FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: BOCA RATON ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Renee Elfe

SAC Chair: Christine.Nolan-Dack/Mary Jo Braisted

Superintendent: Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 9/28/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
		Educational			Principal of Omni Middle School 2011-2012 Grade: A Reading Mastery: 74% Math Mastery: 78% Writing Mastery: 93% Science Mastery: 64% Reading Gains: 68% Math Gains: 77% Lowest 25% Reading Gains: 61% Lowest 25% Math Gains: 67% Principal of Morikami Park Elementary 2010-2011 Grade: A Reading Mastery: 92% Math Mastery: 95% Writing Mastery: 98% Science Mastery: 77% Reading Gains: 78% Math Gains 79% Lowest 25% Reading Gains: 75% Lowest 25% Math Gains: 74% AYP: met 100%

Principal	Renee Elfe	Leadership, Florida Atlantic University ESOL Endorsement Primary Education K-3 Certification School Principal All Levels Certification		10	Principal of Morikami Park Elementary 2009-2010. Grade: A Reading Mastery: 92% Math Mastery: 94% Writing Mastery: 94% Science Mastery: 80% Reading Gains: 75% Math Gains 69% Lowest 25% Reading Gains: 72% Lowest 25% Math Gains: 72% AYP: met 100% Principal of Morikami Park Elementary 2008-2009. Grade: A Reading Mastery: 91% Math Mastery: 92% Writing Mastery: 99% Science Mastery: 67% Reading Gains: 80% Math Gains 84% Lowest 25% Reading Gains: 73% Lowest 25% Math Gains: 82% AYP: met 100% Grade: A Reading Mastery: 92% Math Mastery: 94% Writing Mastery: 94% Science Mastery: 80% Reading Gains: 75% Math Gains 69% Lowest 25% Reading Gains: 72% Lowest 25% Math Gains: 72% AYP: met 100%
Assis Principal	Jordan Barenburg	Lynn University Boca Raton, FL M.Ed. M.Ed. with a focus on Educational Leadership University of Florida Gainesville, FL B.A. B.A. in History with a minor in Education			Logger's Run Middle School 2011-2012 Grade: A Reading Mastery: 68% Math Mastery: 76% Writing Mastery: 87% Science Mastery: 63% Reading Gains: 71% Math Gains: 82% Lowest 25% Reading Gains: 71% Lowest 25% Math Gains: 78%
Principal					

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Laura Vidueira	Masters of Science and Reading Education, Bachelor of Science and Elementary Education.	6	2	FY 11-12 School Grade "A" Meeting High Standards Reading: 56% Learning Gains Reading: 68% Lowest 25% Reading: 56% FY 10-11 School Grade "B" AYP 74% Meeting High Standards Reading: 74% Learning Gains Reading: 67% Lowest 25% Reading: 50%

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	Regular meetings of new teachers with Principal and Assistant Principal	Principal	On-going	
2	Completion of ESP "New teacher Program"	Assistant Principal	On-going	
3	Mentoring Program	Assistant Principal	On-going	
4	Professional development trainings in various venues	Professional Development Team	On-going	
5	Utilization of Learning Team Meetings	Administration	On-going	
6				
7				

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
1 ESOL 100% Highly Qualified staff	Teacher working to meet compliance In the event, we have non highly qualified teacher(s) we will pair them up with a mentor teacher

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
36	5.6%(2)	19.4%(7)	44.4%(16)	33.3%(12)	38.9%(14)	100.0%(36)	11.1%(4)	8.3%(3)	91.7%(33)

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
Laura Vidueira	Jeanne Khan	Reading Coach	Weekly meetings, modeling of classroom instruction, guidance on policies and procedures, ongoing support on data analysis
			Weekly meetings, modeling of classroom

Nanci Massey	Daniela Otero	Same grade level	instruction, guidance on policies and procedures, ongoing support on data analysis
Marc Drautz	Lauren Blake	Support Staff	Weekly meetings, modeling of classroom instruction, guidance on policies and procedures, ongoing support on data analysis

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I funds are being used to provide Boca Raton Elementary with a reading coach that supports the reading curriculum by conducting professional development in reading and tier 3 interventions for reading. In addition, we have Title I funds for a parent liaison. Services are provided to ensure students requiring additional remediation are assisted through after-school programs. Reading, Math, Writing and Science tutorials will be provided to ALL students after school throughout the school year. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Additional remediation is provided to our SACC students through ALIE. The Summer Reading Academy provides additional time and support for struggling 3rd grade students. At our annual faculty Title I training, our staff is appraised of the role of Title I in our school, its expectations and use of funds. Title I funds are used to support professional development to the staff and programs for parents and families to increase learning and academics.

Title I, Part C- Migrant

District standardized curriculum provides consistency to transitory students. Students are provided meals at a free or reduced cost and a local organization provides backpacks of food to ensure weekend meals. The school also provides a clothing bank and school supplies to assist students. Counseling services provide assistance to families needing referrals for medical and supplemental support.

Title I, Part D

The district receives funds to provide support services. These services are coordinated with the District Drop-Out prevention programs.

Title II

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

Title III

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

Title X- Homeless

Area attendance specialist provide resources 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 are used to help those students in grades 3-5 that are Level 1 and 2 struggling in reading until FCAT. After FCAT, we exit the 5th grade students and start servicing the Level 1 and 2 second grade students.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students which include guidance sessions on Character Education using the six pillars, Red Ribbon Week Activities, Anti-Bullying Workshops and DVD Activities. Students are also taught by outside experts brought in for assemblies (For example: NED Program) throughout the year besides district curriculum. In addition, the school provides a district-wide implementation for Single School Culture as well as Appreciation of Multicultural

Diversity.

