

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: SOUTH OLIVE ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Hank G. Smith

SAC Chair: Kenny Pope

Superintendent: Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 9/24/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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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)
					FCAT 2010-2011=A Reading Mastery: 96% Reading Gains: 79% Lowest 25% Gains: 87% Math Mastery: 94% Math Gains: 82% Lowest 25% Gains: 80% Science Mastery: 92% Writing Mastery: 98% AYP: 97% ELL did not make AYP in Math FCAT 2009-10 = A Reading Mastery: 93% Reading Gains: 77% Lowest 25% Gains: 69% Math Mastery: 98% Math Gains: 83% Lowest 25% Gains: 96% Science Mastery: 94%

Principal	Hank G. Smith	Bachelors-Elementary Education, Mansfield University Masters-Education Administration, Bowling Green State University ESOL Endorsed	8	36	Writing Mastery: 92% AYP: 100% ELL and SWD met AYP in both Reading and Math FCAT 2008-2009 =A Reading Mastery: 93% Math Mastery: 91% Science Mastery: 82% Writing Mastery: 94% AYP: 100% ELL and SWD met AYP in both Reading and Math FCAT 2007-08 = A Reading Mastery: 92% Math Mastery: 91% Science Mastery: 78% Writing Mastery: 89% AYP: 92% ELL met AYP in Reading but did not meet AYP in Math SWD did not meet AYP in Reading and Math FCAT 2006-07 = A Reading Mastery: 89% Math Mastery: 84% Science Mastery: 71% Writing: 91% AYP: 97% ELL met AYP in Reading and Math SWD met AYP in Reading but did not meet AYP in Math
Assis Principal	Kimberly Evans	Bachelors-Elementary Education, Florida Atlantic University Masters-Educational Leadership, Florida Atlantic University Middle School Math and Science Certification ESE Certification	2	1	

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	Regular meetings held with new teachers.	Administration	on-going	
2	New teachers partnered with mentors/master teachers to complete ESP Program.	ESP Contact	on-going	
3	Regular opportunities for beginning teachers to observe lessons in master teacher's classrooms.	Administration	on-going	

4	Involve new teachers in collaborative decision making.	Administration	on-going	
5	Participate in District sponsored job fairs and recruitment activities.	Principal	on-going	
6	Provide support through grade level/Learning Team Meetings.	LTF Grade Chairs	on-going	
7	Provide support through professional development.	Professional Development Team	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
4	Tuition reimbursement for participation in coursework leading to necessary endorsements. Mentoring and training programs.

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
57	8.8%(5)	12.3%(7)	31.6%(18)	47.4%(27)	24.6%(14)	100.0%(57)	8.8%(5)	5.3%(3)	91.2%(52)

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
Ilona Coleman	Sue Crooks	Experienced teacher paired with a beginning teacher.	Complete the ESP Beginning Teacher Program. Classroom visits, observations, conferencing and on-going support with curriculum and instructional strategies.
Shanna Gershoff	Jillian Baker	Experienced teacher paired with a beginning teacher.	Complete the ESP Beginning Teacher Program. Classroom visits, observations, conferencing and on-going support with curriculum and instructional strategies.
Kelly Donovan	Gloria Frutos	Experienced teacher paired with a beginning teacher.	Complete the ESP Beginning Teacher Program. Classroom visits, observations, conferencing and on-going support with

			curriculum and instructional strategies.
Lauren Moreland	Yiselk Bell	Experienced teacher paired with a beginning teacher.	Complete the ESP Beginning Teacher Program. Classroom visits, observations, conferencing and on-going support with curriculum and instructional strategies.
Eliana Spinac	Yasmine Lambert	Experienced teacher paired with a beginning teacher.	Complete the ESP Beginning Teacher Program. Classroom visits, observations, conferencing and on-going support with curriculum and instructional strategies.
Chelsea Clough	Beth Matrow	Experienced teacher paired with a beginning teacher.	Complete the ESP Beginning Teacher Program. Classroom visits, observations, conferencing and on-going support with curriculum and instructional strategies.

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

Services are provided to ensure students success through morning computer lab tutorial, after-school tutorial, parent curriculum meetings, and staff development through PDD and Learning Team Meetings. Funding of Learning Team Facilitator and materials for family involvement.

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention Programs.

Title II

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

Title III

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

Title X- Homeless

District Homeless Social worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

Title I funds will be coordinated with other funds to provide after school tutoring for Level 1 readers.

Violence Prevention Programs

South Olive provides a non-violence and anti drug program to students through volunteer speakers and guidance classes.

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

Nutrition Programs

All students are provided a balanced nutritional program through the district for breakfast and lunch. All students are provided a free breakfast each day.

Our school participates in the Healthy Schools initiative. We provide only healthy snacks at our school functions and in the classroom.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

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

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal/Assistant Principal: Provides the school's common vision for the use of data-based decision making, ensures that the school-based team is utilizing RtI, reviews the RtI skills of the school staff and provides access to adequate professional development to support RtI implementation, ensures implementation of intervention support and documentation, and communicates with the parents regarding school-based RtI plans and activities.

General Education Teacher: collect and supply information with regard to core instruction, participate in data collection of student work samples, evaluations, and other artifacts relevant to the RtI data needed, provides Tier 1 instruction within their classroom and applies interventions at that level when needed, in a collaborative community shares with other staff/team members in order to implement Tier 2 interventions, provides materials and instructional information to be integrated in to Tier 2 & 3 interventions.

Exceptional Education Teacher (ESE): works collaboratively with the general education teacher, collects student data relevant to the RtI process, integrates core instruction/activities for use with Tier 3 interventions, work collaboratively with the RtI/inclusion Specialist.

Administration/LTF(Serves as Reading Coach): Supply assistance and guidance with regard to the K-12 reading curriculum, identify and analyze existing reading programs on campus and ensure the research based qualities of the programs, identify patterns of student deficits and needs and work collaboratively with district and site based personnel to develop appropriate strategies and intervention plans, develop and implement a school wide screening process which identifies "at-risk" students, assist in the development, design and implementation of progress monitoring, data collection and analysis, participate in the design and development of professional development

LTF: support the implementation of Tier 1,2,3 intervention plan, supply support and direction for data collection, provide technical and professional development to assist teachers in data-based instructional planning, assist in data analysis and intervention development.

School Psychologist: Assists in the collection, interpretation and analysis of data collection, participates in the development of

intervention plans, supports and documents intervention fidelity, provides assistance to staff with regard to data collection and intervention application, provides support and problem solving for intervention planning and implementation, facilitates data-based decision making.

Speech & Language Pathologist: supports and guides the team with regard to the role language plays in the curriculum, develops research based Language interventions, does initial and in depth screenings and evaluations for Speech/Language deficits, designs and assists in assessment and instruction of language skills

Technology Specialist: supplies support and professional development to teacher and staff with regard to data collection and documentation, researches and secures programming to provide the necessary technology to manage and maintain data.

Child Associate/Student Service Personnel: Provides expertise and information on current student issues, community services, programming to assist in assessment and intervention development, provide links to child services within the community and facilitate parent access to need services.

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 School Based team meets once per week and devotes an entire day to meeting with each grade level. The team reviews progress monitoring of students who have been referred for academic or behavioral concerns. Based on that information, the team will make recommendations based on grade level benchmarks, as to the students who are at moderate or high risk of not meeting grade level expectations. The team will also collaborate on sharing effective practices, staff development, problem solving, reviewing and assessing new research data and its 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, the principal, assistant principal, and other Leadership Teams to help develop the School Improvement Plan. The RtI Team provided information on the intervention tiers and their targets remediation. The RtI Team will also help to guide the process and procedures of a systematic approach to intervention implementation within a classroom by stating rigor, relevance and fidelity and its relationship to the curriculum. The Team also presented research-based data collection methods and applications models to maximize teacher delivery of lessons within the content areas.

MTSS Implementation

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

Baseline data will be gathered from teachers, observers, and other staff members who work directly with the students. The data will include student work samples, Reading Running Record scores, Diagnostics, Common Assessments, SRI, literacy assessments in Treasures and Triumphs, Wilson/Foundations Reading Program, FCAT scores, and psycho-education evaluation when appropriate.

Monitoring will be done using Curriculum Based Measurement, SSS Diagnostics, Progress Monitoring and Reporting Network, Early Reading and Literacy Assessments

End of Year monitoring: Reading Running Record data, SRI Results, and FCAT

Data will then be presented to the School-based Team will document the information on PBCSD Form 2284 "Response to Intervention Process". This form will be hard copied and contained in a notebook by the school psychologist. A Liquid Office file and a hard file will be created for each student receiving RtI and will be maintained by the School Based Team Leader. At each School-Based team meeting, the student's RtI file will be updated and reviewed by the team. Current levels of performance will be entered as well as any current evaluation and testing data. At each meeting the student's progress will be noted and the intervention reviewed for effectiveness. If the team determines, based on the data, that there is adequate growth, the student will be maintained at the intervention level. If there is little to no growth, the intervention will be reanalyzed with regard to effectiveness, frequency, duration and intensity. Data will be graphed showing student gain as well as showing grade level expectation.

Describe the plan to train staff on MTSS.

The initial training will take place during preschool for each grade level and will address specific application and need at that grade level. Training will be done by the School-based Team leader through a PowerPoint Presentation. This presentation will outline the function of the School-based team and the implementation of RtI. Team members and their roles will be identified. The process of RtI will be explained along with visuals and samples of research based interventions and data collection methods. Ongoing training will be addressed through Learning Team meetings, Professional Learning Communities, and

Professional Development days. The RtI Team will continually monitor profession development needs.

Describe the plan to support MTSS.

Monthly meetings will be held by the leadership and RtI teams in order to assess progress and discuss any action plans that need to be put into place moving forward.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Hank Smith, Principal
Kimberly Evans, Assistant Principal
Sherry Morgan, ELL Coordinator
Shauna Van Horne, LTF
Debra Burks, ESE Coordinator
Eva Castro, Title 1
Marge Snyder, Technology
Tom Bleimeyer, Teacher (K)
Michelle Powers, Teacher (3)
Courtney Finnerty, Teacher (3)
Kerry Van Weddingen, Teacher (4)
Jessica Bohlman, Teacher (4)
Melinda Graat, Teacher (5)
Kimberly Everman, Teacher (5)

Victoria DelValle, Teacher ELL
Debra Burks, Teacher (5)
Sue Crooks, Teacher (2)

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

The Literacy Leadership Team meets monthly to analyze data, discuss academic needs, and challenges and successes of the academic program. We look to discover patterns or trends related to individual and group strengths and areas of weaknesses. Goals and strategies are then developed to guide the types of professional development needed for teachers during Learning Team Meetings that will help facilitate high academic performance for teachers and students.

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

The major initiatives of the Literacy Leadership Team for FY 12 will be to increase learning gains in Reading. Focus in Grades 3-5 will be on analyzing student data, along with the NGSSS in order to create data-driven, focused instruction resulting in adequate Reading Gains on FCAT 2.0. The focus in Grades K-2 will be on increasing proficiency in Reading through the use of a standards-based, data-driven curriculum, along with effective models of literacy block instruction. This will be a continuous process throughout the school year, with the LLT continually analyzing and reflecting on the process.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 9/20/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

Preschool parents and preschool staff will be invited to special events at South Olive, including SAC meetings, PTO meetings and family dinners.

We will hold a Kindergarten Round-Up event at the end of the preschool students' pre-K4 year in order to register them for

Kindergarten, meet the staff and become acquainted with the school.

Parents and staff of area preschools will be invited to South Olive via the marquee, emails, flyers to preschools, Tiger Times newsletter, Edline and newspaper announcements.

Incoming Kindergarten students are given a designated staggered start date. Students with the last name starting with A-H, I-Q and R-Z will be assigned a specific staggered start date. All kindergarten students will begin school together after the three staggered start dates.

*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:	23% of the students achieved a Level 3 on the 2012 administration of the FCAT 2.0 Reading assessment. 25% of students will achieve a level 3 on the 2013 administration of FCAT 2.0 Reading.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (68)	25%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The implementation of a Standards Based Report Card and the communication of progress to parents.	<p>Hold parent trainings to communicate new report card guidelines and information.</p> <p>Have the opportunity for parents to come to school to pick up report cards and meet with teachers.</p> <p>Collaborate with other schools in the district.</p> <p>Attend trainings offered by the district.</p> <p>Work in LTM's to create an implementation plan for our school.</p>	Principal Assistant Principal LTF SAC Staff	Parent Survey at end of the year	Parent Survey
2	Increased number of new students to the school.	<p>Analyze data to determine areas of needed improvement</p> <p>Utilize drill down strategy to identify specific areas to re-teach, review and enrich</p> <p>Use data to create temporary skill groups and differentiate instruction</p>	Administration LLT LTF Teachers	<p>Teachers will meet as a team and during LTM to review student performance</p> <p>Determine effectiveness of strategies through analysis of classroom assessments and diagnostic results.</p>	EDW Reports, Diagnostics, SRI and classroom assessments
3	Increased Rigor with FCAT 2.0	Utilize curricular materials within classroom instruction and the tutorial programs which will prepare the students for the higher standard of the 2.0 test.	Administration LTF Teachers	Student data and progress will be assessed in Grade Level and LTM Meetings.	FCAT 2.0, Core-K12 Assessments, Diagnostic Testing
4	RtI position eliminated (limited resources for targeted support services)	Utilize the ESE Contact and Resource teachers to help maintain the RtI process.	ESE Contact LTF SAI/ESE teachers	SBT meetings.	Student data through EDW reports. 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 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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The implementation of a Standards Based Report Card and the communication of progress to parents.	Hold parent trainings to communicate new report card guidelines and information. Have the opportunity for parents to come to school to pick up report cards and meet with teachers. Collaborate with other schools in the district. Attend trainings offered by the district. Work in LTMs to create an implementation plan for our school.	Principal Assistant Principal LTF SAC Staff	Parent Survey at end of the year	Parent Survey

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:	60% of the students scored at or above a Level 4 on the FCAT 2.0 Reading assessment in 2012. In 2013, 62% of the students will score at or above Level 4 on the FCAT 2.0 Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60%(178)	62%

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
	The implementation of a Standards Based Report Card and the communication of progress to parents.	Hold parent trainings to communicate new report card guidelines and information. Have the opportunity for parents to come to	Principal AssistantPrincipal LTF SAC Staff	Parent Survey at end of the year	Parent Survey

1		<p>school to pick up report cards and meet with teachers.</p> <p>Collaborate with other schools in the district.</p> <p>Attend trainings offered by the district.</p> <p>Work in LTMs to create an implementation plan for our school.</p>			
2	Increased rigor of FCAT 2.0	Utilize curricular materials within the classroom instruction which will prepare the students for the higher standard of the 2.0 test.	Teachers Administration LTF	Student data and progress will be assessed in Grade Level and LTM Meetings.	FCAT 2.0, Core-K12 Assessments, Diagnostic Testing
3	Lack of time to adequately differentiate instruction for L4 and L5 students.	<p>Compact and modify curriculum.</p> <p>Utilize the enrichment period for gifted students.</p>	Teachers Administrators	On-going progress monitoring through data analysis.	Classroom assignments, Diagnostics, Core K-12 Assessments, Diagnostics.

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
No Data Submitted				

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	On the 2013 FCAT 2.0 Reading assessment, we will increase the percentage of students making learning gains by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (146)	81%(237)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The implementation of a Standards Based Report Card and the communication of progress to parents.	Hold parent trainings to communicate new report card guidelines and information. Have the opportunity for parents to come to school to pick up report cards and meet with teachers. Collaborate with other schools in the district. Attend trainings offered by the district. Work in LTMs to create an implementation plan for our school.	Principal AssistantPrincipal LTF SAC Staff	Parent Survey at end of the year	Parent Survey
2	Increased number of new students to the school.	Analyze data to determine areas of needed improvement Utilize drill down strategy to identify specific areas to re-teach, review and enrich. Use data to create temporary skill groups and differentiate instruction.	Administration LLT LTF Teachers	Teachers will meet as a team and during LTM to review student performance. Determine effectiveness of strategies through analysis of classroom assessments and diagnostic results.	EDW Reports, Diagnostics, SRI and classroom assessments.
3	Increased Rigor of FCAT 2.0	Utilize curricular materials within classroom instruction and the tutorial programs which will prepare the students for the higher standard of the 2.0 test.	Administration LTF Teachers	Student data and progress will be assessed in Grade Level and LTM Meetings.	FCAT 2.0, Core-K12 Assessments, Diagnostic Testing.
4	RtI position eliminated (limited resources for targeted support services)	Utilize the ESE Contact and Resource teachers to help maintain the RtI process.	ESE Contact LTF SAI/ESE teachers	SBT meetings.	Student data through EDW reports. 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 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
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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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	77% of the lowest 25% of students made learning gains on the 2012 FCAT 2.0 Reading assessment. In 2013, 79% of the students in the lowest 25% will make gains on the Reading 2.0 assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77%	79%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The implementation of a Standards Based Report Card and the communication of progress to parents.	Hold parent trainings to communicate new report card guidelines and information. Have the opportunity for parents to come to school to pick up report cards and meet with teachers. Collaborate with other schools in the district. Attend trainings offered by the district. Work in LTMs to create an implementation plan for our school.	Principal Assistant Principal LTF SAC Staff	Parent Survey at end of the year	Parent Survey
2	Increased number of new students to the school.	Analyze data to determine areas of needed improvement Utilize drill down strategy to identify specific areas to re-teach, review and enrich. Use data to create temporary skill groups and differentiate instruction.	Administration LLT LTF Teachers	Teachers will meet as a team and during LTM to review student performance Determine effectiveness of strategies through analysis of classroom assessments and diagnostic results.	EDW Reports, Diagnostics, SRI and classroom assessments
3	Implementation of FCAT 2.0	Utilize curricular materials within classroom instruction and the tutorial programs which will prepare the students for the higher standard of the 2.0 test.	Administration LTF Teachers	Student data and progress will be assessed in Grade Level and LTM Meetings.	FCAT 2.0, Core-K12 Assessments, Diagnostic Testing
4	Implementation of FCAT 2.0	Utilize test taking strategy of Search & Destroy.	Utilize test taking strategy of Search & Destroy.	Teachers will review assessments and daily assignments to monitor students' usage of the strategy.	Assessments and class assignments
5	RtI position eliminated (limited resources for targeted support services)	Utilize the ESE Contact and Resource teachers to help maintain the RtI process	ESE Contact LTF SAI/ESE teachers	SBT meetings.	Student data through EDW reports. Classroom observations.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # 5A : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	In 2013, the percentage of students not making proficiency on the FCAT 2.0 Reading assessment by ethnic subgroup will decrease by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
White- 9% Black- 21% Hispanic- 26% Asian- 7%	White- 7% Black- 19% Hispanic- 24% Asian- 5%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The implementation of a Standards Based Report Card and the communication of progress to parents.	Hold parent trainings to communicate new report card guidelines and information. Have the opportunity for parents to come to school to pick up report cards and meet with teachers. Collaborate with other schools in the district. Attend trainings offered by the district. Work in LTMs to create an implementation plan for our school.	Principal Assistant Principal LTF SAC Staff	Parent Survey at end of the year	Parent Survey
2	Increased number of new students.	Analyze data to determine areas of needed improvement. Utilize drill down strategy to identify specific areas to re-teach, review and enrich. Use data to create temporary skill groups and differentiate instruction.	Principal Assistant Principal Teachers	Teachers will meet during LTMs to review student performance Determine the effectiveness of strategies through analysis of classroom assessments and diagnostic results.	EDW Reports, Diagnostics, SRI, RRR, and Classroom Assessments
	Increased Rigor with FCAT 2.0	Utilize curricular materials within classroom	Administration	Student data and progress will be assessed	FCAT 2.0, Core-K12 Assessments,

3		instruction and the tutorial programs which will prepare the students for the higher standard of the 2.0 test.	LTF Teachers	in Grade Level and LTM Meetings.	Diagnostic Testing
4	RtI position eliminated (limited resources for targeted support services)	Utilize the ESE Conact and Resource Teachers to help maintain the RtI process.	ESE Contact LTF SAI/ESE Teachers	SBT Meetings	Students data through EDW reports. 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:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	59% of the ELL students were not proficient in reading on the 2012 FCAT 2.0. In 2013, the number not proficient will decrease by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59%	57%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The implementation of a Standards Based Report Card and the communication of progress to parents.	Provide all information and communication in Spanish. Have CLFs at all parent meetings to translate. Hold parent trainings to communicate new report card guidelines and information. Have the opportunity for parents to come to school to pick up report cards and meet with teachers. Collaborate with other schools in the district. Attend trainings offered by the district. Work in LTMs to create an implementation plan for our school.	Principal AssistantPrincipal LTF SAC Staff ESOL Coordinator	Parent Survey at end of the year	Parent Survey
2	Scheduling of resource teachers	Student grouping Use CLF as resources in the classroom Before/After school tutprial	Administratord Teachers CLF	Analyze data at LTM meetings	Assessment data
3	Increased Rigor with FCAT 2.0	Utilize curricular materials within classroom instruction and the tutorial programs which will prepare the students for the higher standard of	Administration LTF Teachers	Student data and progress will be assessed in Grade Level and LTM Meetings.	FCAT 2.0, Core-K12 Assessments, Diagnostic Testing

		the 2.0 test.			
4	Increased number of new students to the school.	Analyze data to determine areas of needed improvement Utilize drill down strategy to identify specific areas to re-teach, review and enrich Use data to create temporary skill groups and differentiate instruction	Administration LTF Teachers	Teachers will meet as a team and during LTM to review student performance	Determine effectiveness of strategies through analysis of classroom assessments and diagnostic results. EDW Reports, Diagnostics, SRI and classroom assessments
5	RtI position eliminated (limited resources for targeted support services)	Utilize the ESE Contact and Resource teachers to help maintain the RtI process.	ESE Contact LTF SAI/ESE teachers	SBT meetings.	Student data through EDW reports. 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:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	In 2012, 12% of the SWD students did not make satisfactory progress on the FCAT 2.0 Reading assessment. In 2013, this percentage will decrease by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12%	10%

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	RtI position eliminated (limited resources for targeted support services)	Utilize the ESE Contact and Resource teachers to help maintain the RtI process.	ESE Contact LTF SAI/ESE teachers	SBT meetings.	Student data through EDW reports. 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:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In 2012, the percentage of Economically Disadvantaged students not making satisfactory progress on the FCAT 2.0 Reading assessment was 24%. In 2013, this percentage will decrease by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24%	22%

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	Issues outside of home affecting student progress.	Work with business partners to provide resources to families.	Guidance Counselor	Observation Feedback	Observation Feedback forms completed by

					business partners
2	RtI position eliminated (limited resources for targeted support services)	Utilize the ESE Contact and Resource teachers to help maintain the RtI process.	ESE Contact LTF SAI/ESE teachers	SBT meetings. Student data through	EDW reports. Classroom observations
3	The implementation of a Standards Based Report Card and the communication of progress to parents.	Hold parent trainings to communicate new report card guidelines and information. Have the opportunity for parents to come to school to pick up report cards and meet with teachers. Collaborate with other schools in the district. Attend trainings offered by the district. Work in LTMs to create an implementation plan for our school.	Principal Assistant Principal LTF SAC Staff	Parent Survey at end of the year	Parent Survey
4	Increased number of new students to the school.	Analyze data to determine areas of needed improvement Utilize drill down strategy to identify specific areas to re-teach, review and enrich Use data to create temporary skill groups and differentiate instruction	Administration LTF Teachers	Teachers will meet as a team and during LTM to review student performance .	EDW Reports, Diagnostics, SRI and classroom assessments
5	Increased Rigor with FCAT 2.0	Utilize curricular materials within classroom instruction and the tutorial programs which will prepare the students for the higher standard of the 2.0 test.	Administration LTF Teachers	Student data and progress will be assessed in Grade Level and LTM Meetings.	FCAT 2.0, Core-K12 Assessments, Diagnostic Testing

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
School Improvement	K-5/Reading	Shauna Van Horne	Reading teachers, ESE teachers, ESOL teachers, SAI teachers	Early Release Days Teacher Work Days	Data Analysis	Principal Assistant Principal

Reading Budget:

Strategy	Description of Resources	Funding Source	Available Amount
Tutorial	Part-Time In-System	Title I	\$12,054.00
Tutorial	Teacher salaries	SAC	\$2,500.00
			Subtotal: \$14,554.00
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
Staff Development	Salary for LTF	Title I	\$67,588.00
			Subtotal: \$67,588.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Classroom Supplies	Printer and ink for classroom use, laminating film, pens, pencils, folders, markers, chart paper, hanging files, staples, tape, scissors	Title I	\$4,500.00
			Subtotal: \$4,500.00
			Grand Total: \$86,642.00

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.		Increase the percentage of ELL students proficient in listening and speaking by 2%			
CELLA Goal #1:					
2012 Current Percent of Students Proficient in listening/speaking:					
45%(58)					
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	Scheduling of ELL teachers	Student grouping Use CLF as resources in the classroom Before/After school tutorial	Administrators Teachers CLF	Analyze data	Assessment data

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading.	Increase the number of ELL students proficient in reading by 2%.
CELLA Goal #2:	

2012 Current Percent of Students Proficient in reading:

33% (42)

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	Scheduling of ELL teachers	Student grouping Use CLF as resources in the classroom Before/After school tutorial	Administrators Teachers CLF	Analyze data	Assessment data

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

3. Students scoring proficient in writing.

CELLA Goal #3:

Increase the percentage of ELL students proficient in writing by 2%.

2012 Current Percent of Students Proficient in writing:

26% (34)

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	Scheduling of ELL teachers	Student grouping Use CLF as resources in the classroom Before/After school tutorial	Administrators Teachers CLF	Analyze data	Assessment data

CELLA Budget:

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

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	31% of students achieved a Level 3 on the 2012 administration of the FCAT. In 2013, 33% of students will achieve a Level 3 on the Math FCAT..
2012 Current Level of Performance:	2013 Expected Level of Performance:
31%(91)	33%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The implementation of a Standards Based Report Card and the communication of progress to parents.	<p>Hold parent trainings to communicate new report card guidelines and information.</p> <p>Have the opportunity for parents to come to school to pick up report cards and meet with teachers.</p> <p>Collaborate with other schools in the district.</p> <p>Attend trainings offered by the district.</p> <p>Work in LTM's to create an implementation plan for our school.</p>	Principal Assistant Principal LTF SAC Staff	Parent Survey at end of the year	Parent Survey
2	<p>Go Math Program and the lack of prior student knowledge needed for success on new benchmarks.</p> <p>Scheduling time constraints as the new Go-Math series does not allow teachers the time needed to re-teach, review and assess prerequisite skills students need to be successful academically within each standard.</p>	<p>Teachers will continue utilizing data to drill down and identify specific areas to re-teach, review and enrich.</p> <p>Incorporate data chats with students and have students set their own target goal to work toward.</p> <p>Continue differentiating instruction through assessment data.</p> <p>Utilize technology to enrich curriculum (Gizmos, Fast Math, FCAT Explorer).</p> <p>Utilize iii for enrichment.</p> <p>Provide support in ESE.</p> <p>Utilize math journals to increase higher order</p>	Teachers Administrators LTF	Teachers will meet as a team during LTM's to review student performance. Determine effectiveness of strategies through review of classroom assessments and analyze diagnostics results .	LTM Minutes Classroom Assessments EDW Reports (Diagnostics, PYG, PAN Reports, Core K-12 .

		thinking. Increase the use of higher order questioning techniques. Utilize word walls to make math vocabulary connections.			
3	Increased number of new students to the school.	Analyze data to determine areas of needed improvement. Utilize drill down strategy to identify specific areas to re-teach, review and enrich. Use data to create temporary skill groups and differentiate instruction.	Administration LTF Teachers	Teachers will meet as a team and during LTM to review student performance. Determine effectiveness of strategies through analysis of classroom assessments and diagnostic results.	EDW Reports, Diagnostics, and Classroom assessments.

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The implementation of a Standards Based Report Card and the communication of progress to parents.	Hold parent trainings to communicate new report card guidelines and information. Have the opportunity for parents to come to school to pick up report cards and meet with teachers. Collaborate with other schools in the district. Attend trainings offered by the district. Work in LTMs to create an implementation plan for our school.	Principal Assistant Principal LTF SAC Staff	Parent Survey at end of the year	Parent Survey

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The percentage of students achieving a Level 4 or 5 will increase by 1%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (125)	68% (127)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The implementation of a Standards Based Report Card and the communication of progress to parents.	<p>Hold parent trainings to communicate new report card guidelines and information.</p> <p>Have the opportunity for parents to come to school to pick up report cards and meet with teachers.</p> <p>Collaborate with other schools in the district.</p> <p>Attend trainings offered by the district.</p> <p>Work in LTMs to create an implementation plan for our school.</p>	Principal AssistantPrincipal LTF SAC Staff	Parent Survey at end of the year	Parent Survey
2	<p>Go Math Program and the lack of prior student knowledge needed for success on new benchmarks.</p> <p>Scheduling time constraints as the new Go-Math series does not allow teachers the time needed to re-teach, review and assess prerequisite skills to students lacking foundations needed to be successful academically within each standard.</p>	<p>Teachers will continue utilizing data to drill down and identify specific area to re-teach, review and enrich.</p> <p>Incorporate data chats with students and have students set their own target goal to work toward.</p> <p>Continue differentiating instruction through assessment data.</p> <p>Utilize technology to enrich curriculum (Gizmos, Fast Math, etc.).</p> <p>Utilize iii for enrichment.</p> <p>Provide support in ESE.</p> <p>Utilize math journals to increase higher order thinking.</p> <p>Increase the use of higher order questioning techniques.</p> <p>Utilize word walls to make math vocabulary connections.</p>	Teachers Administrators LTF	Teachers will meet as a team during LTM's to review student performance. Determine effectiveness of strategies through review of classroom assessments and analyze diagnostics results .	LTM Minutes Classroom Assessments EDW Reports (Diagnostics, PYG, PAN Reports, Core K-12
	Increased number of new students to the school.	Analyze data to determine areas of needed improvement Utilize drill down strategy to identify specific areas	Administration LTF	Teachers will meet as a team and during LTM to review student performance	EDW Reports, Diagnostics, and Classroom assessments

3		to re-teach, review and enrich Use data to create temporary skill groups and differentiate instruction	Teachers	Determine effectiveness of strategies through analysis of classroom assessments and diagnostic results.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The percentage of students making learning gains on the Math FCAT will increase by 2%, from 79% in 2012 to 81% in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79%(142)	81%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The implementation of a Standards Based Report Card and the communication of progress to parents.	Hold parent trainings to communicate new report card guidelines and information. Have the opportunity for parents to come to school to pick up report cards and meet with teachers. Collaborate with other schools in the district. Attend trainings offered	Principal AssistantPrincipal LTF SAC Staff	Parent Survey at end of the year	Parent Survey

		by the district. Work in LTM's to create an implementation plan for our school.			
2	Increased number of new students to the school.	Analyze data to determine areas of needed improvement. Utilize drill down strategy to identify specific areas to re-teach, review and enrich. Use data to create temporary skill groups and differentiate instruction.	Administration LTF Teachers	Teachers will meet as a team and during LTM to review student performance. Determine effectiveness of strategies through analysis of classroom assessments and diagnostic results.	Teachers will meet as a team and during LTM to review student performance. Determine effectiveness of strategies through analysis of classroom assessments and diagnostic results.
3	Go Math Program and the lack of prior student knowledge needed for success on new benchmarks. Scheduling time constraints as the new Go-Math series does not allow teachers the time needed to re-teach, review and assess prerequisite skills students need to be successful academically within each standard.	Teachers will continue utilizing data to drill down and identify specific area to re-teach, review and enrich. Incorporate data chats with students and have students set their own target goal to work toward. Continue differentiating instruction through assessment data. Utilize technology to enrich curriculum (Gizmos, Fast Math, FCAT Explorer) Utilize iii for enrichment. Provide support in ESE. Utilize math journals to increase higher order thinking. Increase the use of higher order questioning techniques. Utilize word walls to make math vocabulary connections.	Teachers Administrators LTF	Teachers will meet as a team during LTM's to review student performance. Determine effectiveness of strategies through review of classroom assessments and analyze diagnostics results .	LTM Minutes Classroom Assessments EDW Reports (Diagnostics, PYG, PAN Reports, Core K-12

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal # 3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	75% of the lowest 25% made learning gains on the 2012 administration of the Math FCAT. This will increase by 2% on the 2013 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75%	77%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The implementation of a Standards Based Report Card and the communication of progress to parents.	<p>Hold parent trainings to communicate new report card guidelines and information.</p> <p>Have the opportunity for parents to come to school to pick up report cards and meet with teachers.</p> <p>Collaborate with other schools in the district.</p> <p>Attend trainings offered by the district.</p> <p>Work in LTM's to create an implementation plan for our school.</p>	Principal Assistant Principal LTF SAC Staff	Parent Survey at end of the year	Parent Survey
2	<p>New test – FCAT 2.0 standards.</p> <p>New Math Program and the lack of students' prior knowledge needed for success.</p> <p>New Benchmarks.</p> <p>Scheduling time constraints as the new Go-Math series does not allow teachers the time needed to re-teach review and assess prerequisite skills students need to be successful academically within each standard.</p> <p>The new Go-Math series</p>	<p>Teachers will continue utilizing data to drill down and identify specific area to re-teach, review and enrich.</p> <p>Incorporate data chats with students and have students set their own target goal to work toward.</p> <p>Continue differentiating instruction through assessment data Utilize Gizmos, FASTT Math and other math related programs.</p> <p>Provide support in ESE.</p> <p>Utilize math journals to increase higher order</p>	Teachers Administrators LTF	<p>Teachers will meet as a team during LTM's to review student performance.</p> <p>Determine effectiveness of strategies through review of classroom assessments and analyze diagnostics results.</p>	LTM Minutes Classroom Assessments EDW Reports (Diagnostics, PYG, PAN Reports

provide limited opportunities to practice skills, which result in lower scores.	<p>thinking.</p> <p>Increase the use of higher order questioning techniques.</p> <p>Utilize word walls to make math vocabulary connections.</p> <p>Assign mentors for Level 1 and Level 2 students to monitor academic progress.</p> <p>Provide morning tutorials where students are grouped by ability levels to target areas of deficiencies.</p>		
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #					
	5A : <input type="text"/>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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 percentage of students not making satisfactory progress on the 2012 Math FCAT will decrease by 2% in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White- 4% Black- 37% Hispanic-25% Asian-0%	White- 2% Black- 35% Hispanic-23% Asian-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	The implementation of a Standards Based Report Card and the communication of progress to parents.	<p>Hold parent trainings to communicate new report card guidelines and information.</p> <p>Have the opportunity for parents to come to school to pick up report cards and meet with teachers.</p> <p>Collaborate with other schools in the district.</p>	Principal Assistant Principal LTF SAC Staff	Parent Survey at end of the year	Parent Survey

		Attend trainings offered by the district. Work in LTM's to create an implementation plan for our school.			
2	Go Math Program and the lack of prior student knowledge needed for success on new benchmarks.	Scheduling time constraints as the new Go-Math series does not allow teachers the time needed to re-teach, review and assess prerequisite skills students need to be successful academically within each standard. Teachers will continue utilizing data to drill down and identify specific areas to re-teach, review and enrich. Incorporate data chats with students and have students set their own target goal to work toward. Continue differentiating instruction through assessment data. Utilize technology to enrich curriculum (Gizmos, Fast Math, FCAT Explorer). Utilize iii for enrichment. Provide support in ESE. Utilize math journals to increase higher order thinking. Increase the use of higher order questioning techniques. Utilize word walls to make math vocabulary connections.	Teachers Administrators LTF	Teachers will meet as a team during LTM's to review student performance. Determine effectiveness of strategies through review of classroom assessments and analyze diagnostics results .	LTM Minutes Classroom Assessments EDW Reports Diagnostics, PYG. PAN Reports, Core K-12 .
3	RtI position eliminated (limited resources for targeted support services)	Utilize the ESE Contact and Resource teachers to help maintain the RtI process.	ESE Contact LTF SAI/ESE teachers	SBT meetings.	Student data through EDW reports. 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:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	On the 2012 FCAT Math Assessment, 50% of the students did not make satisfactory progress. On the 2013 FCAT Math Assessment, this percentage will decrease by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50%	48%

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The implementation of a Standards Based Report Card and the communication of progress to parents.	<p>Provide all information and communication in Spanish.</p> <p>Have CLFs at all parent meetings to translate.</p> <p>Hold parent trainings to communicate new report card guidelines and information.</p> <p>Have the opportunity for parents to come to school to pick up report cards and meet with teachers.</p> <p>Collaborate with other schools in the district.</p> <p>Attend trainings offered by the district.</p> <p>Work in LTMs to create an implementation plan for our school.</p>	Principal AssistantPrincipal LTF SAC Staff ESOL Coordinator	Parent Survey at end of the year	Parent Survey
2	Scheduling of resource teachers	<p>Student grouping</p> <p>Use CLF as resources in the classroom</p> <p>Before/After school tutorial</p>	Administrators Teachers CLF	Analyze data at LTM meetings	Assessment data
3	Limited instructional minutes for individual support.	<p>Provide support in ELL services.</p> <p>Provide morning and after school tutorials where students are grouped by ability levels to target areas of deficiencies.</p> <p>Incorporate data chats with students and have the students set their own target goal to work toward.</p> <p>Assign mentors for L1 and L2 students to monitor student academic progress.</p> <p>Continue differentiating instruction after analyzing assessment results.</p> <p>Focus on Mathematics vocabulary.</p>	Administrators Teachers LTF	<p>Teachers will meet as a team and during LTM to review student performance</p> <p>Determine effectiveness of strategies through analysis of classroom assessments and diagnostic results</p>	EDW Reports, Diagnostics, and Classroom assessments
4	Math Vocabulary is lacking.	Fine Arts team will incorporate Math Vocabulary into their daily lessons.	Administrators Fine Arts Teachers	Data analysis through LTM	EDW Reports, Diagnostics, and Classroom Assessments

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:		On the 2012 FCAT Math Assessment, 10% of the SWD students did not make satisfactory progress. On the 2013 FCAT Math Assessment, this percentage will decrease by 2%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
10%		8%			
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	RtI position eliminated (limited resources for targeted support services)	Utilize the ESE Contact and Resource teachers to help maintain the RtI process.	ESE Contact LTF SAI/ESE teachers	SBT meetings.	Student data through EDW reports. 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:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:		In 2012, 24% of Economically Disadvantaged Students did not make satisfactory progress on the FCAT Math Assessment. In 2013, this percentage will decrease by 2%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
24%		22%			
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	Issues outside of home affecting student progress.	Work with business partners to provide resources to families.	Guidance Counselor	Observation Feedback	Observation Feedback forms completed by business partners
2	Go Math Program and the lack of prior student knowledge needed for success on new benchmarks. Scheduling time constraints as the new Go-Math series does not allow teachers the time needed to re-teach, review and assess prerequisite skills students need to be successful academically within each standard. Determine effectiveness of strategies through review of classroom assessments and analyze diagnostics results .	Teachers will continue utilizing data to drill down and identify specific areas to re-teach, review and enrich. Incorporate data chats with students and have students set their own target goal to work toward. Continue differentiating instruction through assessment data. Utilize technology to enrich curriculum (Gizmos, Fast Math, FCAT Explorer).	Teachers Administrators LTF	Teachers will meet as a team during LTM's to review student performance.	LTM Minutes Classroom Assessments EDW Reports (Diagnostics, PYG, PAN Reports, Core K-12 .

	Utilize iii for enrichment. Provide support in ESE. Utilize math journals to increase higher order thinking. Increase the use of higher order questioning techniques. Utilize word walls to make math vocabulary connections.		
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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
Common Core Standards Training	K/1 Math	District Trainings	Kindergarten and First Grade Teachers	Pre-School	LTM Meetings	LTF
Core K-12, GIZMOS	3-5	LTF	Third-Fifth Grade Teachers	September LTMs	Data analysis in LTM Meetings	Teachers LTF

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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 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:	43% of fifth grade students scored a Level 3 on the 2012 FCAT Science Assessment. This percentage will increase by 2% on the 2013 FCAT Science Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (39)	45%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The implementation of a Standards Based Report Card and the communication of progress to parents.	<p>Hold parent trainings to communicate new report card guidelines and information.</p> <p>Have the opportunity for parents to come to school to pick up report cards and meet with teachers.</p> <p>Collaborate with other schools in the district.</p> <p>Attend trainings offered by the district.</p> <p>Work in LTMs to create an implementation plan for our school.</p>	Principal Assistant Principal LTF SAC Staff	Parent Survey at end of the year	Parent Survey
2	Limited instructional time for Science.	<p>Rigor and Relevance during Science block.</p> <p>Analyze data to determine areas of needed improvement.</p> <p>Utilize drill down strategy to identify specific areas to re-teach, review and enrich.</p> <p>Utilize Diagrams & labeling to learn processes.</p> <p>Utilize technology to enrich curriculum (Discovery Streaming, FCAT Explorer, Science Fusion).</p> <p>Bill Nye (high interest videos).</p> <p>Follow Learning Village</p>	Teachers Administrators	Data analysis during LTM meetings.	Core K-12 Assessments, Chapter Tests, Diagnostics

		(utilize (bell ringers, links, jeopardy,) Utilize leveled readers in Science. Stress Vocabulary. Increased hands on activities. Continual subject area collaboration.			
3	New Science Series/NGSSS require tested standards to be taught previous to students entering 5th Grade.	Implement school wide instructional focus plan for Science.	Administration Teachers LTF	Lesson plan monitoring, data analysis, LTM meetings	Diagnostics, Core K-12

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

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	The implementation of a Standards Based Report Card and the communication of progress to parents.	Hold parent trainings to communicate new report card guidelines and information. Have the opportunity for parents to come to school to pick up report cards and meet with teachers. Collaborate with other schools in the district. Attend trainings offered by the district. Work in LTMs to create an implementation plan for our school.	Principal Assistant Principal LTF SAC Staff	Parent Survey at end of the year	Parent Survey

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:	In 2012, 40% of students in the fifth grade scored a Level 4, 5, or 6 on the FCAT Science Assessment. This percentage will increase by 2% in 2013.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
40%(36)	42%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The implementation of a Standards Based Report Card and the communication of progress to parents.	<p>Hold parent trainings to communicate new report card guidelines and information.</p> <p>Have the opportunity for parents to come to school to pick up report cards and meet with teachers.</p> <p>Collaborate with other schools in the district.</p> <p>Attend trainings offered by the district.</p> <p>Work in LTMs to create an implementation plan for our school.</p>	Principal AssistantPrincipal LTF SAC Staff	Parent Survey at end of the year	Parent Survey
2	Limited instructional time for Science.	<p>Analyze data to determine areas of needed improvement.</p> <p>Utilize drill down strategy to identify specific areas to re-teach, review and enrich.</p> <p>Utilize Diagrams & labeling to learn processes.</p> <p>Utilize technology to enrich curriculum (Discovery Streaming, FCAT Explorer.</p> <p>Bill Nye (high interest videos).</p> <p>Follow Learning Village (utilize (bell ringers, links, jeopardy).</p> <p>Utilize leveled readers in Science.</p> <p>Stress Vocabulary.</p> <p>Increased hands on activities.</p> <p>Continual subject area collaboration.</p> <p>Utilize graphic organizers often.</p>	Teachers Administrators	Teachers will utilize performance assessments, assessment tools, projects, and teacher observations	Chapter tests Science results through EDW diagnostic data Teacher observations Lesson plans Student products. Projects. Presentations, and activities, Core K-12

		Use visual cues.			
3	New Science Series/NGSSS require tested standards to be taught previous to students entering 5th Grade.	Implement school wide instructional focus plan for Science.	Administration Teachers LTF	Lesson plan monitoring, data analysis, LTM meetings	Diagnostics, Core K-12

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:				
2012 Current Level of Performance:			2013 Expected Level of Performance:	
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Core K-12, GIZMOS	3-5	LTF	Third-Fifth Grade Teachers	September LTMs	Data analysis in LTM Meetings	Teachers LTF

Science Budget:

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

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

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:	On the 2012 FCAT Writing Assessment, 94% of fourth grade students achieved a Level 3 or higher. This percentage will increase by 2% in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
94%(105)	96%

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	Scoring process focusing stronger on conventions. ELL students not having the command of Language skills needed to meet the criteria for proficiency. Limited time constraints for writing block. Increased number of ESE students.	Daily practice with conventions. Daily vocabulary and enrichment. Build a strong foundation of the 50 target skills. Utilize anchor papers as a scoring and teaching tool. Utilize Learning Village. Weekly timed writing practice. Conferencing with students during Writers Workshop. Subject area collaboration among teachers. Writing Tutorial. Use LTMs to discuss	Teachers Administrators	Monitoring of lesson plans. Utilize results from EDW Data (Palm Beach Writes) to determine success.	Classroom assessments, anchor papers, teacher observation and conferencing notes, FCAT Rubric

	strengths, weaknesses and strategies in writing.		
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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
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
FCAT Scoring	4	District Training	Grade 4 Writing Teachers	Pre-School	Palm Beach Writes analysis of scoring	Teachers LTF

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 Attendance Goal #1:	In 2013, the expected attendance rate will increase by 5%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
85%(728)	90%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
109	99
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
29	19

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	Inability to control student illness. Parents keeping students out of school.	Follow up with parent or guardian on an ongoing basis for absences. Provide preventative/ support services for chronically absent students and families. Recognize good punctuality and attendance. Align Honor Roll eligibility with unexcused tardies and absences. Close the car loop gates at the bell and require parents to come into school and sign	Guidance Counselor Assistant Principal Attendance Clerk Teachers	Daily monitoring of attendance.	Daily attendance report

late students in.

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
School attendance and tardy policy review	K-5	Assistant Principal	All homeroom teachers	On-going	Daily attendance, call outs to parents of tardy and absent students	Daily attendance report

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:	There will be a 20% decrease in Suspension Rates in 2013 from 2012.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
2	0

2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
2	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
13	11
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
9	7

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	External social/emotional influences	School wide and individual behavior plans. Positive reinforcement, Parent communication. Character education. Behavior Assemblies. Mentor program SWPBS	Assistant Principal Guidance Counselor Faculty and staff	Number of discipline referrals will decrease	Terms Discipline Report EDW Report

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
New student code of conduct. Schoolwide Positive Behavior Support	K-5	Assistant Principal	School-wide staff	On-going	Analysis of discipline data	Assistant Principal

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: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Increase the percentage of parent involvement by 2%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
63%	65%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of transportation. Childcare needs. Inability to take time off from work.	Vary dates and times of workshops and activities	Guidance counselor	Sign in sheets Parent feedback	Parent surveys Parent evaluations Response cards
2	Language barriers.	Language facilitators will be available at all parent workshops, meetings and presentations. Utilize headsets at all parent meetings which	Guidance Counselor. Language Facilitator.	Volunteer Sign- In data	Parent surveys. Parent evaluations. Response cards.

		will directly translate to the parents.			
	Lack of parent involvement in school-wide programs	<p>Parents participate in the design, implementation and evaluation of school-wide programs through the School Advisory Committee (SAC), Parent-Teacher Organization (PTO), and sub-committees within the school.</p> <p>Information is distributed to parents regarding Title I meetings and trainings with at least a week's notice. Flyers are sent home with students, information is also dispersed via the school marquee, edline page, school marquee, parent trainings, SAC and PTO meetings and language facilitators.</p> <p>Parents were invited to review the Family Involvement Plan (FIP) and Parent-School Compact on September 20, 2011 at the school's SAC meeting and on October 10, 2011 at the Title I Annual Meeting.</p> <p>In addition, the FIP and the Parent School Compact was sent home for parents to review on September 21, 2011 and parents were given until October 11, 2011 to give their input.</p> <p>A Writing training was held on October 7, 2011 and a Reading training is scheduled for November 14, 2011. Additional trainings are scheduled for December and January in the areas of Math and Science.</p> <p>A Family Involvement Survey is sent home every year. The results of the survey are used to improve parent participation and are included in the Family Involvement Plan.</p> <p>South Olive has an exemplary volunteer program where parents and community members enhance the academic environment through the donation of</p>	Guidance Counselor Administration	Sign-In Sheets	Parent Surveys Parent Evaluations Response Cards

		time and support of students, staff and teachers. Business partners support all academic activities by providing donations, rewards, volunteer time.			
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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
Title I Family Involvement and Curriculum Workshops	K-5	Guidance Counselor	Parents Staff	On-going	Parent surveys following workshops	Guidance Counselor

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Family Involvement	Postage and freight for parent communication	Title I	\$260.00
Family Involvement	Parent supplies- paper, staples, printer ink, laminating film, binders, folders, tape, and paper clips	Title I	\$1,868.00
			Subtotal: \$2,128.00
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: \$2,128.00

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

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	Tutorial	Part-Time In-System	Title I	\$12,054.00
Reading	Tutorial	Teacher salaries	SAC	\$2,500.00
Parent Involvement	Family Involvement	Postage and freight for parent communication	Title I	\$260.00
Parent Involvement	Family Involvement	Parent supplies- paper, staples, printer ink, laminating film, binders, folders, tape, and paper clips	Title I	\$1,868.00
				Subtotal: \$16,682.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Staff Development	Salary for LTF	Title I	\$67,588.00
				Subtotal: \$67,588.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Classroom Supplies	Printer and ink for classroom use, laminating film, pens, pencils, folders, markers, chart paper, hanging files, staples, tape, scissors	Title I	\$4,500.00
				Subtotal: \$4,500.00
				Grand Total: \$88,770.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input checked="" type="checkbox"/> Priority	<input checked="" type="checkbox"/> Focus	<input checked="" type="checkbox"/> Prevent	<input checked="" 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

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
After school tutorial	\$2,500.00

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

The SAC will continue to reach out and improve upon the surrounding community and parent involvement to offer aid and support school activities and functions. The SAC will work to increase attendance and participation at SAC meetings throughout the year. Our SAC will continue to meet on the third Tuesday of each month at 5:30pm in the school's media center.

The SAC will again stay consistent on the use of its funds to support the academic goals and initiatives of the school based upon the school grade and AYP for 2012-2013, along with the current diagnostic data. It is important to note that this is a collaborative effort from our entire team to make the best decisions for the children with continued effort to achieve our expectations and make AYP.

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 SOUTH OLIVE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	96%	94%	98%	92%	380	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	79%	82%			161	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?	87% (YES)	80% (YES)			167	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					708	
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 SOUTH OLIVE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	93%	98%	92%	94%	377	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	77%	83%			160	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)	96% (YES)			165	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					702	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested