FAIR Running Reading Record Classroom assessments
2	Students who are performing above proficiency levels will not feel challenged with grade level materials.	Utilize Kagan structures for instructional methods in order to promote higher order thinking. Computer program activities and supplemental materials for differentiation	Principal, Asst. Principal; classroom teachers	Classroom walk throughs; Review lesson plans weekly. LLT meetings	FCAT CCS NGSSS Diagnostic tests SRI FAIR Running Reading Record Classroom assessments
3	Students who are performing above proficiency levels will not feel challenged with grade level materials.	Implement supplemental reading and math currciculum that allows students to be challenged at and above current levels using software program.	Principal, Asst. Principal; classroom teachers	Classroom walk throughs; Review lesson plans weekly. LLT meetings	Software assessment reports, Core K-12 and FCAT Explorer, Expert 21.
4	Students who are at proficiency levels in mathematics will not feel challenged with grade level materials.	Include higher order questions in lesson plans and provide differentiated supplemental classroom materials for math centers. Utilize Kagan structures for instructional methods. Include higher order questions in lesson plans and provide differentiated supplemental classroom materials for math	Principal, classroom teachers	Classroom walk throughs; Review lesson plans weekly.	FCAT NGSSS Diagnostic tests Classroom assessments and Core K12

		centers. Utilize Kagan structures for instructional methods. Allow students to work with hands learning materials.			

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:	In 2013, 80% of students in grades 3 though 5 will make learning gains on the Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (15) of students made learning gains in 2012.	In 2013, 80% of students in grades 3 though 5 will make learning gains on the Math FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students frsutration levels increase and students tend to "give up" on learning process.	Provide learning strategies through application of Kagan structures; Use of interactive technology to engage students of several multiple intelligences. Math concepts related to real world problems.	Principal; Asst. Principal; Classroom teachers.	The learning team will collect and analyze data on a weekly basis, ex, math diagnostic tests, classroom assessments, observation records; adjustments to the math curriculum will be made as deemed necessary.	Math FCAT NGSSS Diagnostics Classroom assessments. IXL, Gizmos.

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:	In 2013, 80% of students in grades 3 though 5 will make learning gains.
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 group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	On the Spring 2013 Math FCAT, at least 10% more of the lowest 25% of students in grades 3 through 5 will make learning gains by June 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (3) out of (8) made learning gains in 2012.	In 2013, 80 of students in the lowest 25% will make learning gains on the Spring Math 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	Student frustration	Provide weekly afterschool tutoring. Some teachers trained in Sylvan at School. SES	Classroom teachers	Review lesson plans and classroom assessments	FCAT CCS NGSSS Diagnostics SRI FAIR RRR Classroom assessments
2	Low student self-esteem	Implement supplemental reading and math curriculum that allows students to be successful at and above current proficiency levels using software program	Principal, teachers, students	Teacher review of student progress	Software assessment reports
3	Low student self-esteem	Provide peer mentoring through Kagan structures. Provide Lindamood Bell instruction in visualizing and vebalizing to increase confidence.	Principal, Asst. Principal, Classroom teachers	Classroom walk throughs; Review lesson plans weekly; peer observations	FCAT CCS NGSSS Diagnostics SRI FAIR RRR Classroom Assessments
4	Low student expectations and higher levels of frustration.	Learning Team meetings will be held on a weekly basis to analyze data, add additional strategies to classroom structure and make changes to the math curriculum as deemed necessary; Professional development (Kagan)will be provided for classroom teachers throughout the school year with an emphasis placed on curriculum construction using the multiple intelligences. Technology and manipulatives.	Principal; Asst. Principal; Classroom teachers	Classroom walkthroughs; review lesson plans; data anaylsis each grading period to make adjustments to the math curriculum as neccessary.	Math FCAT NGSSS Diagnostics Classroom assessments.
5	High levels of student frustration	Weekly afterschool tutoring. Leveled tutoring groups.	Classroom teachers	Review lesson plans and assessments	Math FCAT NGSSS Diagnostics Classroom assessments.
	Low student expectations and higher levels of frustration.	Learning Team meetings will be held on a weekly basis to analyze data, add additional strategies	Principal; Asst. Principal; Classroom teachers	Classroom walkthroughs; review lesson plans; data anaylsis each grading period to make	Math FCAT NGSSS Diagnostics Classroom assessments. IXL,