Nutrition Programs

Nutrition Programs
Boca Raton Elementary in conjunction with Boca Helping Hands supports "Blessings in a Backpack, now the BHH Sackpack Program. A program where students on free/reduced lunch have the opportunity to take home a sackpack every Friday filled with nutritional food for the weekend. Boca Raton Elementary has been providing Blessing in a Backpack program, now BHH Sack packs, for several years. Additionally, Boca Raton Elementary offers a FREE breakfast each school day to all students. These programs have contributed to lower absenteeism and have given students an opportunity to begin their day with a nutritious meal.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

Every May, students participate in a career day, in which they see the demands and qualifications needed for various positions in the community and professions. Each year, 5th grade participate in the District Wide Exchange City.

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal – Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities. The principal is an integral member of the School-based RtI team to ensure all team members are heard and all pertinent information disseminated.

Assistant 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. The assistant principal is an integral member of the School-based RtI team to ensure all team members are heard and all pertinent information disseminated.

Guidance Counselor - the guidance counselor schedules and calls the meetings to order. They ensure that pertinent feedback and input is received from each member of the team, and that particular cases are assigned to a case manager. Helps coordinate with school services personnel to ensure that all necessary outside sources necessary will be present at School Based RtI Meetings. The guidance counselor helps general education teachers and works with ESE teachers on problem areas in dealing with outside agencies to resolve any issues.

RtI Inclusion Facilitator – the RtI Inclusion Facilitator will work closely with guidance, ESE Teachers, and general education teachers to help provide information about core instruction, participate in student data collection, and help coordinate the School Based RtI Meetings along with the Guidance Counselor. This individual will also help provide a common vision for the use of data-based decision making, and ensure that the school-based team is implements RtI.

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. Classroom teachers are chosen on a volunteer basis; however experience on the school-based RtI team, for a teacher, is an incredible opportunity to see the entire process in action.

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 co-teaching. The ESE Teachers many times attend meetings with the general education teachers they co-teach with to help advocate for a particular child.

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

School Psychologist: Our school psychologist participates in the collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development to teachers and staff and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activates. Our psychologist is a crucial member of the School-based RtI Team.

Speech Language Pathologist: The 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 systematic patterns of student need with respect to language skills.

Student Services Personnel: School services personnel provide quality services and expertise on issues dealing with assignment and intervention with individual students. School social workers link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success. They work with the school based team in helping to present a total picture of the child to the team.

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

The purpose of the school-based RtI Leadership Team is to function as a unit to ensure that we are meeting the needs of our students, teachers, and our school. The team will meet one to two times a month as needed in order to perform the following activities: Review screening data and link this data to instructional decisions. The team will review the progress monitoring data at both the grade and classroom level in order to identify students that are meeting and/or exceeding benchmarks, at moderate risk or at high risk for not meeting specified benchmarks. Based on screening data and progress monitoring data the team will identify and recommend intervention strategies and resources which they feel are needed.

During meetings, the team will collaborate to problem solve, share effective practices, evaluate implementation status', make needed decisions, and practice new processes and skills. The team will also be responsible for building consensus, increasing the school infrastructure, and making decisions about other implementation processes where needed.

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

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

MTSS Implementation

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

The data management system will be comprised of graphed data which will be graphed on district approved software such as Graph Master.

Baseline data: Progress Monitoring and Reporting Network (PMRN), Reading Running Records, (RRR,) Diagnostic Assessment for Reading (DAR), Florida Comprehensive Assessment Test (FCAT), Diagnostics, (District).

Progress Monitoring: Progress Monitoring and Reporting Network (PMRN), Curriculum Based Measurement (CBM), Running Reading Records (RRR).
Midyear: SSS Diagnostics, Florida Assessments for Instruction in Reading (FAIR)
Reading: RRR, SRI
End of year: RRR, SRI, FCAT
Frequency of Data: Monthly

Describe the plan to train staff on MTSS.

The staff will be trained on RtI both in school and at district sponsored trainings. During our in school sessions, Area ESE Resource Teachers, ESE Coordinator, Guidance Counselor and Psychologist will provide detailed training and overview especially on the data necessary for Tier 1, 2, and 3 evidence and tracking. This training will occur during professional development days, or during individual grade level planning times.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal - Renee Elfe
Assistant Principal - Jordan Barenburg
Reading Coach - Laura Vidueira
Media Specialist - Pam Lanza
ESE Coordinator - Shaquira Young
Choice Coordinator - Christine Nolan-Dack
Guidance Counselor - Sherron Brown

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

The principal will meet with the LLT at least once a month. Agenda topics include the discussion of the team's goals and progress, as well as identification of new strategies and activities to implement. As additional needs and concerns arise, the LLT will investigate the concern, study and plan a course of action, implement the action, analyze its effectiveness, and reflect on the process. This is a continuous process throughout the entire school year.
The Literacy Leadership Team (LLT) will create a capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees serve on the team. The LLT will meet at least once a month.

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

The LLT will play an integral role in fostering a rich literacy environment at the school for all students and staff. The team will build professional conversations; promote collegiality, collaboration, and a literacy culture. Initiatives are based on literacy-related data and needs assessments related to the school, including literacy achievement, motivation, and building a community of readers, both at school and home on the process. This is a continuous process throughout the entire school year.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 9/27/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

In order to ensure a smooth transition for preschool children to Kindergarten, Boca Raton Elementary holds an annual "Kindergarten Round-Up" for eligible students to pre-register, tour the school, and receive important information on requirements for the first year of school. Boca El works very closely all year long with all preschool centers in the area including Florence Fuller, Pearl City CATS, and all other local preschool. Preschool children from Florence Fuller Development Center make a trip to visit the school and have lunch with Kindergarten students at Boca El. The incoming students have have the opportunity to experience what happens and what the expectations are in the Kindergarten classroom.

The transition to kindergarten from Pre-K or VPK, is evaluated each year the by entry level assessments which are performed by kindergarten teachers. Also, feedback from parents and local after school programs is sought to better prepare students each year to enter kindergarten.

Upon arrival kindergarten students are assessed by the school nurse.

Parent participation in the annual Round-ups and Florence Fuller visits to Boca El are tracked to be able to continually improve our ability to help preschoolers adjust to the transition to kindergarten.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By June 2013, standard curriculum students will increase proficiency by 10% as compared to the 2012 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (35 students)	23%(191)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					
2	Student migration, unavailability of reading materials outside of school, inability of many parents to help with nightly homework due to work schedules	Boca El will utilize SSS Diagnostic and school based assessments to monitor student progress.	Principal, Assistant Principal and Reading Coach	Review EDW data and ongoing Progress Monitoring a minimum of two times per month.	Printout of EDW reports will be used to determine progress between benchmarks.
3	Students lack of proficiency in utilizing higher order thinking skills.	Teachers will include higher-order questions in their lesson plans.	Principal, Assistant Principal and Reading Coach	Classroom walkthroughs and review of weekly lesson plans by principal/AP.	Classroom walkthrough log and focused walkthroughs to determine frequency of higher order questions
4	Implementing reading programs with fidelity.	Boca El will develop an effective instructional curriculum during a 90 minute reading block.	Reading Coach	Administration will focus and monitor implementation through classroom walkthroughs.	Effectiveness to be determined through Diagnostic, SRI, RRR and school based assessments.
5	Teacher utilization of differentiated instruction	Teachers will attend Professional Development and/or learning team meetings.	Principal, Assistant Principal, Reading Coach	Administration will review professional development logs and attendance and minutes from Learning team meetings. Pull data reports from Reading Plus.	Follow up on Professional development trainings and Learning Team Meetings

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:	By June 2013, IND students will remain at 100% for level of performance.

2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(2)	100%(2)

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 attendance and continuum of learning	working with parents and outside service providers for student and family support	classroom and ESE teachers	continuous review of progress of access points	progress report and report card

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	By June 2013, standard curriculum students will increase level 4 and above by 10% as compared to the 2012 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (60 students)	40%(191)

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	Implementing reading programs with fidelity	Students that are in need of enrichment will be provided with an individualized plan of study by their teaching team, including enrichment through computerized programs such as FCAT Explorer, Riverdeep, ReadingPlus, Gizmos, or additional supplemental enrichment instructional as necessary to meet and challenge the student.	Teachers	Teacher review of individualized data from various programs	Student progress on assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	By June 2013, IND students will increase by 33% (1 out of 3 students)
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(2)	33%(3)

	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 attendance and continuum of learning	working with parents and outside service providers for student and family support	classroom and ESE teachers	implementation and review of access points	progress report and report card

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By June 2013, standard curriculum students will increase proficiency by 10% as compared to the 2012 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (68 students)	70%(191)

	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	Implementing reading programs with fidelity.	Teachers will recieve training in reading skills and strategies during PDD, inservice and afterschool.	Principal, Assistant Principal, Reading Coach, Professional Development Team	classroom walkthrough, lesson plan reviews and teacher feedback	Classroom assessments, diagnostic tests.
2	Student migration, unavailability of reading materials outside of school, inability of many parents to help with nightly homework due to work schedules	Students will continue to focus on SRI Lexile Levels., through reading 30 minutes a night and keeping a reading log signed by parents.	Reading Coach and classroom teachers	During walkthroughs administrators will periodically ask to see student nightly reading logs	Administrators will randomly questions students about recent books they have read.

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:	By June 2013, IND students will increase by 67% (2 out 3 students)
2012 Current Level of Performance:	2013 Expected Level of Performance:
50%(2)	67%(3)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	student attendance and	working with parents and	classroom and ESE	implementation and	progress report

1	continuum of learning	outside service providers for student and family support	teachers	review of access points	and report card

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By June 2013, the percent of students in the Lowest 25% will increase learning gains by 10% as compared to the 2012 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48%(29)	53%(49)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Implementation of reading programs with fidelity.	Teachers will recieve training in reading skillsand strategies during PDD, inservice and afterschool.	Principal, Assistant Principal, Reading Coach	classrooms walkthrough, review of lesson plans and teacher feedback	Classroom assessments, diagnostic tests.
2	Student migration, unavailability of reading materials outside of school, inability of many parents to help with nightly homework due to work schedules	Students will continue to focus on SRI Lexile Levels., through reading 30 minutes a night and keeping a reading log signed by parents.	Principal, Assistant Principal, Reading Coach, and other content area teachers.	During walkthroughs administrators will periodically ask to see student nightly reading logs	Administrators will randomly questions students about recent books they have read.
3	Implementation of new reading programs.	Tiered interventions, small group instruction, tutorials, SAI, RTI.	Principal, Assistant principal	Disaggregating data	diagnostic testing and teacher collected data

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

	Reading Goal #
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	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:	In grades 3-5, all student subgroups not making satisfactory progress will increase achievement of learning gains by 10% as compared to the 2012 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
white 75% (55) black 42%(60) hispanic 50%(51)	white 83% black 46% hispanic 55%

asian 50%(2)	asian 55%

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 migration, unavailability of reading materials outside of school, inability of many parents to help with nightly homework due to work schedules	Teachers will use a variety of means to develop instructional strategies to re-teach target areas that have not been mastered. State adopted textbooks provide supplement materials for intensive remediation as well as many district approved software programs such as Riverdeep, FCAT Explorer.	Principal, Assistant Principal, Reading Coach, and classroom teachers.	Teachers providing services to those students not achieving mastery will meet on a regular basis as a team of providers for supplemental/intervention support, and meet with administration to show documentation of strategies that are being utilized, or strategies that were problematic.	Focus assessments through FCAT Explorer, Gizmos, will be used to document the effectiveness of supplemental instruction.
2	Implementation of reading programs with fidelity.	Teachers will implement the "best practices strategies" that are shared during weekly team meetings or LTM's. Teachers will share with each other various successful methods for remediating students to succeed in areas of remediation with tools that have worked for them with other students. Teachers will also be able to draw knowledge from professional development trainings they have attended such as and "Florida Continuous Improvement Model", among many others.	Principal, Assistant Principal, Reading Coach, and classroom teachers.	Teachers will examine their progress on District provided assessments and the systematically collected data from those providing the interventions.	Focus assessments through FCAT Explorer, Gizmos, Brainchild, will be used to document the effectiveness of supplemental instruction.
3	Student migration, unavailability of reading materials outside of school, inability of many parents to help with nightly homework due to work schedules	Students still struggling may be offered tutoring before, after school or Saturdays in reading. Student tutoring will begin after diagnostic results have been assessed.	Principal, Assistant Principal, Reading Coach, classroom teachers.	Teachers providing services to those students not achieving mastery will meet on a regular basis as a team of providers for supplemental/intervention support, and meet with administration to show documentation of strategies that are being utilized, or strategies that were problematic.	Focus assessments through FCAT Explorer, Gizmos, will be used to document the effectiveness of supplemental instruction.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	By June 2013, ELL students will increase proficiency by 10% as compared to the 2012 FCAT reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5%(22)	6%(12)

			Problem-Solving Process to Increase Student Achievement		
	Anticipated Barrier	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
1	student lack of language skills and parental lack of language skills to assist with homework	use of oral language programs such as mondo and print and picture friendly decorated ESOL classroom and homerooms	ESOL Contact, homeroom teachers	classroom walkthroughs and lesson plan review	Cella and district and statewide testing

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:	In grades 3-5, students with disabilities will increase proficiency by 10% as compared to the 2012 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (35 students)	32%(11)

			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	Implementation of reading programs with fidelity.	Teachers and administrators will determine core instructional needs by reviewing NGSSS Diagnostic Data in September and December, and assessment data for all Black, Hispanic, Economically Disadvantaged, and Students with Disabilities in grades 3-5. Differentiated instruction will be planned using evidence-based instruction/interventions within 90-minute reading blocks.	Principal, Assistant Principal and Reading Coach	classroom walkthroughs and teacher feedback	Classroom assessments, NGSSS Diagnostic data, Common Core Standards RRR
2	Student migration, unavailability of reading materials outside of school, inability of many parents to help with nightly homework due to work schedules	Plan supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by review of Diagnostic data and will include explicit instruction, modeled instruction, guided practice and independent practice.	Principal, Assistant Principal, Reading Coach, and classroom teachers	lesson plan review	Classroom assessments, NGSSS Diagnostic data, RRR and Common Core Standards
	Implementation of inclusion model for SWD Students.	Plan targeted intervention for students not responding to core plus supplemental instruction using problem	Reading Coach, RtI Team/Case Manager	Student progress is assessed using Diagnostic, RRR and other school based assessments to meet the	NGSSS Diagnostic, RRR and Common Core

| 3 | | solving process. Interventions will be matched to individual student needs, be evidence based, and provided in addition to core. | | needs of a students IEP. | |

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	By June 2013, the economically disadvantaged students will increase proficiency by 10% as compared to the 2102 FCAT reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46%(121)	51%(145)

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 migration, absenteeism and tardy	BHH sackpacks program to provide nutritional meals for the weekend, and BHH programs to provide assistance for families in need	Business Partner Coordinator	pulling EDW reports on absenteeism and tardy	diagnostic and statewide data disaggregrated between those utilizing services compared to those not utilizing services
2	students and parents not aware of program	to communicate with parents at Open House, PTA meetings, and translated flyers sent home	administration and guidance counselor	reports from cafeteria manager	reports and feedback from parents and teachers

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Guided Reading DifferentiatedInstruction	All	Reading Coach	School-Wide	PDD	Walkthroughs and Reading Coach classroom visits and teacher feedback	Administration Reading Coach
Reading Plus	3-5 Reading	Vendor representative	3-5	PDD, school day / subs provided	Monitor Reading Plus Reports	Administration Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Hire a Reading Coach	salary for reading coach/resource teachers	Title I	$67,588.00
Hire substitutes to allow teachers to attend trainings	substitutes for teacher release time for PD	Title I	$1,891.13
teacher collaboration	part time in system	Title I	$721.00
provide extended tutorial	supplies paper printer ink Florida Ready books response boards chart paper pens and pencils	Title I	$3,000.00
provide classroom supplies	part time in system	Title I	$3,125.00
			Subtotal: $76,325.13
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: $76,325.13

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	By June 2013, students listening/speaking skills will increase proficiency by 10% as compared to 2012 Cella test.
2012 Current Percent of Students Proficient in listening/speaking:	
39%(157)	

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	changes in intructional and non-instructional staff working with ELL students	ELL teachers and CLF's and classroom teachers will utilize Learning Village strategies for ELL Students.	Administration	ongoing lesson lesson plan reviews and classroom walkthrough	CELLA and other classroom and/or district assessments

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

2. Students scoring proficient in reading. CELLA Goal #2:		By June 2013, ELL students will increase proficiency in reading by 10% as compared to 2012 CELLA Test.			

2012 Current Percent of Students Proficient in reading:

22%(157)

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	changes in instructional and non instructional staff servicing ELL students	ELL teachers and CLF's and classroom teachers will utilize Learning Village strategies for ELL Students.	administration	classroom walkthroughs and lesson plan review	CELLA

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

3. Students scoring proficient in writing. CELLA Goal #3:	By June 2013,ELL students will increase writing proficiency by 10% as compared to the 2012 CELLA test.

2012 Current Percent of Students Proficient in writing:

21%(157)

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	changes in instructional and non- instructional staff servicing ELL students	ELL teachers and CLF's and classroom teachers will utilize Learning Village strategies for ELL Students.	Administration	classroom walkthroughs, writing samples throughout the year	CELLA

CELLA Budget:

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

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

End of CELLA Goals

Elementary School Mathematics Goals

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	By June 2013, standard curriculum students will increase proficiency by 10% as compared to the 2012 FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (54)	35%(191)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	.				
2	Differentiation of instruction and data disaggregation.	Teachers will use the Florida Continuous Improvement Model for Math to identify students in the core curriculum needing intervention and enrichment.	Principal, Assistant Principal	Administration and teachers will review student groupings frequently based on assessments to ensure groups are changed as necessary to target student needs.	Walkthroughs, lesson plans and administrative observations.
3	Student migration, inability to connect to internet in order to access extra math materials outside of school, inability of many parents to help with nightly homework due to work schedules	Tutoring will be provided 2x a week afterschool for those student's in the lowest 25%, and those students on the edge of dropping to another level. Students willutilize Online software, Reflexmath	administration	Pre-tests and Post-Tests will be administered as well as student work throughout the tutoring timeframe Pull Reflexmath data	1. Reports from walkthroughs. 2. Student progress on assessments 3. Student progress from pre to post –tests.

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:	By June 2013, IND students will increase to 67%(2 out of 3 students)
2012 Current Level of Performance:	2013 Expected Level of Performance:
50%(2)	67%(2 out of 3 students)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	student attendance and	working with parents and	classroom and ESE	implementation and	progress reports

	1	continuum of learning	outside service providers for student and family support	teachers	review of access points	and report card

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	By June 2013, standard curriculum students will increase level 4 and above by 10% as compared to the 2012 FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (37 students)	26%(191)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	students lack of access to internet and manipulatives at home	Go Math, Gizmos, Fast Math. ReflexMath utilization. Teachers will utilize hands-on manipulatives as often as possible in lessons. Work with companies such as Comcast to provide affordable internet access. teachers will provide manipulatives to take home with sign out log.	Classroom Teacher	Teacher review of individualized data from various programs	Walkthroughs, lesson plans and administrative observations.
2	Differentiation of instruction and data disaggregation.	Teachers will use the Florida Continuous Improvement Model for Math to identify students in the core curriculum needing intervention and enrichment.	Principal, Assistant Principal, Teachers	Administration and teachers will review student groupings frequently based on assessments to ensure groups are changed as necessary to target student needs.	Walkthroughs, lesson plans and administrative observations.

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:	By June 2013, IND students will increase by 33%(1 student)
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(2)	33% (1 out of 3 students)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	student attendance and	working with parents and	classroom and ESE	implementation and	progress report

	1	continuum of learning	outside service providers for student and family support	teachers	review of Access Points	and report card

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	By June 2013, the percent of students making learning gains will increase by 10% as compared to the 2012 FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (80 students)	83%(191)

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 migration, inability to connect to internet in order to access extra math materials outside of school, inability of many parents to help with nightly homework due to work schedules	All teachers will utilize common instructional practices and include utilization of hands-on manipulatives.	Principal, assistant principal	Focused walkthroughs by administration will ensure all math teachers are utilizing common instructional practices.	Walkthroughs, lesson plans and adminstrative observations.
2	Differentiation of instruction and data disaggregation.	Teachers will use the Florida Continuous Improvement Model for Math to identify students in the core curriculum needing intervention and enrichment.	Principal, Assistant Principal	Administration and teachers will review student groupings frequently based on assessments to ensure groups are changed as necessary to target student needs.	Walkthroughs, lesson plans and adminstrative observations.
3	Student migration, inability of many parents to help with nightly homework due to work schedules	Tutoring will be provided 2x aweek afterschool for those student's in the lowest 25%, and those students on the edge of dropping to another level.	Administration	Pre-tests and Post-Tests will be administered as well as student work throughout the tutoring timeframe	1. Reports from walkthroughs. 2. Student progress on assessments 3. Student progress from pre to post –tests.

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:	By June 2013, IND students will increase by 33% (1 out of 3 students)
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(2)	33%

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	student attendance and continuum of learning	working with parents and outside service providers for student and family support	classroom and ESE teachers	Implementation and review of Access Points	progress reports and report cards

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	By June 2013, the percent of students in the Lowest 25% will increase learning gains by 10% as compared to the 2012 the FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79%(29)	87%(49)

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 schedule copnflicts with ESE, SAI, and other support.	Determine core instructional needs by reviewing common assessment data for all students within the bottom 25%. Plan differentiated instruction using evidence based instruction/interventions within the math blocks	1.Principal, Assistant principal, Classroom Teacher 2.RTI Team	Focused walkthroughs by administration will ensure all math teachers are utilizing "common board configurations".	1. Reports from walkthroughs. 2. Student progress on assessments 3. Student progress from pre to post –tests.
2	Student migration, inability to connect to internet in order to access extra math materials outside of school, inability of many parents to help with nightly homework due to work schedules	Plan supplemental instruction/intervention for students not responding to core instruction. The Focus of the instruction is determined by review of common assessment data and must include explicit instruction, modeled instruction, guided practice and independent practice. Supplemental instruction is provided in addition to core instruction.	1.Principal, Assistant principal, Classroom Teacher 2.RTI Team	Teachers will maintain a record of student progress on various programs, such as Riverdeep, ReflexMath, FCAT Explorer, Gizmos, etc.	Increased achievement between assessments.
3	Time for planning with support staff and classroom teachers	Plan targeted intervention for students not responding to core plus supplemental instruction using problem solving process. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core instruction.	1.Principal, Assistant principal, Classroom Teacher 2.RTI Team	Grade-level teams will review results of common assessment data 1x a month to determine progress toward benchmark. (75% on common assessment).	School based assessments, diagnostics, NGSSS reviews.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	In grades 3-5, all student subgroups not making satisfactory progress will increase achievement of learning gains by 10% as compared to the 2012 FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 75%(55) Black 27% (60) Hispanic 56% (51) Asian 100% (2)	White 81% Black 30% Hispanic 62% Asian 100%

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student migration, inability to connect to internet in order to access extra math materials outside of school, inability of many parents to help with nightly homework due to work schedules	Teachers will utilize hands-on manipulatives in math and provide resources for parents as needed.	Principal, Assistant Principal Classroom Teacher	Teachers will maintain a record of all strategies and interventions used with the lowest 25%.	1. Reports from walkthroughs. 2. Student progress on assessments 3. Student progress from pre to post –tests.
2	Issues with hardware and software	Teachers will continue to utilize all district approved math Software programs for remediation and enrichment including Gizmos/Reflexmath FCAT Explorer and Go Math.	Technology Resource Teacher Classroom Teachers	Teachers will maintain a record of student progress on various programs, such as Riverdeep, Reflexmath, FCAT Explorer, Gizmos, etc.	1. Reports from walkthroughs. 2. Student progress on assessments 3. Student progress from pre to post –tests.

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	By June 2013, ELL students will increase proficiency by 10% as compared to the 2012 FCAT math test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14%(22)	15%(11)

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

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

		Monitoring	Strategy	
1	student lack of language skills and parental lack of language skills to assist with homework	Teachers will use manipulatives and white boards for whole and small group instruction	ELL Contact and homeroom	classroom walkthroughs , lesson plan reviews	CELLA, district and statewide testing

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 grades 3-5, students with disabilities will increase proficiency by 10% as compared to the 2012 FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (35)	29%(12)

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 migration, inability to connect to internet in order to access extra math materials outside of school, inability of many parents to help with nightly homework due to work schedules	Teachers will utilize hands-on activities in math and provide parents with resources to use at home.	1.Principal, Assistant Principal	Teachers will maintain a record of all strategies and interventions used with the SWD students.	1. Reports from walkthroughs. 2. Student progress on assessments 3. Student progress from pre to post –tests.
2	Issues with hardware and software.	Teachers will continue to utilize all district approved math Software programs for remediation and enrichment including Gizmos/Reflexmath, and Go Math.	Technology Resource teacher Classroom Teachers.	Teachers will maintain a record of student progress on various programs, such as Riverdeep, ReflexMath, Intervention Online, Gizmos, etc.	1. Reports from walkthroughs. 2. Student progress on assessments 3. Student progress from pre to post –tests.

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 economically disadvantaged students will increase proficiency by 10% as compared to the 2102 FCAT math test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42%(121)	46%(145)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	student migration, absenteeism and tardy students	BHH sackpacks program to provide nutritional meals for the weekend,	Business Partner Coordinator	pulling EDW reports on absenteeism and tardy	diagnostic and statewide data disaggregated

1		and BHH programs to provide assistance for families in need			between those utilizing services compared to those not utilizing services
2	students and parents not aware of program	to communicate with parents at Open House, PTA meetings, and translated flyers sent home	administration and guidance counselor	reports from cafeteria manager	reports and feedback from parents and teachers

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reflexmath and Gizmos	Reflex K-5 Gizmos 3-5	Technolgy Resource Teacher and Vendor Representatives	Reflex School-wide Gizmos 3- 5	Afterschool or PDD days	Pulling Reports from Reflex and Gizmos	Technology Resource Teacher Classroom teacher Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide extended tutorial	paper, printer ink, Florida Ready practice books, pens, pencils, chart paper , markers	Title I	$2,000.00
provide extended tutorial	part time in system	Title I	$3,125.00
Purchase Reflexmath Program	online subscription /software rental/ license	Title I	$3,000.00
			Subtotal: $8,125.00
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: $8,125.00

Elementary and Middle School Science Goals

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	By June 2013, standard curriculum students in 5th grade will increase proficiency by 10% as compared to 2012 Science FCAT Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (21 students)	44%(65)

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 migration, inability to connect to internet in order to access extra science materials outside of school, inability of many parents to help with nightly homework due to work schedules	All students will complete hands-on lab activities weekly and use a common science journal to document hands-on investigations	Science teacher	Science teacher will review data from assessments to determine progress toward targeted goals.	School based and diagnostic assessments.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	By June 2013, IND student will take the FAA in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	100%(1 student)

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 attendance and continuum of learning	working with parents and outside service providers for student and family support	classroom and ESE teachers	continuous review of progress of access points	progress report and report card

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	By June 2013, standard curriculum students will increase level 4 and above by 10% as compared to the 2012 FCAT Science test.
2012 Current Level of Performance:	2013 Expected Level of Performance:

11% (6 students)	12%(65)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					
2	limited experience in virtual labs	Use of a computer based program, GIZMO's, to support instruction.	Principal, Assistant principal, science teacher.	GIZMO's log in reports will determain utilization of program.	GIZMO's data feedback and 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 group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	By June 2013, IND students will increase by 100% (1 out of 1 student)
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0)	100%

	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 attendance and continuum of learning progress report and report card	working with parents and outside service providers for student and family support	classroom and ESE teachers	implementation and review of access points	progress report and report card

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science curriculum	K-5 Science	District personnel	K-5	Inservice days, afterschool	Agendas from training,lesson plan and classroom walkthroughs	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide extended tutorial	part time in system	Title I	$1,250.00
			Subtotal: $1,250.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,250.00

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	By June 2013, students in 4th grade will increase proficiency by 10% as compared to 2012 Writing FCAT Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
79%(44)	87%(65)

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	Implementatin of writing program with fidelity.	Students use the writing process daily; all writing will be dated and recorded in a journal, notebook, or writing folder for the teacher to monitor student growth throughout the year	Principal, Assistant Principal, Reading Coach	Data feedback of Palm Beach Writes assessments given throughout the school year.	PB 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 group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	By June 2013, IND student will take the FAA in writing.

	Writing Goal #1b:	
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	100%(1)	100%

	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 attendance and continuum of learning progress report and report card	working with parents and outside service providers for student and family support	classroom and ESE teachers	continuous review of progress of access points	progress report and report card

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Workshop	ALL	District personnel	School-wide	PDD day , Afterschool	writing journals	Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
purchase classroom supplies to support writing	composition books and response boards	Title I	$1,000.00
		Subtotal: $1,000.00	
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
Grand Total: $1,000.00			

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	By June 2013, the school attendance rating will increase by 10% as compared to the 2012 attendence rating.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
76%(405)	84%(363)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
76%(96)	84%(363)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
76%(88)	84%(363)

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 Migration	Teacher and staff will send notices and contact guardians with absence and/or tardies.	Attendance clerk, data processor, Attendance contact	Parent notification will lead to an increase in student attendance	Attendance records and phone logs.
2	Enforcement of tardy policy	Encourage students and parents to arrive on time to school to increase classroom instruction time.	Attendance clerk, data processor, attendance contact	Review of daily attendance records will provide data on effectiveness of strategy.	Attendance records.

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
Attendance accountabilty	K-5	Guidnce Counselor Assistant Principal	School wide	Faculty meetings, SAC	pulling EDW or terms reports on attendance and tardies	Guidance Counselor and Assistant principal

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Through the use of CHAMPS and the School Wide Positive Behavior Support Plan, suspension rates will decrease by 10%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
7(405)	6(363)
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
6(405)	5(363)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
57(405)	51(363)
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
31(405)	28(363)
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	New adminstrative staff	Administrative staff will work to reduce in and out of school suspension rates promoting classroom management strategies to increase classroom attendance and engagement of instruction.	Principal and assistant principal	Suspension reports.	EDW and TERMS reports.
2	Inconsistency with the implementation of a Single School Culture Plan.	Teachers and staff will develop consistency with the implementation of the school wide plan and enforcement of consequences.	Principal, Assistant Principal, Teachers. SwPBS Team	Posting of school wide plan, expectations, guidelines, lesson plans.	EDW and TERMS reports
3	Inconsistency with the implementation of a Single School Culture Plan.	Teachers will utilize the CHAMPS behavioral system and the SwPBS Eagle Eyes Schoolwide Matrix in their classroom and throughout the school.	SwPBS Internal Coach.	Assesssment of suspensions each month.	EDW and 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
SwPBS	School wide	SwPBS Internal Coach and SwPBS Chair	School wide	PDD day and afterschoolFaculty meetings	Eagle Eye reward for following matrix and placing posters schoolwide and morning reminders on BRES news	Administration Classroom teachers School wide personnel

Suspension Budget:

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

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	By June 2013, parent involvement will increase by 10% as compared to the 2012 parent involvement.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
45%(252)	50%(290)

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	Distribution of information in three languages	Utilize staff members and district multicultural department to translate handouts for parents and families. Distribute student planners for nightly communication between parents and teachers.	ELL Contact and CLFS	Attendance sheet indicating an increase in parent participation. teacher monitoring of agendas	Sign in log and materials in multiple languages.
2	Multiple familes unable to attend school activities because of personal and work schedules.	Hold School Advisory Committee meeting in local communities.	Principal and SAC Chairs	Attendance sheets and minutes of SAC meetings identifying location(s) of SAC meetings.	SAC Minutes.
3	Multiple familes unable to attend school activities because of personal and work schedules.	Utilize Open House, FCAT Night, Title 1, and school sponsored events to increase parent involvement.	Principal and assistant principal	Monthly newsletter, Edline and marquee will indicate events and meetings.	Newsletter and Sign in logs.
4	Involving parents in the School Advisory Committee	Announcements of parent involved groups and encouraging parents to become involved in the decision making process on school operations through the SAC Committee.	Title 1 Liasion, A.P., Principal, SAC Chair	Attendance sheets and minutes of SAC meetings identifying location(s) of SAC meetings.	SAC Minutes
5					

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
Open House FCAT NIGHTS Literacy Nights Title I PTA SAC	School wide	Classroom teachers	school wide	Wednesday Night	Attendance logs	Assistant Principal

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
purchase postage for mail outs to parents and community	postage for mail outs	Title I	$500.00
purchase agenda planners	agenda planners. printer ink , food for parent meetings, copy paper	Title I	$2,500.87
hire parent involvement liason	part time in system	Title I	$1,987.00
			Subtotal: $4,987.87
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: $4,987.87

End of Parent Involvement Goal(s)

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

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

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

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

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

Technology Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Technology Goal Technology Goal #1:	By June 2013, 100% of instructional staff members will incorporate technology into their daily instruction.
2012 Current level:	2013 Expected level:
92% of staff members were incorporating technology	95% 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	teachers lack of time to practice new programs and review reports	Use technology resource teacher(TRT) as a Just in time support and trainer and create a technology cadre for additional support when TRT is not available	Reading Coach, Technology Choice Coordinator	pulling Reading Plus and ReflexMath reports showing student usage utilizing Reading Plus and Reflexmath	Reading Plus and Reflexmath 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
ReflexMath	K-5	Vendor representative	School-wide	Afterschool two days	Technology Resource Teacher will provide support Create and share a list of names of a Technology Support Group for various programs	Technolgy Resource Teacher Administration Classroom teachers
Gizmos	3-5	vendor representative	Grade level teachers and support staff	Planning periods	Technology Resource Teacher will provide support Create and share a list of names of a Technology Support Group for various programs	Technolgy Resource Teacher Administration Classroom teachers
ReadingPlus	3-5	vendor representative	Grade level teachers and support staff for	PDD Days	Technology Resource Teacher will provide support Create and share a list of names of a	Technology Resource Teacher Administration

			reading		Technology Support Group for various programs	Classroom teachers

Budget:

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

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Hire a Reading Coach	salary for reading coach/resource teachers	Title I	$67,588.00
Reading	Hire substitutes to allow teachers to attend trainings	substitutes for teacher release time for PD	Title I	$1,891.13
Reading	teacher collaboration	part time in system	Title I	$721.00
Reading	provide extended tutorial	supplies paper printer ink Florida Ready books response boards chart paper pens and pencils	Title I	$3,000.00
Reading	provide classroom supplies	part time in system	Title I	$3,125.00
Mathematics	Provide extended tutorial	paper, printer ink, Florida Ready practice books, pens, pencils, chart paper , markers	Title I	$2,000.00
Mathematics	provide extended tutorial	part time in system	Title I	$3,125.00
Mathematics	Purchase Reflexmath Program	online subscription /software rental/ license	Title I	$3,000.00
Science	Provide extended tutorial	part time in system	Title I	$1,250.00
Writing	purchase classroom supplies to support writing	composition books and response boards	Title I	$1,000.00
Parent Involvement	purchase postage for mail outs to parents and community	postage for mail outs	Title I	$500.00
Parent Involvement	purchase agenda planners	agenda planners. printer ink , food for parent meetings, copy paper	Title I	$2,500.87
Parent Involvement	hire parent involvement liason	part time in system	Title I	$1,987.00
Technology				$0.00
				Subtotal: $91,688.00

Technology

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

Professional Development

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

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $91,688.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn 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 (Uploaded on 9/23/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✔ Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

SAC will meet the first wednesday of every month at 6:00 PM to review and monitor the SIP.
Review purpose statement and SAC Bylaws.
Conduct data analysis to determine strengths and weaknesses and focus of SIP.
Provide input for Title I budget
Assist in recruiting and retaining SAC Members

AYP DATA

SCHOOL GRADE DATA

No Data Found

Palm Beach School District BOCA RATON ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	74%	65%	94%	56%	289	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	67%	52%			119	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?	50% (YES)	57% (YES)			107	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					515	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District BOCA RATON ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	76%	86%	67%	308	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%	58%			131	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?	67% (YES)	57% (YES)			124	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					563	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested