



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Discovery Key Elementary School

3550 LYONS RD

Lake Worth, FL 33467

561-491-8200

www.edline.net/pages/discovery_key_elementary

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 43%
Alternative/ESE Center No	Charter School No	Minority Rate 42%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A	2009-10 A
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Discovery Key Elementary Schl

Principal

Catherine Lewis

School Advisory Council chair

Christina Martinez

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Catherine Lewis	Principal
Diana Hammond	Assistant Principal
Joy Maiden	ESE Coordinator
Jenny Duesler	Counselor/SBT Leader
April Bass	School Psychologist
June Neely-Williams	SAI
Susan Wallace	ESE Teacher
Jessica Rosenfeld	SACC Director
Leanne Franklin	Speech
Carlee Knight	School Nurse
Analida Mortell	CLF

District-Level Information

District

Palm Beach

Superintendent

Mr. E. Wayne Gent

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Susan Wallace: ESE Teacher and SAC voting member.

Christina Martinez: 4th Grade Teacher and SAC Chair.

Trisha Stenhouse: 1st Grade Teacher and SAC Secretary.

Kenya McCarty: Parent and SAC voting member.

Michelle Stearns: Parent and SAC voting member.
Laura Miolla: Parent and SAC Historian
Camryn DelRio Linton: Parent and SAC Co-Chair
Lisa Kuperman: Parent and SAC voting member.
Janine Coschigano: Non Instructional SAC voting member
Catherine Lewis: Principal and SAC voting member
Ruby Allen: Parent and SAC voting member
Danielle Hedrick: Parent and SAC voting member

Involvement of the SAC in the development of the SIP

The SAC Chair and Principal went over current assessment data to input in SIP and present to SAC members for approval. It is a work in progress and it will be updated as needed throughout the 2013-2014 school year.

Activities of the SAC for the upcoming school year

SAC will be meeting on Wednesdays starting September 11, 2013 at 2:30 PM. The next meeting will be on October 16, 2013 and we will have four subsequent meetings during the school year. SAC members will vote on the SIP plan and review and modify the school vision and mission. The bylaws will also be reviewed and updated this school year.

Projected use of school improvement funds, including the amount allocated to each project

The school improvement fund will be used for substitute teachers (\$1,500), so teachers can go to workshops or professional development. SRA Kits will be purchased for reading (\$2,700).

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Catherine Lewis

Principal

Years as Administrator: 11

Years at Current School: 4

Credentials

EDUCATION

Bachelor of Science- Elementary Education, University of Central Florida
 Master of Science, Nova Southeastern University;
 Education Specialist, Florida Atlantic University

STATE OF FLORIDA CERTIFICATIONS

School Principal all levels,
 Elementary Education (1-6)
 ESOL Endorsement
 English 6-12.

Performance Record

Principal of Discovery Key Elementary School 2011-2012: Grade A, Reading Mastery: 90%, Math Mastery:70%, Science Mastery: 86%, Writing Mastery 81%, Learning Gains Reading: 74%, Learning Gains Math: 71%, Adequate Progress Lowest 25% Reading: 67%, Adequate Progress Lowest 25% Math: 65%.

Principal of Discovery Key Elementary School 2010-2011: Grade A, Reading Mastery: 90%, Math Mastery: 88%, Science Mastery 89%, Writing Mastery 96%. AYP: 85%. SWD, Hispanic and Economically Disadvantaged Students did not make AYP in Reading or Math.

Principal of Calusa ES in 2009-2010: Grade: A, Reading Mastery: 89%, Math Mastery: 88%, Science Mastery: 80%, Writing Mastery: 92%. AYP: 90%. SWD did not make AYP in Reading, Hispanic students did not make AYP in Math.

Principal of Calusa ES in 2008-2009:

Grade: A, Reading Mastery: 91%, Math Mastery: 89%, Science Master: 78%, Writing Mastery: 94%. AYP: 97%. ED did not make AYP in Reading.

Assistant Principal of Atlantic HS in 2007-2008: Grade: C, Reading Mastery: 49%, Math Mastery: 69%, Science Mastery: 44%, Writing Master: 77%. AYP: 69%, Black, Hispanic, ED, ELL and SWD did not meet AYP in Reading. Black, ED, ELL and SWD did not meet AYP in Math.

Assistant Principal of J. C. Mitchell ES 2006-2007: Grade:A, Reading Mastery 88%, Math Mastery 89%, Writing Mastery 95%, Science Mastery 57%. AYP: 100%.

2005-2006: Grade A, Reading Mastery 85%, Math Mastery 79%, Writing Mastery 93%. AYP: 100%.

2004-2005: Grade: A, Reading Mastery 82%, Math Mastery 79%, Writing Mastery 93%. AYP: 100%.

2003-2004: Grade: A, Reading Mastery 84%, Math Mastery 72%, Writing Mastery 94%. AYP: 100%.

Diana Hammond

Asst Principal

Years as Administrator: 4

Years at Current School: 1

Credentials

EDUCATION

Nova Southeastern University, Fort Lauderdale-Davie, FL- Currently working on Doctorate on Instructional Leadership, Fischler School of Education and Human Services, 2008-on-going
 Nova Southeastern University, Fort Lauderdale-Davie, FL- Master of Science in Educational Leadership, Fischler School of Education and Human Services, May 31, 2007

Florida International University, Miami, FL- Bachelor of Science in Communication, School of Journalism and Mass Communication, April 19, 1996

CERTIFICATIONS

Educational Leadership (All Levels)
 English (Grades 6-12)
 Journalism (Grades 6-12)
 Adult Education Instruction (ABE/GED & ESOL)

Performance Record

Teacher, Forest Hill High School (Title 1),

2012-2013:

2011-2012:

Assistant Principal, Dwight D. Eisenhower Elementary (Title 1) (AAA); Palm Beach Gardens, FL — 2010-2011
 Grade A

Reading Mastery: 76%, Math Mastery: 72%, Science Mastery: 74%, Writing Mastery 98%, Learning Gains Reading: 64%, Learning Gains Math: 68%, Adequate Progress Lowest Reading: 57%, Adequate Progress Lowest 67% Math

Assistant Principal, Dwight D. Eisenhower Elementary (Title 1) (AAA); Palm Beach Gardens, FL — 2009-2010
 Grade B

Reading Mastery: 78%, Math Mastery:72%, Science Mastery: 60%, Writing Mastery 88%, Learning Gains Reading: 67%, Learning Gains Math 51%. Adequate Progress Lowest Reading: 47%, Adequate Progress Lowest 53% Math.

Assistant Principal, Dwight D. Eisenhower Elementary (Title 1) (AAA); Palm Beach Gardens, FL — 2008-2009
 Grade A

Reading Mastery: 86%, Math Mastery: 80%, Science Mastery: 61%, Writing Mastery 86%, Learning Gains Reading: 83%, Learning Gains Math: 74%, Adequate Progress Lowest 77% Reading: 73%, Adequate Progress Lowest Math.

Classroom Teachers

of classroom teachers

66

receiving effective rating or higher

66, 100%

Highly Qualified Teachers

98%

certified in-field

62, 94%

ESOL endorsed

43, 65%

reading endorsed

5, 8%

with advanced degrees

17, 26%

National Board Certified

8, 12%

first-year teachers

1, 2%

with 1-5 years of experience

4, 6%

with 6-14 years of experience

29, 44%

with 15 or more years of experience

30, 45%

Education Paraprofessionals

of paraprofessionals

10

Highly Qualified

0, 0%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

The school uses the district strategies of the Educator Support Program for new teachers. Also clinical education training is available to teachers who aspire to be teacher leaders. Teachers are also extended professional development for inservice points.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Each new teacher to Discovery Key is given a teacher mentor. The responsibilities of the mentors are introducing new staff, working on team planning, communication, model lessons plans and answering any and all questions for the new personnel.

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

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The Rtl Leadership Team will discuss the necessity of Rtl with the School Advisory Council (SAC) in an effort to help develop, implement and maintain the SIP. The team will provide generic data on Tier 1, 2 and 3 targets, in an effort to ensure student privacy; academic and social/emotional areas that need to be addressed; will set clear expectations for instruction (Rigor, Relevance, Relationship); will facilitate the development of a systematic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining and Summarizing); and align processes and procedures.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Mrs. Lewis, Principal, provides a common vision for the use of data-based decision making, ensures that the school-based team is implementing Rtl with fidelity, conducts assessment of Rtl skills of school staff, including students who are identified as ELL students, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and designates liaisons to communicate with parents regarding school-based Rtl plans and activities.

General Education Teachers (Primary and Intermediate): Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2 activities.

Exceptional Student Education ESE Teachers: Participate in student data collection, integrate core instructional activities/materials into Tier 2 instruction, and collaborate with general education teachers through such activities as co-teaching and consultation.

The School Based Team (SBT) includes, Mrs. Lewis, Principal, Unnamed, Assistant Principal, Joy Maideni, ESE Coordinator, , School Based Team Leader, Jenny Duesler, Guidance Counselor, April Black, School Psychologist, Carlee Knight, School Nurse, Leanne Franklin, SLP, June Neely-Williams, SAI Teacher, Analida Mortell, CLF and Jessica Rosenfeld, SACC Director. The SBT will identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student needs while working with one another on evidence-based intervention strategies; assist with whole school screening programs that provide early intervention services for children to be considered "at risk"; assist in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

School Psychologist: Participates in collection, interpretation and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologist: Educates the team in ways to identify a language delay, assessing and instructing, as well as identifying the appropriate intervention; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Language Facilitator, Analida Mortell, will provide support to students identified as ELL.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The RtI Leadership Team will discuss the necessity of RtI with the School Advisory Council (SAC) in an effort to help develop, implement and maintain the SIP. The team will provide generic data on Tier 1, 2 and 3 targets, in an effort to ensure student privacy; academic and social/emotional areas that need to be addressed; will set clear expectations for instruction (Rigor, Relevance, Relationship); will facilitate the development of a systematic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining and Summarizing); and align processes and procedures.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data:

Florida Comprehensive Assessment Test (FCAT)
 Curriculum Based Measurement (CBM)
 Florida Assessment for Instruction in Reading (FAIR) - K Only
 Palm Beach County Fall Diagnostics
 Palm Beach Writes
 K-4 Literacy Assessment System (Running Records)
 Diagnostic Assessment for Reading (DAR) SAI Students
 Comprehensive English Language Learning Assessment (CELLA)
 Office Discipline Referrals
 Retentions
 Absences/Tardies

Midyear data:

Curriculum Based Measurement (CBM)
 Diagnostic Assessment for Reading (DAR) SAI Students
 Palm Beach County Winter Diagnostics
 Palm Beach Writes
 K-4 Literacy Assessment System

End of year data:

Curriculum Based Measurement (CBM)
 Florida Comprehensive Assessment Test (FCAT)
 FCAT Writes

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional development will be provided during teachers' common planning time, Learning Team Meetings and Professional Development Days. Small sessions will occur throughout the year to discuss the RTI process and the affect the process has a school-wide initiative as well as on individual students' basis. As updated information becomes available, the RTI Facilitator will share the information with the staff.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year:

Strategy Purpose(s)

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How is data collected and analyzed to determine the effectiveness of this strategy?

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Lynn Bruckner	Kindergarten Teacher
Trisha Stenhouse	1st Grade Teacher
Kelly Burger	2nd Grade Teacher
Francine Savoie	3rd Grade Teacher
Carolyn Siew	3rd Grade Teacher
Erica Simon	4th Grade Teacher
Megan Chaney	5th Grade Teacher
Michelle Groome	Fine Arts Teacher
Andrea Drummond	Speech Teacher

How the school-based LLT functions

The LLT will meet monthly to evaluate and review the SIP goals as well as the effectiveness of the literacy professional development occurring during PDDs and Learning Team Meetings. The LLT will communicate with both the professional development team as well as the SBT to ensure the literacy initiatives are being implemented with fidelity.

Major initiatives of the LLT

1. Target our lowest 25% ensuring PD on using interventions that match student deficits.
2. Oversee the progress of building and leveling classroom libraries to ensure that students have a variety of books to choose from that match their text levels and interests as well as books that have the right complexity levels.
3. Planning a comprehensive Family Literacy Night.
4. Overseeing the implementation of the 120 minute reading blocks and ensuring the fidelity of the implementation of balanced literacy in grades K-5
5. Implementation of Reciprocal Teaching K-5
6. Implementation of the Common Core Standards

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Administration and teachers will review student assessment results including progress monitoring data to determine if students are making adequate progress toward benchmark. The district Diagnostic assessment and ongoing progress monitoring tools will be used to monitor.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	74%	No	80%
American Indian				
Asian	93%	86%	No	93%
Black/African American	66%	63%	No	69%
Hispanic	68%	68%	Yes	71%
White	83%	77%	No	85%
English language learners	60%	25%	No	64%
Students with disabilities	58%	47%	No	62%
Economically disadvantaged	69%	68%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	112	28%	33%
Students scoring at or above Achievement Level 4	180	45%	50%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		21%
Students scoring at or above Level 7	13	68%	73%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	312	75%	80%
Students in lowest 25% making learning gains (FCAT 2.0)	46	76%	81%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	24	53%	58%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		20%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		14%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	91	69%	74%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		88%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	73%	70%	No	75%
American Indian				
Asian	93%	86%	No	93%
Black/African American	66%	58%	No	69%
Hispanic	64%	60%	No	68%
White	77%	77%	Yes	79%
English language learners	64%	33%	No	68%
Students with disabilities	53%	52%	No	58%
Economically disadvantaged	63%	59%	No	67%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	136	34%	39%
Students scoring at or above Achievement Level 4	141	35%	40%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		47%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		47%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	349	84%	89%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	54	77%	82%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	73%		No	75%
American Indian				
Asian	93%		No	93%
Black/African American	66%		No	69%
Hispanic	64%		No	68%
White	77%		No	79%
English language learners	64%		No	68%
Students with disabilities	53%		No	58%
Economically disadvantaged	63%		No	67%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)			
Students in lowest 25% making learning gains (EOC)			

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	26	21%	26%
Students scoring at or above Achievement Level 4	73	59%	64%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		30%
Students scoring at or above Level 7	[data excluded for privacy reasons]		67%

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		100
Participation in STEM-related experiences provided for students	1	75%	100%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses			
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses			
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 7: Social Studies

U.S. History End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	24	2%	2%
Students retained, pursuant to s. 1008.25, F.S.	5	0%	0%
Students who are not proficient in reading by third grade	36	25%	20%
Students who receive two or more behavior referrals	2	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject			
Students with grade point average less than 2.0			
Students who fail to progress on-time to tenth grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.			
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)			
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.			
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Discovery Key will continue to meet 100% of the Five Star Criteria.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
			100%

Area 10: Additional Targets

Additional targets for the school

Discovery Key Elementary will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

1. History of Holocaust
2. History of Africans and African Americans
3. Hispanic Contributions
4. Women's Contributions
5. Sacrifices of Veterans

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Kindergarten - Veterans	132	100%	100%
First Grade - Veterans	132	100%	100%
Second Grade - African Americans	137	100%	100%
Third Grade - Holocaust	150	100%	100%
Fourth Grade - Hispanic Contributions	131	100%	100%
Fifth Grade - Women's Contributions	126	100%	100%

Goals Summary

- G1.** There will be a 20% increase in the number of students scoring at or above Achievement Level 7 in Science on the 2014 FAA.
- G2.** There will be a 5% increase in the number of students scoring at or above Achievement Level 4 in Science.
- G3.** There will be a 20% decrease in the percentage of students not performing at Levels 4, 5, and 6 on the 2014 FAA in Science.
- G4.** There will be a 5% increase in the number of students receiving Level 3 on the 2014 FCAT Science.
- G5.** There will be a 10% decrease of Economically Disadvantaged students not making satisfactory progress in Math on the 2014 FCAT.
- G6.** There will be a 10% decrease of SWD not making satisfactory progress on the 2014 FCAT Math
- G7.** There will be a 14% decrease in ELLs not making satisfactory progress on the 2014 FCAT Math.
- G8.** There will be a 10% decrease in the percentage of White, Black, Hispanic and American Indian students no making satisfactory progress in Math on the 2014 FCAT.
- G9.** There will be a 9% increase of students in the lowest 25% making Learning Gains on the 2014 FCAT Math.
- G10.** There will be an 8% increase in the number of students making Learning Gains in Math on the 2014 Florida Alternate Assessment.
- G11.** There will be a 5% increase in the number of students receiving Learning Gains on the 2014 Math FCAT.
- G12.** There will be a 10% increase in the number of students scoring at or above achievement level 7 in Math on the 2014 Florida Alternate Assessment.
- G13.** 62% of students in grades 3-5 will achieve above proficiency (FCAT Levels 4-5) on the 2014 Math FCAT.
- G14.** There will be an 8% increase in the number of students performing at levels 4, 5, and 6 on the 2014 Florida Alternate Assessment in Math.

- G15.** There will be a 5% increase in the number of students receiving a level 3 on the 2014 FCAT Math.
- G16.** There will be a 15% decrease in the ELL students not making satisfactory progress on the 2014 FCAT 2.0 in Reading.
- G17.** There will be a 10% decrease in the number of White, Black, Hispanic, Asian, and American Indian students not making satisfactory progress in Reading on the 2014 FCAT 2.0.
- G18.** There will be a 5% increase in the number of students in the lowest 25% making Learning Gains on the 2014 Reading FCAT 2.0.
- G19.** There will be an 8% increase in the number of students making Learning Gains in Reading on the 2014 Florida Alternative Assessment.
- G20.** There will be a 5% increase in the number of students receiving a Learning Gain on the 2014 Reading FCAT 2.0.
- G21.** There will be an 8% increase in the number of students performing at levels 4, 5, and 6 on the 2014 Florida Alternative Assessment in Reading and an 8% increase in the number of students scoring at or above Achievement Level 7 in Reading.
- G22.** There will be a 5% increase in the number of students scoring 4.0 or higher on the FCAT Writes.
- G23.** There will be a 5% increase in the number of students receiving a level 3 on the 2014 FCAT 2.0 and a 5% increase in the number of students scoring at or above Achievement Level 4 in FCAT 2.0 Reading.

Goals Detail

G1. There will be a 20% increase in the number of students scoring at or above Achievement Level 7 in Science on the 2014 FAA.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G2. There will be a 5% increase in the number of students scoring at or above Achievement Level 4 in Science.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Enrichment opportunities utilizing Buckle Down Science FCAT books, essential labs, FCAT Explorer
- SECME is an extracurricular science club for fifth grade students to enroll in.

Targeted Barriers to Achieving the Goal

- Lack of enrichment opportunities.

Plan to Monitor Progress Toward the Goal

Analysis of student products

Person or Persons Responsible

Teachers and administrators

Target Dates or Schedule:

Periodically

Evidence of Completion:

FCAT 2014

G3. There will be a 20% decrease in the percentage of students not performing at Levels 4, 5, and 6 on the 2014 FAA in Science.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

-

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G4. There will be a 5% increase in the number of students receiving Level 3 on the 2014 FCAT Science.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Teachers in grades 3-5 will participate in "science fair" activities and/or will host parent science night.
- Students will complete bellringers each day to help with higher order thinking questions and will be tested on key comprehension questions provided in the scope and sequence for science.
- Teachers will provide students with at least two labs that go along with the scope and sequence each week.
- Utilize a daily science journal and all students will create the science vocabulary cards that are provided in the FCAT workbook.
- Some of the science reading will be integrated into the reading block as well as written responses to questions within the writing block.

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Common assessments and diagnostic testing

Person or Persons Responsible

Teachers and administrators

Target Dates or Schedule:

periodically

Evidence of Completion:

FCAT 2014 Science

G5. There will be a 10% decrease of Economically Disadvantaged students not making satisfactory progress in Math on the 2014 FCAT.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Remedial groups...review assignments on the computer to catch up with the prerequisite skills.
- Bi-weekly LTMs will be conducted for teachers and administrators to collaborate, review assessment data, and plan lessons for diverse learners.
- Provide 5th grade math teachers with time in the lab to practice computer based testing using Core K-12 and Think Central

Targeted Barriers to Achieving the Goal

- Prerequisite skills

Plan to Monitor Progress Toward the Goal

Common assessments and Fall and Winter Diagnostics

Person or Persons Responsible

Teachers and administrators

Target Dates or Schedule:

Periodically

Evidence of Completion:

FCAT 2014

G6. There will be a 10% decrease of SWD not making satisfactory progress on the 2014 FCAT Math

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Remedial groups...review assignments on the computer to catch up with the prerequisite skills.
- Bi-weekly LTMs will be conducted for teachers and administrators to collaborate, review assessment data, and plan lessons for diverse learners.
- Provide 5th grade math teachers with time in the lab to practice computer based testing using Core K-12 and Think Central

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Common assessments and Fall and Winter Diagnostics

Person or Persons Responsible

Teachers and administrators

Target Dates or Schedule:

Periodically

Evidence of Completion:

FCAT 2014

G7. There will be a 14% decrease in ELLs not making satisfactory progress on the 2014 FCAT Math.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

•

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G8. There will be a 10% decrease in the percentage of White, Black, Hispanic and American Indian students no making satisfactory progress in Math on the 2014 FCAT.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Small group instruction(during the school day) will be provided by teachers and RTI facilitator.
- Remedial groups to review prerequisite skills on Gizmo's to catch up with the prerequisite skills.
- Interactive Word Wall, Oral Language Lessons, math notebook
- Common Assessments and teachers in grades 3-5 will conduct daily activities such as those previously mentioned.

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Classroom assessments and Diagnostic scores from Fall and Winter

Person or Persons Responsible

Teachers and RTI facilitator

Target Dates or Schedule:

Periodically

Evidence of Completion:

FCAT 2014...a score of 3 or higher for each subgroup.

G9. There will be a 9% increase of students in the lowest 25% making Learning Gains on the 2014 FCAT Math.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Common Assessments, Teachers in grades 3-5 will conduct daily activities such as Everyday Counts, Problem of the Day, etc. and will provide students use of VMATH Live, Grab and Go, Mega math, etc.
- Interactive Word Walls, Oral Language Lessons, Math notebook. Students will have review assignments on Gizmo's to catch up on prerequisite skills, and an FCAT tutorial program will be offered to students in the lowest 25% in grades 3-5.

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Data analysis and Diagnostic Scores from Fall and Winter.

Person or Persons Responsible

Teachers and administrators

Target Dates or Schedule:

Daily

Evidence of Completion:

FCAT 2014

G10. There will be an 8% increase in the number of students making Learning Gains in Math on the 2014 Florida Alternate Assessment.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle FAA, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

-

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G11. There will be a 5% increase in the number of students receiving Learning Gains on the 2014 Math FCAT.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Common Assessments
- Teachers will increase the use of manipulative and technology when teaching math skills.
- Implement differentiated instruction with fidelity.

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Diagnostic scores from Fall and Winter score reports

Person or Persons Responsible

Teachers and administrators

Target Dates or Schedule:

When test scores are available

Evidence of Completion:

FCAT 2014

G12. There will be a 10% increase in the number of students scoring at or above achievement level 7 in Math on the 2014 Florida Alternate Assessment.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle FAA)

Resources Available to Support the Goal

-

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G13. 62% of students in grades 3-5 will achieve above proficiency (FCAT Levels 4-5) on the 2014 Math FCAT.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle FCAT 2.0)

Resources Available to Support the Goal

- Provide learning support to students through math enrichment FCAT tutorial program.
- Differentiated instruction.
- Common assessments, daily activities such as Everyday Counts, Mountain Math, Think Central, Problem of the Day, or Daily Math drills.
- Teachers utilize math scope and sequence on Learning Village.
- Students predicted at levels 4 -5 will receive enrichment opportunities utilizing small groups, technology and math grab and go challenges.

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Diagnostic scores on the Fall and Winter score reports

Person or Persons Responsible

Teachers and administrators

Target Dates or Schedule:

After scores come out

Evidence of Completion:

FCAT 2014

G14. There will be an 8% increase in the number of students performing at levels 4, 5, and 6 on the 2014 Florida Alternate Assessment in Math.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle FAA)

Resources Available to Support the Goal

- Students participating in FAA will be instructed on grade level State Standards with grade level text to expose them to a rigorous curriculum.

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Classroom walkthroughs and ongoing analysis of formative and summative assessments.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Periodically

Evidence of Completion:

Analysis of Marzano observations.

G15. There will be a 5% increase in the number of students receiving a level 3 on the 2014 FCAT Math.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle FCAT 2.0)

Resources Available to Support the Goal

- Continued teacher trainings and focus on Learning Village Scope and Sequence.
- Provide mini lessons using technology and practice using technology.

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Data analysis

Person or Persons Responsible

Teachers and administrators

Target Dates or Schedule:

Periodically

Evidence of Completion:

Common Assessments, Diagnostics and FCAT 2014.

G16. There will be a 15% decrease in the ELL students not making satisfactory progress on the 2014 FCAT 2.0 in Reading.

Targets Supported

- Reading (Learning Gains, CELLA)

Resources Available to Support the Goal

-

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G17. There will be a 10% decrease in the number of White, Black, Hispanic, Asian, and American Indian students not making satisfactory progress in Reading on the 2014 FCAT 2.0.

Targets Supported

- Reading (Learning Gains, CELLA)

Resources Available to Support the Goal

- Use of ESOL Endorsed Teachers for the ELL students.

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Review student assessment results.

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule:

Regularly

Evidence of Completion:

Classroom evaluations and Diagnostics.

G18. There will be a 5% increase in the number of students in the lowest 25% making Learning Gains on the 2014 Reading FCAT 2.0.

Targets Supported

- Reading (FCAT2.0, Learning Gains)

Resources Available to Support the Goal

- Provide students who are performing below grade level in reading with a minimum of 30 minutes of intensive instructional interventions that match student deficits.
- Student achievement/data chats will be conducted with all students following the Fall and Winter Diagnostics to identify strengths and weaknesses and to set goals.

Targeted Barriers to Achieving the Goal

- Students not meeting pupil progression require additional time for intensive reading instruction.
- Students are not aware of their own progress including strengths and weaknesses.

Plan to Monitor Progress Toward the Goal

A weekly progress monitoring tool (SRA, Reading A-Z, Time for Kids) will be used to track response to intervention.

Person or Persons Responsible

Classroom teacher and administrators

Target Dates or Schedule:

Weekly

Evidence of Completion:

Diagnostics

G19. There will be an 8% increase in the number of students making Learning Gains in Reading on the 2014 Florida Alternative Assessment.

Targets Supported

- Reading (FAA, Learning Gains)

Resources Available to Support the Goal

-

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G20. There will be a 5% increase in the number of students receiving a Learning Gain on the 2014 Reading FCAT 2.0.

Targets Supported

- Reading (FCAT2.0, Learning Gains)

Resources Available to Support the Goal

- Learning Team Meetings will focus on new testing specifications.
- Implement differentiated instruction with fidelity

Targeted Barriers to Achieving the Goal

- Accommodating different learning styles.

Plan to Monitor Progress Toward the Goal

Formative and summative assessments including mini classroom assessments, Diagnostics, and SRI

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G21. There will be an 8% increase in the number of students performing at levels 4, 5, and 6 on the 2014 Florida Alternative Assessment in Reading and an 8% increase in the number of students scoring at or above Achievement Level 7 in Reading.

Targets Supported

Resources Available to Support the Goal

- Students participating in FAA will be instructed on grade level State Standards with grade level text to expose them to a rigorous curriculum.

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Classroom walk throughs and ongoing analysis of formative and summative assessments

Person or Persons Responsible

Administration

Target Dates or Schedule:

Periodically

Evidence of Completion:

Analysis of Marzano Observations

G22. There will be a 5% increase in the number of students scoring 4.0 or higher on the FCAT Writes.

Targets Supported

- Writing

Resources Available to Support the Goal

- Bi-weekly LTM meetings will be held for teachers and administration to collaborate, review assessment data, and plan lessons for diverse learners.
- Writing Process used in all subject areas daily.
- Interactive word walls, vocabulary notebooks, and oral language lessons.

Targeted Barriers to Achieving the Goal

- Time constraints and changes in the expectations on the writing test.
- Student motivation.
- Vocabulary development

Plan to Monitor Progress Toward the Goal

Palm Beach Writes and classroom assessments, monitoring of revision and editing process, monitoring of students' writing samples for vocabulary development.

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule:

Daily monitoring; bi-weekly LTM's

Evidence of Completion:

Palm Beach Writes combined with classroom assessments and 2014 FCAT Writes

G23. There will be a 5% increase in the number of students receiving a level 3 on the 2014 FCAT 2.0 and a 5% increase in the number of students scoring at or above Achievement Level 4 in FCAT 2.0 Reading.

Targets Supported

- Reading (AMO's, FCAT2.0)

Resources Available to Support the Goal

- Student achievement/data chats will be conducted with all students following Fall and Winter Diagnostic Assessments to identify strengths and weaknesses and set goals.
- Follow Learning Village Scope and Sequence and Learning Team Meeting discussions.
- Students participating in FAA will be instructed on grade level state standards with grade level text to expose them to rigorous curriculum.
- Ability grouping within departmentalized model.
- Enrichment opportunities for students scoring predicted level 4 & 5, utilizing SRA labs form a minimum of 30 minutes per day
- Reading Counts will be implemented in grades K-5

Targeted Barriers to Achieving the Goal

- Time constraints
- Critical thinking skills embedded in instruction
- Lack of enrichment opportunities
- Student motivation to independently read

Plan to Monitor Progress Toward the Goal

Fall and Winter Diagnostics, Palm Beach Writes, Common assessments, mini assessments

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule:

Periodically

Evidence of Completion:

Scores from Common assessments, mini assessments, SRI, RRR, EDW (Diamond Report)

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G2. There will be a 5% increase in the number of students scoring at or above Achievement Level 4 in Science.

G2.B1 Lack of enrichment opportunities.

G2.B1.S1

Action Step 1

Science Workshops

Person or Persons Responsible

Teachers

Target Dates or Schedule

Periodically

Evidence of Completion

PD documentation

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5. There will be a 10% decrease of Economically Disadvantaged students not making satisfactory progress in Math on the 2014 FCAT.

G5.B1 Prerequisite skills

G5.B1.S1 Teachers will attend workshops.

Action Step 1

Math Workshops

Person or Persons Responsible

Teachers

Target Dates or Schedule

Periodically

Evidence of Completion

PD documenation

Facilitator:

Palm Beach County

Participants:

Writing teachers

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Writing Workshops

Person or Persons Responsible

Administrators

Target Dates or Schedule

Periodically

Evidence of Completion

PDD

Plan to Monitor Effectiveness of G5.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G20. There will be a 5% increase in the number of students receiving a Learning Gain on the 2014 Reading FCAT 2.0.

G20.B2 Accommodating different learning styles.

G20.B2.S1 PDD workshops to train teachers to use differentiated approaches to differentiated learning styles.

Action Step 1

Differentiated Learning workshops

Person or Persons Responsible

Teachers

Target Dates or Schedule

Periodically

Evidence of Completion

PD Documentation

Facilitator:

District Provided

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G20.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G20.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G23. There will be a 5% increase in the number of students receiving a level 3 on the 2014 FCAT 2.0 and a 5% increase in the number of students scoring at or above Achievement Level 4 in FCAT 2.0 Reading.

G23.B1 Time constraints

G23.B1.S1 Student achievement/data chats will be conducted with all students following Fall and Winter Diagnostic Assessments during Independent Reading to identify strengths and weaknesses and set goals.

Action Step 1

Reading Workshops

Person or Persons Responsible

Teachers

Target Dates or Schedule

Periodically

Evidence of Completion

PD documentation

Plan to Monitor Fidelity of Implementation of G23.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G23.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Our school integrates Single School Culture by sharing our UNIVERSAL GUIDELINES FOR SUCCESS, following our BEHAVIORAL MATRIX and teaching EXPECTED BEHAVIORS, COMMUNICATING with parents, and MONITORING SwPBS. We update our ACTION PLANS during Learning Team Meetings. We instill an appreciation for multicultural diversity through our antibullying campaign, structured lessons, and implementation of SwPBS programs.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G5. There will be a 10% decrease of Economically Disadvantaged students not making satisfactory progress in Math on the 2014 FCAT.

G5.B1 Prerequisite skills

G5.B1.S1 Teachers will attend workshops.

PD Opportunity 1

Math Workshops

Facilitator

Palm Beach County

Participants

Writing teachers

Target Dates or Schedule

Periodically

Evidence of Completion

PD documentation

G20. There will be a 5% increase in the number of students receiving a Learning Gain on the 2014 Reading FCAT 2.0.

G20.B2 Accommodating different learning styles.

G20.B2.S1 PDD workshops to train teachers to use differentiated approaches to differentiated learning styles.

PD Opportunity 1

Differentiated Learning workshops

Facilitator

District Provided

Participants

Teachers

Target Dates or Schedule

Periodically

Evidence of Completion

PD Documentation

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	There will be a 5% increase in the number of students scoring at or above Achievement Level 4 in Science.	\$500
G5.	There will be a 10% decrease of Economically Disadvantaged students not making satisfactory progress in Math on the 2014 FCAT.	\$500
G23.	There will be a 5% increase in the number of students receiving a level 3 on the 2014 FCAT 2.0 and a 5% increase in the number of students scoring at or above Achievement Level 4 in FCAT 2.0 Reading.	\$500
Total		\$1,500

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
SAC	\$1,500	\$1,500
Total	\$1,500	\$1,500

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G2. There will be a 5% increase in the number of students scoring at or above Achievement Level 4 in Science.

G2.B1 Lack of enrichment opportunities.

G2.B1.S1

Action Step 1

Science Workshops

Resource Type

Professional Development

Resource

District provided workshops

Funding Source

SAC

Amount Needed

\$500

G5. There will be a 10% decrease of Economically Disadvantaged students not making satisfactory progress in Math on the 2014 FCAT.

G5.B1 Prerequisite skills

G5.B1.S1 Teachers will attend workshops.

Action Step 1

Math Workshops

Resource Type

Professional Development

Resource

District provided teacher workshops

Funding Source

SAC

Amount Needed

\$500

G23. There will be a 5% increase in the number of students receiving a level 3 on the 2014 FCAT 2.0 and a 5% increase in the number of students scoring at or above Achievement Level 4 in FCAT 2.0 Reading.

G23.B1 Time constraints

G23.B1.S1 Student achievement/data chats will be conducted with all students following Fall and Winter Diagnostic Assessments during Independent Reading to identify strengths and weaknesses and set goals.

Action Step 1

Reading Workshops

Resource Type

Professional Development

Resource

District provided reading workshops

Funding Source

SAC

Amount Needed

\$500