6		to classroom structure and make changes to the math curriculum as deemed necessary; Professional development (Kagan)will be provided for classroom teachers throughout the school year with an emphasis placed on curriculum construction using the multiple intelligences. Technology and manipulatives. Math pull out groups for differentiation.		adjustments to the math curriculum as neccessary.	Gizmos.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Elementary School Mathematics Goal # 5A :			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	School trend data shows that the only ethnicity subgroup with measurable data is Hispanic. We expect that due to our location that trend will continue in 2013. The goal for 2013 is that at least 10% more of the Hispanic subgroup will make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (14) of students tested proficient in 2012.	We expect 80% of Hispanic students to test proficient 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 language barrier, many students in this subgroup do not get academic support at home.	Provide parent literacy, math and writing training in the home language at least once per year. Provide Spanish/English Dictionary. Textbooks available in Spanish through online component.	Parent Liaison; Classroom teacher	Monitor parent sign in sheets and evaluations of trainings; Classroom performance.	FCAT CELLA CCS NGSSS Diagnostic RRR SRI Palm Beach Writes
2	Low students self-esteem	Implement supplemental reading curriculum that allows students to be successful at and above current reading levels using software program.	Principal, classroom teacher	Teacher review of student progress	Software assessment reports, leap frog program.
	Due to the language barrier, many students in	Provide parent math training in the home	Parent Liaison; Classroom teacher	Monitor parent sign in sheets and evaluations of	Math FCAT NGSSS Diagnostics

3	this subgroup do not get academic support at home.	language at least once per year.		trainings; Classroom performance.	Classroom assessments
4	Due to the language barrier, many students in this subgroup do not get academic support at home.	Provide parent literacy, math and writing training in the home language at least once per year. Provide Spanish/English Dictionary. Textbooks available in Spanish through online component. Teacher resource materials provide support for ELL.	Parent Liaison; Classroom teacher	Monitor parent sign in sheets and evaluations of trainings; Classroom performance.	FCAT CELLA CCS NGSSS Diagnostic RRR SRI Palm Beach Writes

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 expect all of the ELL students to make satisfactory progress in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data available	We expect all of the ELL students to make satisfactory progress 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	Low student self-esteem	Implement supplemental curriculum that allows students to be successful at and above current proficiency levels using software program. Spanish/English dictionary for classroom use.	Principal, teachers, students	Teacher review of student progress	Software assessment reports
2	Low student self-esteem	Implement supplemental curriculum that allows students to be successful at and above current proficiency levels using software program. Spanish/English dictionary for classroom use. Teacher resource material provide support for ELLs.	Principal, teachers, students	Teacher review of student progress	Software assessment reports

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:	We expect 70% of students with SWD to make satisfactory progress in Math in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (3) of students with SWD made satisfactory progress in math in 2012.	We expect 70% of students with SWD to make satisfactory progress in Math 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	Low self esteem	Implement supplemental curriculum that allows students to be successful at and above current proiciency levels using software program	Principal, teachers, students	Teacher review of student progress	Software assessment reports
2	Low self-esteem	Implement supplemental reading curriculum that allows students to be successful at and above current reading levels using software program.	Princiapl, techers and students	Teacher review of student progress.	Software assessment reports, core K-12, and Expert 21.

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:	By June 2013, the number of Economically Disadvantaged students in grades 3 though 5 who make satisfactory progress in Math will increase by at least 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the Spring 2012 Math FCAT, 50% (20) of all Economically Disadvantagd students made made learning gains in Math.	On the Spring 2013 Math FCAT, 80% of all Economically Disadvantaged students will make learning gains in Math.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students from Economically Disadvantaged backgrounds generally do not have access to supplemental educational resources outside the school day.	After school tutoring at no cost to students identified in need.	Principal; Asst. Principal; Classroom teacher	Classroom walk throughs; Weekly lesson plan reviews;	FCAT CCS NGSSS Diagnostic RRR SRI FAIR
2	Students from Economically Disadvantaged backgrounds generally do not have access to supplemental educational resources outside the school day.	Utilizing GoMath program from Scholastics to enhance instruction	Principal; Asst. Principal; Classroom teacher	Classroom walk throughs; Weekly lesson plan reviews; Pre and post tutoring assessment.	Math FCAT NGSSS Diagnostic Classroom assessments

End of Elementary School Mathematics Goals

Middle 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:	The expected percentage of all grade 6 through 8 students taking the 2013 Spring Math FCAT Test will be 74% or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to the FLDOE School Accountability Report 36% (20) of students met high standards in Math.	The expected percentage of all grade 6 through 8 students taking the 2013 Spring Math FCAT Test will be 74% or higher.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students who are reading at proficiency levels will not feel challenged with grade level materials	Include higher order questions in lesson plans and provide supplemental classroom materials for literacy centers.Utilize Kagan structures for instructional methods. Use Lindamood Bell Lips program to improve phonemics. Word wall for vocabulary review grammar. Phonemic awareness. Visualizing and verbalizing. Level appropriate intensive groups and guided reading.	Principal, classroom teachers	Classroom walk throughs; Review lesson plans weekly.	FCAT CCS NGSSS Diagnostic tests SRI FAIR Running Reading Record Classroom assessments
2	Students who are reading at proficiency levels will not feel challenged with grade level materials.	Implement supplemental reading and math curriculum that allows students to be challenged at and above current levels using software program	Principal, Teachers, students	Teacher review of student's progress reports	Software assessment reports
3	Students who are above proficiency levels will not feel challenged with grade level materials.	Supplemental reading materials will allow students to be challenged. Kagan structures utilized in the instructional method to promote higher order thinking. Level appropriate intensive groups. Guided reading	Principal, Asst. Principal, classroom teachers.	Classroom walk throughs; Review lesson plans weekly. LLT meetings	FCAT, CCS; NGSSS Diagnostic tests SRI FAIR Running Reading Record Classroom assessments.
4	Students who are reading at proficiency levels will not feel challenged with level materials.	Implement supplemental reading and math curriculum that allows students to be challenged at and above current levels using software program. Projects related to Math to real world concepts. Field trips.	Principapal, Teachers,	Classroom walk throughs; Review lesson plans weekly. LLT meetings.	IXL Manipulatives Gizmos

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students who are reading at proficiency levels will not feel challenged with grade level materials	Include higher order questions in lesson plans and provide supplemental classroom materials for literacy centers.Utilize Kagan structures for instructional methods. Use Lindamood Bell Lips program to improve phonemics. Word wall for vocabulary review grammar. Phonemic awareness. Visualizing and verbalizing. Level appropriate intensive groups and guided reading.	Principal, classroom teachers	Classroom walk throughs; Review lesson plans weekly.	FCAT; CCS; NGSSS; Diagnostic Tests; SRI; FAIR; Reading running Records; Classroom Assessments
2	Students who are reading at proficiency levels will not feel challenged with grade level materials.	Implement supplemental reading and math curriculum that allows students to be challenged at and above current levels using software program.	Principal, Teachers, Students	teacher review of student's progress reports.	Software assessment reports.
3	Students who are above proficiency levels will not feel challenged with grade level materials.	Supplemental reading materials will allow students to be challenged. Kagan structures utilized in the instructional method to promote higher order thinking. Level appropriate intensive groups. Guided reading.	Principal, Classroom Teachers.	Classroom walk throughs; review lesson plans weekly. LLt meetings.	FCAT; CCS; Diagnostic tests, SRI, FAIR, Reading Running Records. Record classroom 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:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The expected percentage of all grade 6 through 8 students taking the 2013 Spring Math FCAT Test will be 74% or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In accordance with the data submitted by the FLDOE 14% (8) of students had high achieving scores.	The expected percentage of all grade 6 through 8 students taking the 2013 Spring Math FCAT Test will be 74% or higher.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students who are performing above proficiency levels will not	Include higher order questions in lesson plans and provide supplemental	Principal, Asst. Principal; classroom teachers	Classroom walk throughs; Review lesson plans	FCAT CCS NGSSS Diagnostic

1	feel challenged with grade level materials.	classroom materials for centers.		weekly. LLT meetings	tests SRI FAIR Running Reading Record Classroom assessments
2	Students who are performing above proficiency levels will not feel challenged with grade level materials.	Utilize Kagan structures for instructional methods in order to promote higher order thinking. Computer program activities and supplemental materials for differentiation	Principal, Asst. Principal; classroom teachers	Classroom walk throughs; Review lesson plans weekly. LLT meetings	FCAT CCS NGSSS Diagnostic tests SRI FAIR Running Reading Record Classroom assessments
3	Students who are performing above proficiency levels will not feel challenged with grade level materials.	Implement supplemental reading and math currciculum that allows students to be challenged at and above current levels using software program.	Principal, Asst. Principal; classroom teachers	Classroom walk throughs; Review lesson plans weekly. LLT meetings	Software assessment reports, Core K-12 and FCAT Explorer, Expert 21.

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:	The expected percentage of all grade 6 through 6 students to be proficient is 74%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data	No data

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 who are performing above proficiency levels will not feel challenged with grade level materials.	Include higher order questions in lesson plans and provide supplemental classroom materials for centers.	Principal, Asst. Principal; classroom teachers	Classroom walk throughs; Review lesson plans weekly. LLT meetings	FCAT CCS NGSSS Diagnostic tests SRI FAIR Running Reading Record Classroom assessments
2	Students who are performing above proficiency levels will not feel challenged with grade level materials.	Utilize Kagan structures for instructional methods in order to promote higher order thinking. Computer program activities and supplemental materials for differentiation	Principal, Asst. Principal; classroom teachers	Classroom walk throughs; Review lesson plans weekly. LLT meetings	FCAT CCS NGSSS Diagnostic tests SRI FAIR Running Reading Record Classroom assessments
3	Students who are performing above proficiency levels will not feel challenged with grade level materials.	Implement supplemental reading and math currciculum that allows students to be challenged at and above	Principal, Asst. Principal; classroom teachers	Classroom walk throughs; Review lesson plans weekly. LLT meetings	Software assessment reports, Core K-12 and FCAT Explorer, Expert 21.

		current levels using software program.			

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:	In 2013, 80% of students in grades 3 though 5 will make learning gains on the Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (15) of students made learning gains in 2012.	In 2013, 80% of students in grades 3 though 5 will make learning gains on the Math 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
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:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	In 2013, 80% of students in grades 6 though 8 will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data	No data

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	On the Spring 2013 Math FCAT, at least 10% more of the lowest 25% of students in grades 6 through 8 will make learning gains by June 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
	On the Spring 2013 Math FCAT, at least 10% more of the

38% (3) out of (8) made learning gains in 2012.	lowest 25% of students in grades 6 through 8 will make learning gains by June 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student frustration	Provide weekly afterschool tutoring. Some teachers trained in Sylvan at School. SES	Classroom teachers	Review lesson plans and classroom assessments	FCAT CCS NGSSS Diagnostics SRI FAIR RRR Classroom assessments
2	Low student self-esteem	Implement supplemental reading and math curriculum that allows students to be successful at and above current proficiency levels using software program	Principal, teachers, students	Teacher review of student progress	Software assessment reports
3	Low student self-esteem	Provide peer mentoring through Kagan structures. Provide Lindamood Bell instruction in visualizing and vebalizing to increase confidence.	Principal, Asst. Principal, Classroom teachers	Classroom walk throughs; Review lesson plans weekly; peer observations	FCAT CCS NGSSS Diagnostics SRI FAIR RRR Classroom Assessments

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

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

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	School trend data shows that the only ethnicity subgroup with measurable data is Hispanic. We expect that due to our location that trend will continue in 2013. The goal for 2013 is that at least 10% more of the Hispanic subgroup will make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (14) of students tested proficient in 2012.	We expect 80% of Hispanic students to test proficient 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
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:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	We expect all of the ELL students to make satisfactory progress in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No Data available.	We expect all of the ELL students to make satisfactory progress 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
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:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	In 2013 we expect 70% of SWD to test proficient.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (0) of SWD students tested proficient in 2013.	In 2013 we expect 70% of SWD to test proficient.
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	Low self esteem Low self-esteem	Implement supplemental reading curriculum that allows students to be successful at and above current reading levels using software program.	Princiapl, techers and students	Teacher review of student progress.	Software assessment reports, core K-12, and Expert 21.
	Low self-esteem	Implement supplemental curriculum that allows students to be	Principal, teachers, students	Teacher review of student progress	Software assessment reports

2		successful at and above current proiciency levels using software program			

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:	By June 2013, the number of Economically Disadvantaged students in grades 3 though 5 who make satisfactory progress in Math will increase by at least 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the Spring 2012 Math FCAT, 50% (20) of all Economically Disadvantagd students made made learning gains in Math.	On the Spring 2013 Math FCAT, 80% of all Economically Disadvantaged students will make learning gains in Math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students from Economically Disadvantaged backgrounds generally do not have access to supplemental educational resources outside the school day.	After school tutoring at no cost to students identified in need.	Principal; Asst. Principal; Classroom teacher	Classroom walk throughs; Weekly lesson plan reviews;	FCAT CCS NGSSS Diagnostic RRR SRI FAIR

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) 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:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	100% of students (9) obtained a passing level on the Algebra I EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 71% (5) tested proficient on the Algebra I EOC.	We expect 100% of Algebra I students to obtain a passing level in the EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may feel slightly frustrated with Algebra material.	Include higher order questions in lesson plans and provide differentiated supplemental classroom materials for math centers. Utilize Kagan structures for instructional methods.	Principal, classroom teachers	Classroom walk throughs; Review lesson plans weekly.	FCAT NGSSS Diagnostic tests Classroom assessments and Core K12 Learning Village

		Allow students to work with hands learning materials.			

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:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	100% of students (9) obtained a passing level on the Algebra I EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (2) of the Algebra I students had high achievement scores on the Algebra I EOC in 2012.	We expect 100% of Algebra I students to obtain a passing level in the EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may feel slightly frustrated with Algebra material.	Include higher order questions in lesson plans and provide differentiated supplemental classroom materials for math centers. Utilize Kagan structures for instructional methods. Allow students to work with hands learning materials.	Principal, classroom teachers	Classroom walk throughs; Review lesson plans weekly.	FCAT NGSSS Diagnostic tests Classroom assessments and Core K12 Learning Village

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Algebra Goal # 3A :			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	100%					

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:	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	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
1	Students may feel slightly frustrated with Algebra material.	Include higher order questions in lesson plans and provide differentiated supplemental classroom materials for math centers. Utilize Kagan structures for instructional methods. Allow students to work with hands learning materials.	Principal, classroom teachers	Classroom walk throughs; Review lesson plans weekly.	FCAT NGSSS Diagnostic tests Classroom assessments and Core K12 Learning Village

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:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	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
1	Students may feel slightly frustrated with Algebra material.	Include higher order questions in lesson plans and provide differentiated supplemental classroom materials for math centers. Utilize Kagan structures for instructional methods. Allow students to work with hands learning materials.	Principal, classroom teachers	Classroom walk throughs; Review lesson plans weekly.	FCAT NGSSS Diagnostic tests Classroom assessments and Core K12 Learning Village

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:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	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
1	Students may feel slightly frustrated with Algebra material.	Include higher order questions in lesson plans and provide differentiated supplemental classroom materials for math centers. Utilize Kagan structures for instructional methods. Allow students to work with hands learning materials.	Principal, classroom teachers	Classroom walk throughs; Review lesson plans weekly.	FCAT NGSSS Diagnostic tests Classroom assessments and Core K12 Learning Village

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:	
3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	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
1	Students may feel slightly frustrated with Algebra material.	Include higher order questions in lesson plans and provide differentiated supplemental classroom materials for math centers. Utilize Kagan structures for instructional methods. Allow students to work with hands learning	Principal, classroom teachers	Classroom walk throughs; Review lesson plans weekly.	FCAT NGSSS Diagnostic tests Classroom assessments and Core K12 Learning Village

		materials.			

End of Algebra EOC Goals

Geometry End-of-Course (EOC) 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:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	
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:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	
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 Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # 3A :

Baseline data 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:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry 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 subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	
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 subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	
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 subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	
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				

End of Geometry EOC 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
Kagan training	all grades	Kagan Facilitator	school-wide	October 2012	Monthly review of Kagan strategies and role playing during Team meetings and staff development	Principal

District Meetings and Professional Developments	all grades	District Curriculum Specilist	school-wide	October 2012	Share training content during Team meetings	Principal

Mathematics 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
all staff attend at least one Kagan Workshop.	Kagan workshop	Title I	$5,000.00
			Subtotal: $5,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Classroom instruction	Supplemental Math materials for the classroom.	Title I	$2,500.00
			Subtotal: $2,500.00
			Grand Total: $7,500.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	We expect 80% of students to test at proficiency or above in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (7) of students achieved proficiency in 2012.	We expect 80% of students to test at proficiency or above 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
	Students who are reading at proficiency levels will not feel challenged with grade level materials	Include higher order questions in lesson plans and provide supplemental classroom materials for literacy centers.Utilize Kagan structures for	Principal, classroom teachers	Classroom walk throughs; Review lesson plans weekly.	FCAT CCS NGSSS Diagnostic tests SRI FAIR Running Reading

1		instructional methods. Use Lindamood Bell Lips program to improve phonemics. Word wall for vocabulary review grammar. Phonemic awareness. Visualizing and verbalizing. Level appropriate intensive groups and guided reading.			Record Classroom assessments
2	Students who are reading at proficiency levels will not feel challenged with grade level materials.	Implement supplemental reading and math curriculum that allows students to be challenged at and above current levels using software program	Principal, Teachers, students	Teacher review of student's progress reports	Software assessment reports
3	Students who are above proficiency levels will not feel challenged with grade level materials.	Supplemental reading materials will allow students to be challenged. Kagan structures utilized in the instructional method to promote higher order thinking. Level appropriate intensive groups. Guided reading	Principal, Asst. Principal, classroom teachers.	Classroom walk throughs; Review lesson plans weekly. LLT meetings	FCAT, CCS; NGSSS Diagnostic tests SRI FAIR Running Reading Record Classroom assessments.
4	Emphasis is not placed on content areas as much as Reading and Math	Utilize cross curricular lesson planning to increase content knowledge. Reading and writing across all curriculums. Reading and writing about Science through current events and periodicals.	Principal; Asst. Principal; Classroom teachers	Classroom walk throughs; Weekly lesson plan review	Science FCAT Classroom assessments Student projects and portfolios. Gizmos
5	Provide hands on experiential labs in the community	Allow field experiences for students through filed trips in community	Classroom teachers	Pre and post assessments of field trip alligned with lesson plans	Post evaluation of knowledge gained; High tech.

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:	We expect 80% of students to test at proficiency or above.
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
	Students who are reading at proficiency levels will not feel challenged with grade level materials	Include higher order questions in lesson plans and provide supplemental classroom materials for literacy centers.Utilize Kagan structures for	Principal, classroom teachers	Classroom walk throughs; Review lesson plans weekly.	FCAT; CCS; NGSSS; Diagnostic Tests; SRI; FAIR; Reading running Records; Classroom

1		instructional methods. Use Lindamood Bell Lips program to improve phonemics. Word wall for vocabulary review grammar. Phonemic awareness. Visualizing and verbalizing. Level appropriate intensive groups and guided reading.			Assessments
2	Students who are reading at proficiency levels will not feel challenged with grade level materials.	Implement supplemental reading and math curriculum that allows students to be challenged at and above current levels using software program.	Principal, Teachers, Students	teacher review of student's progress reports.	Software assessment reports.
3	Students who are above proficiency levels will not feel challenged with grade level materials.	Supplemental reading materials will allow students to be challenged. Kagan structures utilized in the instructional method to promote higher order thinking. Level appropriate intensive groups. Guided reading.	Principal, Classroom Teachers.	Classroom walk throughs; review lesson plans weekly. LLt meetings.	FCAT; CCS; Diagnostic tests, SRI, FAIR, Reading Running Records. Record classroom 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:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	We expect 80% of students to test at proficiency or higher in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5% (1) of students had high achieving scores in 2012.	We expect 80% of students to test at proficiency or higher 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	Students who are performing above proficiency levels will not feel challenged with grade level materials.	Include higher order questions in lesson plans and provide supplemental classroom materials for centers.	Principal, Asst. Principal; classroom teachers	Classroom walk throughs; Review lesson plans weekly. LLT meetings	FCAT CCS NGSSS Diagnostic tests SRI FAIR Running Reading Record Classroom assessments
2	Students who are performing above proficiency levels will not feel challenged with grade level materials.	Utilize Kagan structures for instructional methods in order to promote higher order thinking. Computer program activities and supplemental materials for differentiation	Principal, Asst. Principal; classroom teachers	Classroom walk throughs; Review lesson plans weekly. LLT meetings	FCAT CCS NGSSS Diagnostic tests SRI FAIR Running Reading Record Classroom assessments

3	Students who are performing above proficiency levels will not feel challenged with grade level materials.	Implement supplemental reading and math currciculum that allows students to be challenged at and above current levels using software program.	Principal, Asst. Principal; classroom teachers	Classroom walk throughs; Review lesson plans weekly. LLT meetings	Software assessment reports, Core K-12 and FCAT Explorer, Expert 21.
4	Emphasis is not placed on content areas as much as Reading and Math	Utilize cross curricular lesson planning to increase content knowledge. Use of technology to check for understanding and analysis.	Principal; Asst. Principal; Classroom teachers	Classroom walk throughs; Weekly lesson plan review	Science FCAT Classroom assessments Student projects and portfolios. Gizmos, Core K-12.

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:	We expect 80% of students to test at proficiency or higher in 2013.
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
1	Students who are performing above proficiency levels will not feel challenged with grade level materials.	Include higher order questions in lesson plans and provide supplemental classroom materials for centers.	Principal, Asst. Principal; classroom teachers	Classroom walk throughs; Review lesson plans weekly. LLT meetings	FCAT CCS NGSSS Diagnostic tests SRI FAIR Running Reading Record Classroom assessments
2	Students who are performing above proficiency levels will not feel challenged with grade level materials.	Utilize Kagan structures for instructional methods in order to promote higher order thinking. Computer program activities and supplemental materials for differentiation	Principal, Asst. Principal; classroom teachers	Classroom walk throughs; Review lesson plans weekly. LLT meetings	FCAT CCS NGSSS Diagnostic tests SRI FAIR Running Reading Record Classroom assessments
3	Students who are performing above proficiency levels will not feel challenged with grade level materials.	Implement supplemental reading and math currciculum that allows students to be challenged at and above current levels using software program.	Principal, Asst. Principal; classroom teachers	Classroom walk throughs; Review lesson plans weekly. LLT meetings	Software assessment reports, Core K-12 and FCAT Explorer, Expert 21.

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
District Meetings and Professional Developments	all grades	District Curriculum Specilist	school-wide	November 2012	Share training content during Team meetings	Principal
Differentiated Instruction	all grades	District trainer	Science teachers	January 2012	Classroom walkthroughs	Principal

Science 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
Field lab experience	Field trip admissions and transportation	parents, fundraisers	$2,500.00
			Subtotal: $2,500.00
			Grand Total: $2,500.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	100% of students in 4th and 8th grade will test proficient and above in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:

67% (14) of students tested proficient in 2012.	100% of students in 4th and 8th grade will test proficient and above 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	Schedule only permits 30 minutes per day for writing instruction.	Increase the amount of Writing in all content areas; Have homeroom teachers instruct handwriting skills daily using additional writing curriculum.Kagan structures will to increase writing skills.	Principal; Asst. Principal; Classroom Teacher	Regular team evaluation of student writing samples during staff meetings.	Palm Beach Writes FCAT Writing. Core K-12, Zaner Blosser

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:	100% of students in 4th and 8th grade will test proficient and above in 2013.
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
1	Schedule only permits 30 minutes per day for writing instruction.	Increase the amount of Writing in all content areas; Have homeroom teachers instruct handwriting skills daily using additional writing curriculum.Kagan structures will to increase writing skills.	Principal; Asst. Principal; Classroom Teacher	Regular team evaluation of student writing samples during staff meetings.	Palm Beach Writes FCAT Writing. Core K-12, Zaner Blosser

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

Cross curriculuar lesson areas.planning -writing in the content	4th-8th grade students.	District PD facilitator	4th-8th grade teachers.	on-going	Weekly review of lesson plans	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
Kagan Structures	Kagan facilitator	Title I	$1,500.00
			Subtotal: $1,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Classroom instruction	Supplemental materials	Title I	$1,000.00
			Subtotal: $1,000.00
			Grand Total: $2,500.00

End of Writing Goals

Civics End-of-Course (EOC) 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:	
1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	
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:	
2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	
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
No Data Submitted						

Civics 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 Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	School is running about the same attendance rate as the district.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95% attendance rate in 2011.	94% or above attendance rate in 2012.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
10 students with excessive absences.	8 or less students will have excessive absences.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
There were 0 students with excessive tardies in 2011.	We anticipate that there will be 2 or less students with excessive tardies in 2012.

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	As the school offers no transportation, all students are dependent on parents for transportation to school.	Encourage parents to bring children to school daily and on time. Provide educational session to explain manadatory attendance laws and significance of educational interruptions caused by tardiness. Add attendance clause to parent contract - will lose slot for next school year. Connect parents so as to help facilitate car pooling.	Principal, Parent Liaison	Monitor attendance rate	Gold Report, TERMS reports

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

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

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

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:	Due to the facility limitations and staff size, the school does not offer an In-School suspension program. School Wide discipline is handled through classroom management. Students must sign a contract upon enrollment stating they will abide by school rules or will withdraw.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
There were zero in-school suspensions.	N/A
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
There were zero suspensions.	Less than 1% of students will be suspended in 2012.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

There were zero out of school suspension.	Less than 1% of students will be suspended in 2012.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Family dynamics continue to change and students face even more challenges at home.	Continue to require a commitment from students and families to sign Behavior Contract as a condition to enrollment.	Administration	Suspension rate	TERMs report

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
N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	We anticipate that 80% of our parents will participate and be involved in the school.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Approximately 80% (103) of parents were involved in the school. Either through trainings and workshops or volunteer capacities.	We anticipate that 80% of our parents will participate and be involved in the 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
1	1.1 Parent transportation issues 1.2. low parent concern/involvement in all school sponsored activities 1.3. Language barriers 1.4 Small number of partnerships with local businesses.	1.1. Encourage fellow parents to car pool and volunteer to pick up those parents in need of transportation 1.2. Designate a Parent Liaison to work regularly with parents; Parents required to volunteer 40 hours per year as per charter contract. 1.3. FCAT and Literacy night with language facilitators available for Spanish speakers. 1.4 Encourage more parents and business organizations to become actively involved in school program and secure additional partnerships.	1.1. Parent Liaison teachers 1.2. Parent Liaison;teachers 1.3. Parent liaison;teachers 1.4 Principal	1.1 The number of parents attending parent trainings and special school programs. 1.2. Parent participation with sign in sheets, 1.3. Parent participation with sign in sheets 1.4 Secure additional partnerships with local businesses.	1.1. Sign in sheets at parent trainings and school special programs. 1.2. Parent participation with sign in sheets, 1.3. Parent's participation with sign in sheets 1.4 Contract or signed partnership agreement

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
Family Friendly Schools	K-8	Margaret Schandorf	Staff Schoolwide	November 2013	Staff surveys	Parent Liaison

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
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Family Involvement	Provide trainings, curriculum nights, literacy nights, send home information and provide refreshments	Title I	$592.14
			Subtotal: $592.14
			Grand Total: $592.14

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:	Students will have access to technology in the classroom and the computer lab to utilize with projects and to assist in comprehension and analysis of content.

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	Economically disadvantaged students do not have access to computers at home.	Ensure that they have materials to use in class related to projects. Schedule frequent visits to the computer lab.	Pirnicipal and Classroom teacher.	Classroom walkthrough, Computer lab schedule check in and out.	N/A

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)

Career and Technical Education (CTE) 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. CTE CTE Goal #1:	Provide students with field trips to sites for career education. Encourage students to participate in "take your child to work day."

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	Transportation to field trip site.	Utilize public transportation if necessery.	Principal	Team meetings	www.floridachoice.org

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						

CTE 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 CTE 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
Attendance	No Data	No Data	No Data	$0.00
Suspension	No Data	NO Data	No Data	$0.00
				Subtotal: $0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	No Data	No Data	No Data	$0.00
Attendance	No Data	No Data	No Data	$0.00
Suspension	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Kagan Workshop	Kagan Facilitator	Title I	$6,000.00
Mathematics	all staff attend at least one Kagan Workshop.	Kagan workshop	Title I	$5,000.00
Writing	Kagan Structures	Kagan facilitator	Title I	$1,500.00
Attendance	No Data	No Data	No Data	$0.00
Suspension	No Data	NO Data	No Data	$0.00
				Subtotal: $12,500.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Effective Classroom instruction	Kagan materials	Title I	$3,000.00
Reading	Classroom Instruction	Part Time Instructor	Title I	$4,655.86
CELLA	No Data	No Data	No Data	$0.00
Mathematics	Classroom instruction	Supplemental Math materials for the classroom.	Title I	$2,500.00
Science	Field lab experience	Field trip admissions and transportation	parents, fundraisers	$2,500.00
Writing	Classroom instruction	Supplemental materials	Title I	$1,000.00
Attendance	No Data	No Data	No Data	$0.00
Suspension	No Data	No Data	No Data	$0.00
Parent Involvement	Family Involvement	Provide trainings, curriculum nights, literacy nights, send home information and provide refreshments	Title I	$592.14
				Subtotal: $14,248.00
				Grand Total: $26,748.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority	Focus	Prevent	NA

Are you a reward school: Yes No

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

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

The Board of Directors acts on behalf of the SAC.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
Adequate Yearly Progress (AYP) Trend Data 2010-2011
Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Palm Beach School District ACADEMY FOR POSITIVE LEARNING 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	75%	64%	86%	56%	281	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%	65%			138	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?	70% (YES)	63% (YES)			133	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					552	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District ACADEMY FOR POSITIVE LEARNING 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	78%	69%	71%	55%	273	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	75%	72%			147	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?	81% (YES)	65% (YES)			146	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					566	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested