

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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325 West Gaines Street
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School Name: ELBRIDGE GALE ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Gail Pasterczyk

SAC Chair: Kristen Rulison

Superintendent: E. Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 11/26/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					Principal of Elbridge Gale Elem 2010-2011: Grade: A, Reading Mastery: 87%, Math Mastery: 87%, Science Mastery: 75% Writing Mastery: 100%, Learning Gains in Reading: 73% Learning Gains in Math: 65% Lowest 25% Reading: 69% Lowest 25% Math: 65%, AYP: 92% 2009-2010: Grade: A, Reading Mastery: 87%, Math Mastery: 87%, Science Mastery: 71%, Writing Mastery: 98%, Learning Gains in Reading: 71%, Learning Gains in Math: 76%, Lowest 25% Reading: 59% Lowest 25% Math: 84%, AYP: 2008-2009:

Principal	Mrs. Gail Pasterczyk	BS – Elementary and Exceptional Student Education, SUNY College at Buffalo; Master of Science in Education, SUNY College at Buffalo; Educational Leadership Certification and 30 credits beyond MS, NOVA University; Educational Leadership Certification - State of Florida; Not ESOL Endorsed	7	13	<p>Grade: A, Reading Mastery: 88%, Math Mastery: 92%, Science Mastery: 76%, Writing Mastery: 100%. AYP: Yes – 100%. 2007-2008: Grade: A, Reading Mastery: 88%, Math Mastery: 92%, Science Mastery: 64%, Writing Mastery: 96%. AYP: Yes – 100%. 2006-2007: Grade: A, Reading Mastery: 88%, Math Mastery: 88%, Science Mastery: 71%, Writing Mastery: 97%. AYP: Yes – 100%. 2005-2006: Grade: A, Reading Mastery: 88%, Math Mastery: 92%, Science Mastery: 64%, Writing Mastery: 96%. AYP: Yes – 100%.</p> <p>Principal of Indian Pines Elem: 2004-2005 Grade: A, Reading Mastery: 70%, Math Mastery: 69%, Writing Mastery: 96%. AYP: No - 90% Provisional 2003-2004: Grade: A, Reading Mastery: 68%, Math Mastery: 65%, Writing Mastery: 90%. AYP: No -97%. 2002-2003: Grade: A 2001 – 2002 Grade: A 2000 – 2001 Grade: B 1999 – 2000 Grade: C (1998 – 1999 with previous Principal – Grade: D)</p>
Assis Principal	Mrs. Gina Picazio	B.A. English – Florida Atlantic University; M.A. Reading Education – Florida Atlantic University; M.A. Educational Leadership – Florida Atlantic University; School Principal Certification (All levels), Educational Leadership Certification (All levels), Reading Certification (K-12), English Certification (6-12), ESOL Compliance – State of Florida	1	8	<p>Assistant Principal of Waters Edge Elementary School, 2011-2012 Grade: A Reading Proficiency: 89% Math Proficiency: 88% Writing Proficiency: 90% Science Proficiency: 83% Reading Gains: 80% Math Gains: 81% Lowest 25% Reading Gains: 73% Lowest 25% Math Gains: 81%</p> <p>Assistant Principal of Royal Palm Beach High School, 2010-2011 Grade: C Reading Proficiency: 54% Math Proficiency: 60% Writing Proficiency: 86% Science Proficiency: 34% Reading Gains: 42% Math Gains: 66% Lowest 25% Reading Gains: 42% Lowest 25% Math Gains: 55% AYP: No: 69% of criteria met</p> <p>Literacy Program Planner, Division of Curriculum, School District of Palm Beach County, 2005-2010 District Grade: A</p>

INSTRUCTIONAL COACHES

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

Name	Degree(s)/ Certification (s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
No data submitted				

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	<ol style="list-style-type: none"> 1. Regular meetings of new teachers with Principal/Assistant Principal 2. Partnering new teachers with veteran staff 3. National Board teachers will mentor new teachers 4. Soliciting referrals from current employees 	<ol style="list-style-type: none"> 1.Principal/Assistant Principal 2.Assistant Principal 3.NBCT Teachers 4.Principal 	On-going	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
<ul style="list-style-type: none"> • 11 instructional staff members teaching out-of-field • No instructional staff members with less than an effective rating 	<ul style="list-style-type: none"> • Regular meetings of new teachers with Principal/Assistant Principal • Partnering new teachers with veteran staff • National Board teachers will mentor new teachers • Soliciting referrals from current employees

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
81	2.5%(2)	27.2%(22)	34.6%(28)	35.8%(29)	37.0%(30)	100.0%(81)	4.9%(4)	4.9%(4)	86.4%(70)

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
Kenlynn Dalton	Brittany Murray	Veteran teacher; reading endorsed	Common Planning LTM Collaboration Educator Support Program
Natasha Rivas	Ingrid Deiser	Team leader	Common Planning LTM Collaboration Educator Support Program
Susan Frucht	Danielle Giovanetti	Same team	Common Planning LTM Collaboration Educator Support Program

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, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RTI, conducts assessment of RTI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RTI implementation, and communicates with parents regarding school-based RTI plans and activities.

Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as coteaching.

Instructional Coach Reading:

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.

Reading Instructional Specialist: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

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.

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students?

The team meets once a week to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

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

MTSS Implementation

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

(AIMS web), Florida Comprehensive Assessment Test (FCAT)

Progress Monitoring: PMRN, AIMS web, Curriculum Based Measurement (CBM), FCAT Simulation

Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading

Diagnostic Assessment (ERDA)
End of year: FAIR, AIMS web, FCAT
Frequency of Data Days: twice a month for data analysis

Describe the plan to train staff on MTSS.

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. Two PD sessions entitled: "RtI: Problem Solving Model: Building Consensus Implementing and Sustaining Problem-Solving/RtI" and "RtI: Challenges to Implementation Data-based Decision-making, and Supporting and Evaluating Interventions" will take place in mid-August and in October.
The RtI team will also evaluate additional staff PD needs during the weekly RtI Leadership Team meetings.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal
Assistant Principal
Reading Leadership Committee

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

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students?
The team meets once a week to engage in the following activities:
Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

The major initiatives for the 2012-2013 school year are:

1. Aligning the "grade book" to the new standards
2. Determining what shows "mastery" of each benchmark
3. Training new staff and supporting teachers
4. Monitoring and planning for the needs of students
5. Planning a Family Literacy Night
6. Planning Two Barnes and Noble Nights
7. Monitoring the strategies in the SIP

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

***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:	Students scoring at achievement level 3 or higher in reading will increase by 2% from 30% (148) to 32%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (148) of the students in grades 3-5 scored at proficiency on the FY 2012 FCAT.	By Spring 2013, 32% of the students in grades 3-5 will score at proficiency on the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time Constraints Limited support	Implement daily guided reading for students scoring levels 1 and 2	Principal, Assistant Principal	Lesson plans will be reviewed and classroom walkthroughs will be conducted	Lesson Plans and Walkthrough logs
2	Materials and personnel for implementation	Provide tutorial for students not showing proficiency	AP	FCAT Results	FCAT Results
3	Student Motivation	Data feedback strategy and data chats with students, implement mentoring program for lowest 25% in grades 3-5	Principal, AP, RtI	Mentoring Logs, diagnostic results, FCAT Results	Mentoring Logs, diagnostic results, FCAT Results
4	Ability to incorporate higher order questions	Teachers will include higher order questions (Webb) in lessons plans/instruction.	Principal, Assistant Principal	Lesson plans will be reviewed during classroom walkthroughs and will be submitted monthly to Principal.	Classroom walkthrough log and focused walkthroughs to determine frequency of higher order questions.

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

Problem-Solving Process to Increase Student Achievement

	Person or	Process Used to
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1					
2	N/A	N/A	N/A	N/A	N/A

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	By Spring 2012, the percentage of students scoring at levels 4 and 5 in reading will increase from 46% to 48%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% of the students in grades 3-5 scored in levels 4 and 5 on the 2011.	By Spring of 2012, 48% of the students in grades 3-5 will score in levels 4 and 5 on the 2012 FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Resources	Science teachers will explicitly infuse the reading benchmarks in lesson plans and instructional delivery.	Principal, Assistant Principal	Classroom Walkthroughs	Walkthrough logs, Lesson Plans
2	Dependency on lower order questions	Increase higher order questioning (Webb's Depth of Knowledge) into daily instruction	Principal, Assistant Principal	Classroom Walkthroughs	Walkthrough logs, Lesson Plans

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Students making learning gains in reading will increase by 2% from 70% (212) to 72%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (212) of students in grades 3-5 made learning gains on the 2012 FCAT.	By Spring of 2013, 72% percent of students will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher knowledge of data	Train teachers to calculate learning gains using EDW reports	Administrators, Gradechairs	EDW data, progress monitoring	Diagnostics, SRI, FCAT results
2	Lack of resources	Provide students scoring a level 4 or 5 enrichment during the day	Gifted Resource Teachers	Diagnostics, SRI, FCAT results	Diagnostics, SRI, FCAT results
3	Time	Student Achievement Chats and individual goal setting will be conducted with all students following teacher selected assessments.	Principal, Assistant Principal	Administrators will review folders for Student Achievement Chats during walkthroughs	Administrators will randomly ask students how they performed on their most recent assessment to determine if data chats and goal setting are successful.
4	Time for common planning between science and LA teachers	Science teachers will infuse the reading strategies in lessons/ instructional delivery.	Principal, LA teachers, Science teachers	When visiting science classrooms, administrators will focus their attention to reading strategies being utilized	Teachers and administrators will monitor to observe strategies being used by students

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Percentage of students in lowest 25% making learning gains will increase by 2% from 66% (50) to 68%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (50) of the lowest 25%, of students in grade 3-5 made learning gains on the 2012 FCAT.	By Spring 2013, 68% of the lowest 25% will make learning gains on the 2013 FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Money, Personnel, Resources	Implement a tutorial program for the lowest 25%	Administration	Diagnostic results, FCAT results	Diagnostic results, FCAT results
2	Student Motivation	Implement mentoring program for all students in the lowest 25%	Administration, RTI facilitator	Mentoring logs, Diagnostic results, FCAT results	Diagnostic results, FCAT results
3	Time Constraints	Provide daily guided reading for students in the lowest 25% by effectively implementing inclusion	Administration	Diagnostic results, FCAT results	Diagnostic results, FCAT results

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	In 6 years Elbridge Gale will reduce the achievement gap by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	73	76	78	81	83	

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:	The following subgroups did not meet 2012 Reading Targets: Black and Hispanic. The following subgroups met 2012 Reading Targets: Asian and White. All subgroups will meet the 2013 Reading Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Asian: 6% Black: 36% Hispanic: 33% White: 20% American Indian: N/A	Asian: 11% Black: 30% Hispanic: 29% White: 18% American Indian: N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Restricted time during the day for meeting and reflection.	Data Chats will be held with all instructional staff to monitor these students closely at both the Fall and Winter Diagnostic reporting timelines.	Teachers and Administration	Monitor student progress through Diagnostics, DAR, and daily improvements	Diagnostic Results, RRR, and FCAT FY13
2	Transportation for some students after school hours for our Tutorial/Enrichment Program.	After-School Tutorial/Enrichment Program	Teachers and Administration	EDW reports and progress monitoring	Diagnostic results, RRR, and FCAT FY13

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:	The ELL subgroup did not meet 2012 Reading Targets. This subgroup will meet the 2013 Reading Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ELL: 46%	By 2013, 35% of ELL students will not make satisfactory progress.

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	Money, Personnel, Resources	Implement a tutorial program for the lowest 25%	Administration	Diagnostic results, FCAT results	Diagnostic results, FCAT results
2	Student Motivation	Implement mentoring program for all students in the lowest 25%	Administration, RTI facilitator	Mentoring logs, Diagnostic results, FCAT results	Diagnostic results, FCAT results
3	Time Constraints	Provide daily guided reading for students in the lowest 25% by effectively implementing inclusion; students will use Reading Plus, SAI, and iii to support reading success.	Administration	Diagnostic results, FCAT results	Diagnostic results, FCAT results

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The SWD subgroup did not meet 2012 Reading Targets. This subgroup will meet the 2013 Reading Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD: 48%	By 2013, 39% of SWD students will not make satisfactory progress.

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
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1					
2	Money, Personnel, Resources	Implement a tutorial program for the lowest 25%	Administration	Diagnostic results, FCAT results	Diagnostic results, FCAT results
3	Student Motivation	Implement mentoring program for all students in the lowest 25%	Administration, RtI facilitator	Mentoring logs, Diagnostic results, FCAT results	Diagnostic results, FCAT results
4	Time Constraints	Provide daily guided reading for students in the lowest 25% by effectively implementing inclusion; students will use Reading Plus, SAI, and iii to support reading success.	Administration	Diagnostic results, FCAT results	Diagnostic results, FCAT results

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The Economically Disadvantaged subgroup did not meet 2012 Reading Targets. This subgroup will meet the 2013 Reading Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
EC DIS: 37%	By 2013, 32% of Economically Disadvantaged students will not make satisfactory progress.

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 behavior interferes with time on task	Implement Positive Behavior Support and individual behavior plans, as appropriate.	Principal, Assistant Principal, & Teachers	SwPBS Team meetings, data review, & monitoring or individual behavior plans	Discipline data
2	Teachers face the challenge of monitoring all the data generated by different reports.	The teachers will identify and closely monitor the progress of ED students; revise instruction and intervention groups as indicated by students' progress.	Reading Teachers, Principal, & Assistant Principal	Data chats and GLP meetings to determine sub-groups	EDW reports, progress monitoring and assessment data.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards Training	K-1	District Personnel	Language Arts Teachers	Throughout the year	Implementation within classrooms/ Lesson Plans	Professional Development Team/Administration

Running Reading Record Training	K-3	Kenlynn Dalton	Language Arts Teachers/ESE Teachers/SLPs	Monthly, after school	Implementation within classrooms/ Lesson Plans	Professional Development Team
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Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Reading tutoring	To provide additional remediation for our lowest 25% in reading.	SIP/PTO	\$3,000.00
			Subtotal: \$3,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Plus	A software program designed to significantly increase reading fluency and comprehension rates.	SACC	\$4,000.00
			Subtotal: \$4,000.00
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: \$7,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.				
1. Students scoring proficient in listening/speaking.				
CELLA Goal # 1:				
2012 Current Percent of Students Proficient in listening/speaking:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2. Students scoring proficient in reading.

CELLA Goal #2:

2012 Current Percent of Students Proficient in reading:

Problem-Solving Process to Increase Student Achievement

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

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

3. Students scoring proficient in writing.

CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Tutoring	To provide additional remediation for our lowest 25% in writing.	SIP/PTO	\$500.00
Spelling and writing flip books	Additional materials to support writing practices and strategies.	SIP	\$800.00
			Subtotal: \$1,300.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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: \$1,300.00

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	Students scoring at Achievement Level 3 in mathematics will increase by 2% from 29% (140) to 31%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (140) of students scored at Achievement Level 3 on the 2012 FCAT 2.0 Math Assessment	31% of students will score at Achievement Level 3 on the 2013 FCAT 2.0 Math Assessment. There will be a 2% increase of students scoring at Achievement Level 3 on the 2013 FCAT 2.0 Mathematics Assessment

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	Instructional staff faces time challenges following program with fidelity.	Student Achievement Chats and individual goal setting will be conducted with all students following assessments. Use language facilitators as appropriate	Administrators and Grade Chairpersons	Administrators will review folders for Student Achievement Chats during walkthroughs.	Student Achievement Data Chat Logs and Student Goal Charts
2	Limited resources inhibit full implementation of initiatives.	Teachers will utilize Everglades Math in grades 2-5 to teach secondary benchmarks.	Administrators, Grade Chairpersons	Classroom walkthroughs, lesson plans, and secondary benchmark calendars	Results of secondary benchmark assessments.
3	Ability to incorporate higher order thinking	Teachers will include higher order questions (Webb) in lessons/instruction.	Principal	Lessons will be reviewed during classroom walkthroughs.	Classroom walkthrough log and focused walkthroughs to determine frequency of higher order questions.
4	Teachers face the challenge of utilizing data for differentiated instruction and remediation.	Teachers will utilize benchmark assessments to identify students in the core curriculum needing intervention and enrichment.	Administrators and Grade Chairpersons	Review data reports to ensure teachers are assessing students according to District schedule.	Results of benchmark assessments.
5	Teachers face the challenge of monitoring all the data generated by many different programs.	Teachers will utilize GIZMOS, FCAT Explorer, Riverdeep, GO MATH, Vmath Live, FASTT Math, and other mathematics related technology at all grade levels to enhance mathematics skills.	Administrators, ITSA, and Grade Chairpersons.	Classroom walkthroughs will monitor implementation and lesson plans will be submitted monthly to Principal or the Assistant Principal.	Printouts of computer program 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:

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	By Spring 2013, the percentage of students scoring levels 4 and 5 in math will increase from 55% to 57%
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2012 Current Level of Performance:	2013 Expected Level of Performance:
55% of the students in grades 3-5 scored levels 4 and 5 on the 2012 FCAT.	By Spring 2013, 57% of the students will score in levels 4 and 5 on the 2011 FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time constraints	Provide enrichment through gifted resource teacher in the math lab	Administration	Diagnostic results, FCAT Results	Diagnostic results, FCAT Results
2	Implementing Go Math series with fidelity	Implement Go Math with fidelity	Administration, math teachers	Lesson Plans, Go Math assessments	Lesson Plans, Go Math assessments
3	Teachers face the challenge of utilizing data for differentiated instruction.	Students will be assigned problem solving problems on a daily basis.	Math Teachers, Principal, & Assistant Principal.	Administrators will review assignments during lesson plan review	Student Goal Charts and Fall & Winter Diagnostic data.

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Percentage of students making learning gains in mathematics will increase by 2% from 74% (225) to 76%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (225) of students achieved learning gains on the 2012 FCAT Math Assessment.	76% of students will achieve learning gains on the 2013 FCAT 2.0 Math Assessment. Learning gains will increase by 2% on the 2013 FCAT 2.0 Math Assessment.

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	Not all staff is comfortable when using manipulatives.	Teachers will increase the use of manipulatives and hands-on activities to reinforce mathematics concepts.	Administrators and Grade Chairpersons	Classroom walkthroughs will monitor implementation and lesson plans will be submitted monthly to Principal or the Assistant Principal.	Focused classroom visits to determine fidelity of implementation of kinesthetic instruction.
2	Not all teachers are trained in utilizing data for goal setting.	Student Achievement Chats and individual goal setting will be conducted with students following assessments.	Administration, Math Teachers	Evidence of data chats will be monitored by math teachers and administrators.	Student goal setting charts
3	Not all teachers are trained in progress monitoring and maintaining student work folders.	Progress monitoring will be utilized and student work folders maintained including documentation of re-teaching and re-assessing content.	Grade Chairpersons	Teachers will utilize CORE K-12 assessments to evaluate student progress.	Mini-assessments, Benchmark assessments, and Diagnostic data.

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Percentage of students in the lowest 25% making learning gains in mathematics will increase by 2% from 85% (50) to 87%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
85% (50) of the students in the lowest 25% made learning gains in mathematics during 2011-2012	87% of the students in the lowest 25% will make learning gains in mathematics during the 2012-2013 school year

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	Differentiated Instruction	Teachers will increase the use of manipulatives to reinforce math concepts.	Administration, Math Teachers	Lesson Plans, Walk throughs	Lesson Plans, Walk throughs
2	Many students that score in the lowest 25% have not mastered their basic skills, yet they are expected to use those skills to master newer, more rigorous concepts. Since math builds on itself, this can be very challenging.	Teachers will need to target weaknesses and continue to spiral content on an as needed basis. Use of small groups.	Classroom Teachers, Administration	Identify weaknesses, remediate, and assess	Formal assessments, Diagnostics, FCAT, Core K-12

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # In 6 years Elbridge Gale will reduce the achievement gap by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	75	78	80	82	84	

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:	The following subgroups did not meet the 2012 Math Targets: Black and White. The following subgroups met 2012 Math Targets: Asian and Hispanic.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Asian: N/A Black: 45% Hispanic: 22% White: 20% American Indian: N/A	By 2013, 36% Black, 15% White will not make satisfactory progress.

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 require extra time and practice to master concepts	Provide tutoring before school, after school, and on Saturdays	Administration	Attendance, Work samples, practice tests, observations	Diagnostic and FCAT test results

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The ELL subgroup did meet 2012 Mathematics Targets. This subgroup will meet the 2013 Mathematics Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ELL: 31%	By 2013 35% of ELL students will not make satisfactory progress.

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 face the challenge of learning a second language.	The school will provide native language support to ELL students using Community Language Facilitators and volunteers. Also ESOL strategies will be utilized in lessons.	Principal and ESOL Coordinator	Student achievement and lesson plan reviews	Classroom observations and assessment data.
2	Some students come from families that don't speak English in the home. Some of those students are confident speakers of the English language but struggle with reading and vocabulary so they may be harder to identify.	Teachers will be trained in differentiated instruction.	Team Leader, Administration	Lesson plans, classroom walkthroughs, formal observations, data chats, diagnostics, and mini-assessments.	FCAT, Formal Math Assessments
3	Not all teachers are implementing hands-on activities for math skills.	Teachers will increase the use of manipulatives and hands-on activities to reinforce mathematics concepts.	Administrators & Grade Chairpersons	Lesson plans will be reviewed and classrooms observations will be conducted by administrators.	Classroom observations and assessment data.

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:	The SWD subgroup did not meet 2012 Mathematics Targets. This subgroup will meet the 2013 Mathematics Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD: 44%	By 2013, 37% of SWD students will not make satisfactory progress.

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	ESE Teachers need training in new common core standards to understand how to properly scaffold learning for ESE students.	Professional development will be provided in the common core standards	Learning Team Facilitator, Math teachers, PDD Team	Lesson Plans, Classroom Walkthroughs, Data chats	Formal and informal classroom observations
2	The time allocation for comprehensive support services for specific students is limited.	Provide tutorial for Students with Disabilities (SWD) to remediate their individual areas of academic weaknesses.	Administration	Administration will review lesson plans and attendance logs.	Mini-Assessments, Benchmark Assessments and the Diagnostic data.
3	Lack of rigor and higher order questioning.	Model lessons for teachers and coach using higher order questions to challenge students.	Teachers, Administration	Lesson Plans, Classroom Walkthroughs	Formal and informal classroom 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 subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The Economically Disadvantaged subgroup did meet 2012 Mathematics Targets. This subgroup will meet the 2013 Mathematics Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
EC DIS: 37%	By 2013 33% of the Economically Disadvantaged students will not make satisfactory progress.

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	Parent involvement and support with practicing math at home.	Math nights to teach parents how to help their children with learning math and/or practicing at home. Parent training by staff to help parents with teaching math concepts.	Math Committee, Administration, Math Classroom Teachers	Attendance/Participation, Feedback forms	Sign-in sheets, Parent feedback forms
2	Teachers face the challenge of monitoring all the data generated by different reports	The teachers will identify and closely monitor the progress of ED students; revise instruction and intervention groups as indicated by students' progress.	Administrators & Grade Chairpersons	Lesson plans and data will be reviewed in grade level planning meetings and data chats	Assessment data & EDW reports
3	Implementation of common core standards for mathematics.	Professional development and planning for use of common core math standards during LTM and PDD.	Team Leaders, Administration, Classroom Teachers	Lesson Plans, Classroom Walkthroughs, Data Chats	Formal and informal observations, Core K-12

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Think Central	3-5	District Personnel	Math Teachers/ESE Teachers	Throughout the year	Implementation in classrooms/ Lesson Plans	Professional Development Team/Administration
Common Core Standards	K-1	District Personnel	Math Teachers/ESE Teachers	Pre-school	Implementation in classroom/ Lesson Plans	Professional Development Team/Administration
V-Math	3-5	District Personnel	Math Teachers	TBD	Implementation in classroom/Lesson Plans	Professional Development Team/ Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Math tutoring	To provide additional remediation for our lowest 25% in mathematics.	SIP/PTO	\$3,000.00
			Subtotal: \$3,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
VMath	A software program designed to increase knowledge of math facts and computation rates.	SACC	\$4,000.00
			Subtotal: \$4,000.00
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: \$7,000.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	Students scoring at achievement level 3 in science will increase by 2% from 39% (67) to 41%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (67) of the 5th grade students scored at proficiency on the 2012 FCAT.	Students scoring at a level 3 will increase 2% on the 2013 FCAT 2.o Science Assessment.

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	Opportunity for hands on labs	Teachers will utilize hands on labs once a week and go to the science lab every 9 days.	Administration, Science teachers, Lab teacher	Lesson Plans, Classroom Walkthroughs	Diagnostic results, FCAT Results
2	Time constraints or time challenges in providing differentiated instruction.	Provide tutorial enrichment programs for selected students to support their academic needs. Language Arts and Science teachers will have nonfiction classroom libraries and at least 50% of readings will be science based.	Administration, Language Arts and Science teachers.	Lesson Plans, classroom walkthroughs	Diagnostic and FCAT results
3	Understanding the Scientific Process and Methods	Students will participate in the Science Fair	Science teachers	Science Fair	FCAT Science 2.0

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	By June 2012, the percentage of students scoring at levels 4 and 5 will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% of 5th grade students scored in levels 4 and 5 on the 2011 FCAT Science test.	By June 2012, 33% of the 5th graders wil score levels 4 and 5 on the 2012 Science FCAT.

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of funds and time constraints	Science enrichment activities	Science Lab teacher	Diagnostic tests	2012 Science FCAT

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Think Central	3-5	District Personnel	Science Teachers	In-service Days	Implementation in classrooms	Professional Development Team/Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Tutoring	To provide additional remediation for our lowest 25% in science.	SIP/PTO	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	By Spring 2013, 96% of 4th grade students will achieve proficiency on the 2013 FCAT Writes with a proficient score of 3.5 and higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
96% (143) of 4th grade students scored at proficiency on the 2012 FCAT Writes with a proficient score of 3.0 and higher.	By the Spring of 2013, 96% of 4th graders will score at proficiency on the 2013 FCAT Writes with a proficient score of 3.5 or higher.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Maintaining 96% proficiency with increasing student enrollment and new students	Students will use the writing process daily from August to March. Scored samples will be kept in a work folder to monitor growth over time.	Principal, Assistant Principal, and teachers	The Principal will score prompts on a monthly basis from August to March to monitor.	Results will be recorded using the FCAT rubric. Progress will be monitored from month to month from August to March to assure that students are making progress in all areas measured by the FCAT Writes.
2	Time constraints and the number of students in a class	Writing teachers and Principal will conference 1-on-1 with students to give descriptive feedback after selected assessments	Administration, language arts teachers	Administration will monitor through use of a monitoring form from	Monitoring form data will be reviewed monthly
3	Staff faces challenges differentiating instruction for all students.	The teachers will utilize mentor texts as additional components of their writing instruction, in addition to the strategies already in place emphasizing modeling and the use and implementation of anchor charts.	Assistant Principal, Writing Contact, and Grade Chairpersons	Lesson plans and anchor charts will be reviewed during walkthroughs and team meetings.	Progress on assessment data

4	Although students have resources available to them, students require training in the utilization of these resources.	Students will be given appropriate word lists, reference guides, fly to learn guide, planning sheets, anchor papers, convention charts, et. That will be kept in their personal writing notebooks in order to strengthen and build vocabulary and improve grammar and convention skills.	Writing Teachers	Teacher will review students' writing frequently to assess how effectively the resources are being used.	Student journals and folders will be kept and reviewed frequently.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Collaboration	2nd, 3rd, 4th Language Arts/Writing, ESE Teachers, SLP	Principal	Language Arts Teachers, ESE Teachers, and SLPs	9/13/2012	Implementation in classrooms	Professional Development Team
Writing in-service	K-4	PD Team	Teachers new to EGES	PDD days, Family meetings	CWT	Principal

Writing Budget:

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

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

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		Increase the attendance rate by 2%.			
Attendance Goal #1:					
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
2012 attendance rate 77% (874).		2013 expected number of students is less than 2% goal.			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
265		263			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
178		176			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents keep students home for reasons that are unexcused	Educate parents on the importance of attendance in weekly newsletters	Administration	Attendance	Attendance records
2	Parents do not bring students to school	Call parents when students are absent	Office staff/teachers	Attendance	Attendance records
3	Parents do not bring students to school	Assign a mentor to children with excessive absences	Admin	Attendance	Attendance records

4	Parents do not send students to school	Send a letter home to parents when students have excessive absences	Admin/Office staff	Attendance	Attendance records
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
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:	By June 2013, the number of in-school and out of school suspensions will decrease by 2%

2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions				
13	2013 expected number of students is less than 2% goal.				
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School				
10	8				
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
17	15				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
14	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	School District of Palm Beach County's discipline matrix requires suspension for some behaviors	Develop an alternative to out-of-school suspension program	Admin	Decrease in end of year suspension data	Out of school suspension rate

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	K-5	SwPBS Committee	School-wide	Family meetings/PDD days	Monitor suspension data monthly	Monitor suspension data monthly

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:		EGES will once again earn the Five Star award for Parental Involvement			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
We earned the Five Star Award for Parental and Community Involvement for the past five years.		By May 1, 2013 EGES will complete the Five Star Book and document that we met the criteria for the Five Star Award for the sixth year in a row.			
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	None	We will hold a Literacy Night, 4 Book Fair nights (2 on campus and 2 off campus, a Science Fair Night, and a School Carnival	Volunteer Coordinator	Volunteer hours report	Total percent of families participating in school events

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						

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. STEM				
STEM Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading tutoring	To provide additional remediation for our lowest 25% in reading.	SIP/PTO	\$3,000.00
CELLA	Tutoring	To provide additional remediation for our lowest 25% in writing.	SIP/PTO	\$500.00
CELLA	Spelling and writing flip books	Additional materials to support writing practices and strategies.	SIP	\$800.00
Mathematics	Math tutoring	To provide additional remediation for our lowest 25% in mathematics.	SIP/PTO	\$3,000.00
Science	Tutoring	To provide additional remediation for our lowest 25% in science.	SIP/PTO	\$500.00
				Subtotal: \$7,800.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Plus	A software program designed to significantly increase reading fluency and comprehension rates.	SACC	\$4,000.00
Mathematics	VMath	A software program designed to increase knowledge of math facts and computation rates.	SACC	\$4,000.00
				Subtotal: \$8,000.00
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: \$15,800.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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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 11/26/2012)

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.

Projected use of SAC Funds	Amount
SAC funds will be used for teacher, student materials, and activities that increase student achievement.	\$3,900.00

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

To assist in developing and monitoring the school improvement plan.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Palm Beach School District ELBRIDGE GALE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	87%	87%	100%	75%	349	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	73%	65%			138	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	69% (YES)	65% (YES)			134	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					621	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District ELBRIDGE GALE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	87%	94%	98%	71%	350	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	71%	76%			147	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	59% (YES)	84% (YES)			143	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					640	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested