FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: PALM VIEW ELEMENTARY SCHOOL

District Name: Manatee

Principal: Angela Essig

SAC Chair: Jason Lane

Superintendent: David Gayler, Interim

Date of School Board Approval:

Last Modified on: 10/18/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Angela A. Essig	Specialist in Administration and Supervision, University of Georgia, Athens Add-on to Master's Degree in Administration and Supervision, Georgia State University, Atlanta Master of Arts for Teachers in English Education, Georgia State University, Atlanta	1	24	Principal has 35 years of experience in education, with 24 of those years in administration: Interim Principal of Daughtrey Elementary, Manatee County, March - July 2012 Director of School Management (Secondary), Manatee County, January 2007 - March 2012 Principal of W. D. Sugg Middle School, Manatee County, July 1999 - December 2006. (School grade improved from a C in 1998-1999 to a B in 1999-2000 and remained a B for three years. The grade dropped to a C in 2002-03, but in 2003-04 increased to an A. Sugg was a B in 2004-05 and and A in 2005-06. In 2005-06, 62% scored a level 3 or higher in reading, 62% made learning gains, and 74% of the lowest quartile made learning gains. In math, 65% scored a level 3 or higher and 71% made learning gains.)

| | Bachelor of Science in Education (English), University of Georgia, Athens

School Principal Certification and English Grades 6 - 12 | | | Assistant Principal, Bayshore High, Manatee County, 1997 - 1999

Assistant Principal, Port Charlotte High School, Charlotte County, 1993 - 1996

Assistant Principal, Parkview High School, Gwinnett County, Georgia, August 1987 - June 1993

Total of 11 years of teaching grades 8 - 12 English in Georgia and Florida. |

INSTRUCTIONAL COACHES

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

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

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	Increase teacher morale through strong communication, collaborative decision-making, and team building.	Principal	Ongoing	
2	Increase Principal presence in classrooms, with frequent positive feedback and coaching as needed.	Principal	Ongoing	
3	Establish a strong support system with mentoring for teachers new to school.	Principal	Ongoing	
4	Provide Teacher as Leader opportunities, especially for veteran teachers.	Principal	Ongoing	
5	Teachers (especially Team Leaders) are invited to participate in interviews. Selection criteria and preferences are discussed prior to the writing of interview questions. Only highly qualified teachers are interviewed.	Principal	Ongoing	
6				

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
N/A	

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
33	3.0%(1)	12.1%(4)	45.5%(15)	39.4%(13)	27.3%(9)	24.2%(8)	6.1%(2)	3.0%(1)	93.9%(31)

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
Shelby Bench, Teacher on Assignment (In Administrative Internship Program with USF)	Kindergarten and 1st grade teachers: Dana Pruitt, Lynne Jablonski, Angela Leggett, Susan Mergens, Mallory Lahey, Stella Arent, Linda Barber, and Debra Leverenz.	Mrs. Bench is an accomplished K-1 teacher working on her administrative certification. K-1 teachers need assistance with implementation of the K-1 Common Core Standards.	Observing for non-evaluative purposes, coaching, collaborative planning,and modeling are some of the activities planned. Mrs. Bench will also read "Pathways to the Common Core"with the teachers and discuss the book with them in Professional Learning Community sessions.
Sheri Hammond, 5th Grade Team Leader	New 5th grade teachers Bonnie Vengrofski and Samantha Moore	Mrs. Hammond is an accomplished National Board Certified teacher with over 17 years of experience, who has served as a reading coach, and who has a Specialist Degree in Educational Leadership. She is certified in a variety of areas, including Varying Exceptionalities K-12.	Collaborative planning, coaching, modeling, and guidance as Team Leader.
Danielle McClellan, 4th Grade Team Leader	Wendy Knuth, 4th grade teacher new to our district.	Mrs. McClellan is a highly accomplished and experienced teacher leader who is very knowledgeable about the Common Core Standards.	Collaborative planning, coaching and modeling, and guidance as a Team Leader.
Nicole Galan, 3rd Grade Team Leader	Maria Israel, 3rd grade teacher new to our district (formerly a charter school teacher)	Nicole Galan is a highly accomplished and experienced teacher leader.	Collaborative planning, coaching and modeling, and guidance as a Team Leader.
	Paulo		

Pam Steen, District Office ESOL Contact	Cordero -- formerly a 5th grade math teacher at Palm View, who has moved into the new ESOL teacher position.	Pam Steen has many years of experience assisting ESOL teachers at the schools.	Training in ESOL paperwork and ELL strategies; guidance in compliance and audits.
Dana Pruitt, Kindergarten Team Leader	Susan Mergens, who is a first year teacher	Susan Mergens was initially hired as a 5th grade teacher, but was moved to Kindergarten after the first two weeks of school. Her mentor, Ms. Pruitt, is Team Leader and an experienced Kindergarten Teacher. Assistant Principal Intern Shelby Bench will help Ms. Pruitt in mentoring Mrs. Mergens.	Collaborative planning, coaching, modeling, and guidance as a Team Leader.

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

The school will utilize its Title 1 monies to fund decisions as outlined in the School Improvement Plan. Title I funds are paying for two teacher positions: a teacher for the Successmaker Lab, and an ESOL teacher.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

The school will conduct professional development and utilize professional development funds in order to support the implmentation of the School Improvement Plan.

Title III

Palm View has added an ESOL teacher for 2012-13, funded through Title I. Enhancement of student achievement for ELL students is addressed in the School Improvement Plan. Strategies to support ELL students are outlined under the individual goals.

Title X- Homeless

The school will work with Deb Bailey, who oversees the McKinney-Vento Homeless Act to ensure implementation.

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

Violence prevention and bullying awareness programs will be continued as established.

Nutrition Programs

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Chairperson: Eileen Kivlahan, Guidance Counselor. (Coordinates the agenda, facilitates the meetings, helps follow up with teachers to insure fidelity to interventions, and coordinates MTSS processes and paperwork.)

Principal: Angela A. Essig (Provides the common vision and instructional leadership for data-based decision-making, ensures the implementation of the MTSS model, and assesses the MTSS.)

Shelby Bench, Teacher on Assignment serving as an administrative intern through a USF grant program. (Takes the place of the Principal when she cannot attend meetings, participates in the MTSS process, and provides assistance with coordinating interventions and insuring fidelity.)

Selected General Education teachers: Grade-level and department chairpersons (Provide information about core instruction and serve as liaisons to instructional teams.)

Special Education teachers: Peggy Witt and Todd Hunt (Provide information about core instruction to Students with Disabilities and serve as liaisons to instructional teams.)

School Psychologist: Rosemarie Reynolds-Wood (Participates in the Student Support Team process and provides information about services and interventions for students.)

Student Services Personnel: Kami Lake, School Social Worker (Participates in the Student Support Team process and provides information as to services and interventions for students.)

Sonja Johnson, Speech Language Pathologist (Participates in the Student Support Team process and provides information as to services and interventions for students.)

Tisha Conaway, ESE Specialist (Participates in the Student Support Team process and provides information as to compliance.)

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 MTSS team meets weekly (as a whole or as smaller working teams) to discuss assessment results and student progress. Data, lesson plans, student work samples and other materials are gathered and analyzed. Problems are identified,

hypotheses generated, and interventions generated, implemented and monitored for results. Special attention will be given to students at moderate or high risk for failure. The team will identify appropriate professional development, resources and/or interventions to meet identified needs.

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 MTSS Leadership Team will meet with representatives from the School Advisory Council to review all pertinent student performance data. Additionally, input will be gathered from faculty and staff as to best practices and necessary adjustments. Periodic reviews of the School Improvement Plan will be conducted, thereby allowing for the ongoing review of the plan to meet developing needs. The Florida Continuous Improvement Model will be utilized during this review process.

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.

Primarily, DRA, FCAT, SAT 10, FAIR, and SuccessMaker data will be used to make initial program and instructional decisions. Benchmark data, collected through assessments managed by Quick Query, will be used to generate additional formative data. This data will be disaggregated at the classroom and individual student levels, providing teachers with clear indications as to areas in need of re-teaching (as well as areas of mastery where enrichment and acceleration can be implemented). Benchmark assessments will be administered in September 2012, January 2013 and May 2013.

Describe the plan to train staff on MTSS.

Training is provided during regularly scheduled team meetings and Professional Learning Communities. The MTSS Team will meet monthly with each team to review student data, the progress monitoring process and student interventions each team is implementing. MTSS Leadership Team observations will determine the fidelity of implementation of the MTSS model, which could lead to additional professional development offerings, as appropriate.

Describe the plan to support MTSS.

Teachers will maintain data binders with graphs, interventions, and other data so that the information can be easily referenced when monitoring students' progress and assessing their needs. Teams will collaborate to create data walls and track interventions and their effectiveness on a monthly basis.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal Angela Essig provides common vision and instructional leadership for data-based decision making; ensures the implementation of the CRRP at the school site; facilitates the use of data-collection instruments and assessments, as well as the analysis of resulting data for the purpose of improving the effectiveness of literacy related activities.

The following serve on the SLLT:
Angela Essig, Prinicipal
Jeannette Beckett, Media Specialist
Shelby Bench, Assistant Principal Intern
Jennifer Daly, 6th Team Leader
Todd Hunt, ESE TL
Eileen Kivlahan, Guidance Counselor
Mallory Lahey, 1st grade TL
Bonnie LaJoie, SuccessMaker Teacher
Nicole Galan, 3rd grade TL
Sheri Hammond, 5th grade TL
Christy Isaacs, Specials TL
Danielle McClellan, 4th TL
Gwen Newsome, 2nd TL
Dana Pruitt, Kindergarten TL

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

The SLLT is scheduled to meet monthly during the school year; however, the format is evolving to be that SLLT representatives will meet with grade level subgroups for stronger impact. A calendar has been designed so that SLLT and MTSS representatives meet with every grade level team every month to discuss literacy initiatives, student data, interventions, progress monitoring, etc. The primary purposes of these meetings will be to review students' assessment data (e.g. FAIR results), make collaborative instructional decisions based on the data, and assess the fidelity of implementation of CRRP components and activities. Meeting in smaller groups with each grade level better facilitates the dissemination of data and other information more effectively to all teachers. Additionally, the SLLT will assess the status and impact of additional literacy-related initiatives and interventions, and make recommendations for improving the effectiveness of the overall program (e.g. reading intervention; interdisciplinary strategies supporting literacy instruction)

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

-Participating in the collection, disaggregation and analysis of Reading assessment data for the purpose of instructional decision making;
- Assessing the utilization and effectiveness of Reading intervention programs, including technologically-based applications;
- Working closely with the MTSS Leadership Team to ensure fidelity of implementation and program consistency;
- Monitoring the implementation of literacy development strategies in all classes;
- Facilitating the sharing of best practices in Reading instruction through professional learning community conversations.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/16/2012)

*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.

Palm View conducts PreK ESE placement meetings to properly transition the students to the school's kindergarten, ESE resource, and the primary ESE self-contained program.

*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.

Palm View has added 6th grade for 2012-13. We have two 6th grade teachers. One teaches language arts and social studies. The other teaches science and math. Both teach writing and intensive reading. Mrs. Daly teaches levels 1 and 2 reading for one class period, and then Mrs. Charlton takes over just the level 1's for an additional period of intensive reading. The level 1 readers receive a total of 90 minutes of intensive reading.

*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

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

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:	The results of the 2012 FCAT reading test indicate that 40% of Palm View students achieved level 3 or higher proficiency as compared to 31% in 2011. Our goal for 2013 is to increase proficiency to 45% or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 40% of Palm View students grades 3 - 5 (81 students out of 206) scored at a level 3 or higher in FCAT reading.	In 2013, 45% of Palm View students grades 3 - 6 (100 of 221) will score at a level 3 or higher in FCAT reading.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need professional development to gain the knowledge and skills required for teaching the common core state standards reading practices.	Provide ongoing professional development, embedded coaching, and time to meet in professional learning communities for collaborative planning on incorporating the CCSS reading practices throughout all subject areas.	Principal	Classroom walkthroughs and teacher evaluation process.	2013 FCAT
2	Students struggle with choosing books that they can read with fluency and books that challenge them to move to the next level.	Teachers will administer DRA's to all of their students and organize their classroom libraries by Lexile ranges so that they can match students with "just right" books.	Asst. Principal Intern Team Leaders	FAIR testing' reading progress monitoring assessments.	2013 FCAT
3	Students lack sufficient opportunities to work with informational text and to make comparisons of text.	Incorporate more informational text at each grade level, gradually increasing to 50% by 3rd grade.	Principal	Classroom walk-throughs and progress monitoring assessments.	2013 FCAT
4	Students in need of increased interventions require additional opportunities to access in-person and technology-based supports on a consistent basis.	Develop a flexible master schedule that supports the provisions of targeted reading instruction (including the use of FCAT Explorer, SuccessMaker, Waterford, Voyager, Ticket to Read and My Sidewalks)	Principal	Classroom walk-throughs, observations of instruction and ongoing monitoring of interventions and assessments, including Successmaker Areas of Difficulty Reports.	2013 FCAT
5	Adequate instructional time afforded to all benchmarks and standards (including opportunities for reinforcement, re-teaching and enrichment) throughout the entire school year.	Teachers will work in Professional Learning Community grade level teams to plan instruction and assessment collaboratively.	Principal Grade-level Team Leaders	Principal will monitor PLC agendas/minutes and meet monthly with team leaders to gather feedback and provide guidance and support.	2013 FCAT scores

6	Low student engagement and lack of motivation.	Provide teachers Kagan training and coaching and emphasize "Time to Think."	Principal	Classroom walkthroughs and formal teacher observations.	2013 FCAT scores
7	Students enter Kindergarten with low readiness, and 50% are ELL. They start behind and most of them never catch up by 3rd grade.	Provide refresher professional development for all teachers in ESOL strategies; accelerate the Kindergartners' learning of letters to be completed before winter break; hire ELL teacher. Place a strong focus on the English Language Arts Practices of the Common Core State Standards in all subject areas.	Principal ELL Teacher Assistant Principal Intern	Classroom walkthroughs; progress monitoring assessments; monitoring of the exit rate of students from ELL status.	FAIR, FLKRS, CELLA, and other benchmark and progress monitoring tools
8	The media specialist was tied up all day teaching Specials classes; therefore, teachers and students did not have access to the media center during the school day.	Free up the media specialist for the majority of the school day. She will teach only two Specials, but will teach these classes in the media center. During those two classes, a paraprofessional will continue Open Library so that teachers and students will have access. The media specialist will also support teachers in implementation of the English Language Arts Practices of the Common Core State Standards by ordering more informational text and assisting teachers with incorporating increasing amounts of informational text throughout all subject areas.	Principal	Classroom walkthroughs; monitoring the checkout rate of books.	2013 FCAT scores
9	Teachers can be overwhelmed by all of the depth and breadth of the teacher evaluation process and the requirements involved with a Title I school, so they need to remain focused on the essential components for student success.	The routine in every classroom will include the following components: Attention and engagement; a clear, well-defined purpose and objective; multiple short segments of instruction, followed by opportunities for students to process or practice what was just taught, while the teacher checks and monitors to see how well the class has learned. The teacher will make adjustments to the lesson and the pacing to ensure that all students can succeed on each phase of instruction, until students can achieve the objective of that day's lesson or group project.	Principal	Classroom walkthroughs.	2013 FCAT scores

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.	N/A

Reading Goal #1b:	

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT reading test indicate that 17% of Palm View students achieved level 4 or higher as compared to 23% in 2011. Our goal for 2013 is that 23% of students will score a 4 or higher in FCAT reading.

2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, of 206 3rd-5th graders, 36 (17%) scored a 4 or higher in FCAT reading.	In 2013, 23% of Palm View students grades 3-6 (51 students) will score a 4 or higher in FCAT reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Gifted and advanced students need higher expectations and more challenging learning experiences.	Teachers in grades 4 - 6 will emphasize more project-based, real-world learning (including history and science projects) that requires the reading of more informational text and the analysis and comparison of texts. A .50 teacher of gifted students will be hired so that students no longer will lose instructional time being transported to another school for services. Highly accelerated 4th graders will be moved to 5th grade classes to study the 5th grade curriculum, and highly accelerated 5th graders will be moved to 6th grade to earn 6th grade "credits."	Principal	Ongoing progress monitoring; district benchmark assessments; teacher-created assessments emphasizing informational text.	FCAT 2013

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:	N/A

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

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<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
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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:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT reading test indicate that 40% of Palm View's 3rd-5th graders made learning gains in reading as compared to 66% in 2011. Our goal for 2013 is that 53% of 3rd - 6th graders will make learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 FCAT, 40% of 3rd-5th graders made learning gains in reading.	On the 2013 FCAT, 53% of 3rd-6th graders will make learning gains in reading, which is approximately 117 students.

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<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Time for teachers to work collaboratively to improve reading instruction.</td><td>Change the teacher work day to be 7:45 a.m. to 3:15 p.m. so that the bulk of teachers' planning time outside the school day is in the morning. Set aside every Wednesday morning from 7:45 to 8:20 for vertical teaming, professional development and collaborative planning in grade-level professional learning communities. Engage Team Leaders and the School Literacy Leadership Team in data chats, with a focus on guiding grade level teams in the improvement of small group instruction in the reading block and effective interventions for struggling readers.</td><td>Principal
Team Leaders</td><td>Classroom walkthroughs that focus on the effective implementation of the reading block and reading interventions; FAIR; and progress monitoring assessments.</td><td>2013 FCAT</td></tr>
<tr><td></td><td>Inadequate utilization of informational text in the reading block.</td><td>Purchase more informational text for classrooms and the media center, and increase the</td><td>Principal
Media Specialist
Team Leaders</td><td>Classroom walkthroughs that focus on increased utilization of informational text; FAIR and</td><td>2013 FCAT</td></tr>
</table>

		utilization of informational text (science, history, etc.) in the reading block. Teachers will ensure wide reading from complex text that varies in length, make close reading and rereading of texts central to lessons, and ask text dependent questions from a range of question types.		benchmark assessments.	
2					
3	Students struggle with choosing books that they can read with fluency and books that challenge them just enough to help move them to the next level.	Teachers will administer DRA's to all of their students and organize their classroom libraries by Lexile ranges so that they can match students with "just right" books.	Assistant Principal Intern Team Leaders	FAIR testing; reading progress monitoring assessments.	2013 FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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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:	The results of the 2012 FCAT reading test indicate that 71% of Palm View's 3rd-5th graders in the lowest 25% made learning gains in reading as compared to 77% in 2011. Our goal for 2013 is that 80% of the lowest 25% of 3rd-6th graders will make learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 FCAT, 71% of 3rd-5th graders in the lowest 25% made learning gains in reading, which is approximately 30 of 42 students.	On the 2013 FCAT, 80% of students in the lowest 25% will make learning gains in reading, which is approximately 34 students.

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<tr><td>Teachers need more time within the school day to</td><td>Teams will collaborate to maximize use of</td><td>Principal
Team Leaders</td><td>Monitor assessment data with teachers to</td><td>2013 FCAT</td></tr>
</table>

1	provide adequate interventions for struggling readers.	instructional time by more closely targeting each student's reading deficiencies, by implementing monthly assessment and data analysis of student performance in reading, and by implementing very specific and targeted interventions based on identified needs (intensified support) as a component of the Florida Continuous Improvement Model.		determine if interventions are working, and if success is low, problem-solve to determine additional strategies.	
2	Students need a variety of intervention models depending on their learning style and areas of deficiency.	Utilize available technological resources (e.g. Waterford and Successmaker) to provide remedial and additional intensive reading support to students in the lowest 25%, with supports delivered through effective scheduling and pull-out programs.	Principal Team Leaders	Classroom walk-throughs, formal observations, data chats with School Literacy Literacy team about student utilization reports of technological resources and review of effectiveness of such resources.	Student utilization and performance reports 2013 FCAT
3	Students in the lowest quartile struggle with academic vocabulary.	Teachers will offer systematic instruction in Tier 2 academic vocabulary across all subject areas and will provide scaffolding that does not pre-empt or replace text.	Principal Team Leaders	Classroom walkthroughs, formal observations, and progress monitoring assessments.	2013 FCAT
4	Students in the lowest quartile struggle with understanding complex text and with endurance in reading lengthy passages.	Teachers will make close reading and rereading of texts central to lessons in all subject areas, will ask text dependent questions from a range of question types, and will emphasize students supporting answers based upon evidence from text. Teachers will provide scaffolding that does not pre-empt or replace text. Teachers will match students to "just-right" text to increase fluency and endurance in reading increasingly longer passages. Teachers will increase the amount of informational text that students read on a daily basis and insure that students read from a variety of complex text that varies in length.	Principal Team Leders	Classroom walkthroughs, formal observations, and progress monitoring assessments.	2013 FCAT

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 : On the 2012 FCAT, the percentages of students satisfactory in reading were: African American 35%, Hispanic 25%, White 61%, ELL 17%, Students with Disabilities 16% and Economically Disadvantaged 32%. For the 2013,improvement

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

	49%	53%	58%	63%	67%	

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 2012, 61% of White students, 35% of Black students, and 25% of Hispanic students were proficient in FCAT reading. On the 2013 reading FCAT, 45% of Black students, 71% of White students, and 38% of Hispanic students will score proficient in FCAT reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% White (42 of 69 students) 36% Black (17 of 47 students) 24% Hispanic (21 of 89 students)	71% White (50 students) 45% Black (23 students) 38% Hispanic (34 students)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Subgroups struggle with inadequate vocabulary and understanding of the differences and nuances of the meaning of words, depending on the subject and the situation.	Teachers will provide systematic instruction of Tier 2 academic vocabulary across all subject areas, and will increase students' retention of the vocabulary through Writing to Learn strategies and Kagan Cooperative Learning.	Principal Team Leaders	Classroom walkthroughs and formal observations; formative and benchmark assessments.	2013 FCAT
2	Students struggle with understanding complex text.	Teachers will provide scaffolding that does not pre-empt or replace text; make close reading and rereading of text central to their lessons; increase the reading of informational text; and ensure that students read from a wide variety of complex text that varies in length.	Principal Team Leaders	Classroom walkthroughs and formal observations; formative and benchmark assessments.	2013 FCAT.

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	In 2012, 17% (5 of 30) of Palm View's 3rd-5th LY ELL students were proficient in FCAT reading. On the 2013 FCAT, 30% (10 of 32 students) of 3rd-6th graders will be proficient in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (5 of 30 students)	30% (32 of 32 students)

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

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

		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1	ELL students have difficulty reading complex text and learning Tier 2 academic vocabulary.	Teachers will provide scaffolding that does not pre-empt or replace text; ask text dependent questions from a range of question types; and offer systematic instruction in Tier 2 academic vocabulary throughout all subjects.	Principal Team Leaders	Classroom walkthroughs and formal observations; progress monitoring assessments.	2013 FCAT
	2	ELL students may understand some English, but they are often not comfortable attempting to use it in speaking and writing, especially in front of the entire class.	Teachers will be trained in Kagan Cooperative Learning Strategies, with followup coaching. Use of cooperative learning will provide a safer environment for ELL students to take risks with speaking and writing, and more opportunities to practice the English language with their peers, which will increase their confidence in answering questions in front of the entire class.	Principal Team Leaders	Classroom walkthroughs and formal observations.	2013 FCAT
	3	Palm View has not had an ESOL teacher to support classroom teachers and ELL students.	Hire an experienced academic teacher out of Title I funds to serve as ELL teacher. The ELL teacher will coordinate ESOL testing and LEP meetings and plans, supervise the ESOL paraprofessionals to insure that ELL students are receiving support in the classroom, and coach teachers on incorporating ELL strategies across all subject areas. The ELL teacher will also push-in to classrooms to work with students one-on-one and in small groups, with an emphasis on the primary grade levels.	Principal ESOL Teacher	Classroom walkthroughs and formal observations.	FLKRS, FAIR and CELLA data 2013 FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	In 2012, 16% of Palm View's exceptional education students (6 out of 40) were proficient in FCAT reading. For 2013, 33% (15 out of 44) will be proficient in FCAT reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (6 of 40)	33% (15 of 44)

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Students with Disabilities struggle with Tier 2 academic vocabulary and complex text.	Teachers will engage students in close reading and rereading of texts central to lessons;	Principal Team Leaders	Progress monitoring assessments, classroom walkthroughs, and formal classroom observations.	2013 FCAT

		provide scaffolding that does not pre-empt or replace text; ask text-dependent questions from a range of question types and from a wide range of complex text, with an emphasis on informational text; and offer systematic instruction in Tier 2 Academic Vocabulary.			
2	Low expectations of SWD students.	Increase inclusion and mainstreaming, with support from ESE teachers and paraprofessionals; expect ESE teachers to utilize the same instructional materials that are used in regular classrooms; urge all teachers to decrease dependence on worksheet-driven "instruction."	Principal	Data on number of ESE students accessing learning in regular classrooms; progress monitoring assessments, classroom walkthroughs, and formal classroom observations.	2013 FCAT

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In 2012, 32% of economically disadvantaged students in grades 3-5 made learning gains. Our goal for 2013 is that 43% will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (35 students)	43% (50 students)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of highly developed vocabulary that assists students with reading complex text.	Teachers will offer systematic instruction in Tier 2 academic vocabulary across all subject areas, make close reading and rereading of texts central to lessons, ensure wide reading from complex text (especially non-fiction and informational) that varies in length; and provide scaffolding that does not pre-empt or replace text.	Principal Team Leaders	Classroom walkthroughs and formal observations; progress monitoring assessments.	2013 FCAT
2	Low student engagement.	Teachers will be trained and coached in Kagan Cooperative Learning Strategies and high-level questioning to increase opportunities for students to think and to engage in active learning.	Principal Team Leaders	Classroom walkthroughs and formal observations; progress monitoring assessments.	2013 FCAT
	Low student motivation.	Teachers will provide real-world, relevant, and extensive research and	Principal Team Leaders	Classroom walkthroughs and formal observations; progress monitoring	2013 FCAT

3		writing opportunities; offer students choice in activities that appeal to their learning style and interests, and cultivate students' independence.		assessments.	

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
Implementation of Common Core State Standards reading practices throughout all subject areas: workshops, embedded coaching, and collaborative planning in PLC's.	K-6	Grade level Team Leaders serve as PLC leaders. In addition to weekly team meetings, PLC's will meet from 7:45-8:20 a.m. on 23 Wednesday mornings throughout the school year.	All academic and "specials" teachers at all grade levels.	Starting August 29, 2012 and going through June 5, 2012.	Principal will meet with Team Leaders monthly to review PLC progress and to provide further direction. The Principal will conduct classroom walkthroughs to monitor implementation of CCSS reading practices.	Principal
Vertical Teaming	K-6	Principal and Team Leaders	All teachers	October 12, December 5, February 6, and March 27	Discussions in Team Leader meetings	Principal
CCSS for Math Practice	K-6	Joe McNaughton (district math specialist)	All Teachers	September 19	Classroom walkthroughs and monitoring of lesson plans	Principal
Argumentative / Opinion Writing Across the Curriculum	K-6	Linda Fowler, district curriculum specialist	All teachers	September 26	Classroom walkthroughs and monitoring of lesson plans	Principal
DRA Testing	K-5	Assistant Principal Intern Shelby Bench and 5th grade teacher Sheri Hammond will train all teachers on scoring DRA testing.	All academic teachers.	Training on August 22. DRA testing during month of September.	DRA data will be reviewed through data chat meetings and in PLC's.	Assistant Principal Intern
Kagan Cooperative Learning Training	K-6	Title I arranged for a certified Kagan trainer.	Teachers who had not previously been trained (about 15) and were hired before June 2012.	June and August, total of 5 days.	Classroom walkthroughs (Principal) and coaching (Principal and Assistant Principal Intern)	Principal
Deeper training in Words their Way	K-6	Jennifer Daly, Danielle McClellan and Gwen Newsome will deliver the training after school for our teachers (after they collaborate with the District Curriculum Specialist to plan the training)	All academic teachers K-6 who use Words their Way	September 25, 2012	Classroom walkthroughs	Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Voyager's Ticket to Read Site License	Online K-6 reading program to promote active reading, with students working independently on phonics, comprehension, fluency and vocabulary.	Title I	$3,500.00
Purchase informational text for K-1 classroom libraries.		SIP Funds	$1,265.00
			Subtotal: $4,765.00
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
Words their Way Training for 25 teachers for two hours	Three of our teachers worked with a District Curriculum Specialist to deliver the training.	Title I	$1,000.00
Other PD for teachers to improve student achievement in reading.		Title I and SIP	$1,000.00
			Subtotal: $2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $6,765.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	CELLA scores for Spring 2013 will reflect a 10% increase for each grade level. Kindergarten will be at 25%, 1st will be 63%, 2nd will be 96%, 3rd will be 22%, 4th will be 73% and 5th will be 77%.
2012 Current Percent of Students Proficient in listening/speaking:	
2012 CELLA testing indicated 15% for Kindergarten,53% for 1st, 86% for 2nd, 23% for 3rd, 63% for 4th and 77% for 5th.	

	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	ELL students have limited background knowledge, resulting in difficulty connecting to curriculum content.	Teachers will utilize Total Physical Response and Kagan Cooperative Learning structures on a daily basis.	Principal ESOL Teacher	Classroom walkthroughs Lesson Plans Progress monitoring tools utilizing data/graphs	FAIR Benchmark Assessment and CELLA
	ELL students have	Teachers will teach	Principal	Classroom walkthroughs	Fair Benchmark

2	limited vocabulary, often in both their home language and their second language, resulting in difficulty comprehending the curriculum content.	academic tier 2 vocabulary explicitly.	ESOL Teacher	Lesson plans Classroom assessments	Assessment and CELLA
3	ELL students lack instructional support at home because of their parents' limited ability to read and speak English.	Increase availability of parent resources in home language.	ESOL Teacher	Observation Collection of sample resources provided to parents	FAIR Benchmark Assessment and CELLA

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

2. Students scoring proficient in reading. CELLA Goal #2:	Spring 2013 CELLA socres will reflect a 10% increase in reading at each grade level: Kindergarten 10%, 1st 21%, 2nd 67%, 3rd 10%, 4th 41%, and 5th 35%.

2012 Current Percent of Students Proficient in reading:

In 2012, CELLA scores were 0% for Kindergarten, 11% for 1st, 57% for 2nd, 0% for 3rd, 31% for 4th, and 25% for 5th.

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	ELL students have limited background knowledge, resulting in difficulty connecting to the curriculum content.	Teachers are to incorporate Total Physical Response and Kagan Cooperative Learning strategies on a daily basis.	Principal ESOL Teacher	Classroom walkthroughs Lesson plan monitoring	FAIR Benchmark Assessment CELLA
2	ELL students have limited vocabulary, often in both their home language and their second language, resulting in difficulty comprehending the curriculum content.	Teachers are to teach Tier 2 academic vocabulary explicitly.	Principal ESOL Teacher	Classroom walkthroughs Lesson plan monitoring	FAIR Benchmark Assessment CELLA
3	ELL students lack instructional support at home because of their parents' limited ability to read and speak English.	Increase the availability of parent resources in the home language.	ESOL Teacher	Observations and collection of sample resources that teachers provided	Fair Benchmark Assessment CELLA
4	Some teachers lack the latest knowledge and skills for incorporating strategies that work most effectively with ELL students.	The ESOL teacher will coach and model effective ESOL strategies for teachers within the context of the classroom and will provide refresher training sessions for teachers through team meetings.	ESOL Teacher	Classroom walkthroughs Lesson plan monitoring	FAIR Benchmark Assessment CELLA

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

3. Students scoring proficient in writing. CELLA Goal #3:	Spring 2013 CELLA scores will reflect a 10% increase in writing as follows: Kindergarten will be 10%; 1st grade will be 21%; 2nd grade will be 60%; 3rd grade will be 10%; 4th grade will be 51%; and 5th grade will be 60%.

2012 Current Percent of Students Proficient in writing:
2012 CELLA scores were 0% for Kindergarten, 11% for 1st, 50% for 2nd, 0% for 3rd, 41% for 4th and 50% for 5th.

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
			Problem-Solving Process to Increase Student Achievement		
1	ELL students have limited background knowledge, resulting in difficulty connecting to the curriculum content.	Teachers will utilize Total Physical Response and Kagan Cooperative Learning structures on a daily basis.	Principal ESOL Teacher	Classroom walkthroughs Lesson plan monitoring Progress monitoring tools utilizing data/graphs	FAIR Benchmark Assessment CELLA
2	ELL students have limited vocabulary, often in both their home language and their second language, resulting in difficulty comprehending the curriculum content.	Teachers will explicitly teach academic tier 2 vocabulary in all subject areas.	Principal ESOL Teacher	Classroom walkthroughs Lesson plan monitoring Classroom assessments	FAIR Benchmark Assessment CELLA
3	Lack of instructional support at home	Increase availability of parent resources in home language	ESOL Teacher	Observation Collection of sample resources provided to parents	FAIR Benchmark Assessment CELLA
4	ELL students have inadequate opportunities to practice writing for fluency.	Teachers will incorporate writing to learn tools across the curriculum.	Principal	Classroom walkthroughs Lesson plan monitoring	FAIR Benchmark Assessment CELLA

CELLA Budget:

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

Subtotal: $0.00

Grand Total: $0.00

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2010-2011 FCAT Mathematics test indicate that 38% of students achieved Level 3 proficiency. In math on the 2011-12 FCAT, 37% of Palm View students were proficient. For 2012-13, 48% of our students will score level 3 or higher on the math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (76)	48% (104)

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	Third graders averaged 11.7 out of 21 possible points in Number Operations, Problems and Statistics. They averaged 4.5 out of 10 in Fractions and 8.3 out of 13 in Geometry and Measurement. All K-2 students need to meet the math standards required for success in 3rd grade so that they can be better prepared for 4th grade and beyond by the end of the 3rd grade year.	All K-1 teachers will fully implement the Common Core Standards; 2nd grade teachers will incorporate the CCSS math practices. All K-2 teachers will provide quality, focused math instructions for 60 minutes every day. The Assistant Principal Intern will work closely with K-2 teachers to plan for stronger math instruction and to plan assessments for frequent progress monitoring. K-2 teachers will provide intensive and focused interventions for students struggling in math.	Principal Assistant Principal Intern	Classroom walkthroughs	FCAT 2013
	Teachers need to strengthen their math content area knowledge and teaching practices and to insure that quality math instruction is delivered on a daily basis for all students.	All teachers will provide math instruction for at least 60 minutes every day. Professional development will be provided to teachers to strengthen their math content knowledge and to assist them in the full implementation of the CCSS math practices. Second through sixth grade team leaders will arrange time for their teams to meet with the district math curriculum specialist so that they can focus on the math benchmarks in FCAT 2.0.	Principal Assistant Principal Intern Team Leaders	Classroom walkthroughs Classroom assessments Math benchmark tests	FCAT 2013

2		Additional time for collaboration in PLC's will be provided for teachers so that they can work together in strengthening their teaching of math, assessment of student progress, and design of interventions. Teachers will engage in vertical teaming activities at least four times during the school year so that they can compare standards at the grade levels before and after theirs and develop a better understanding about how to better prepare students for the next grade level. Teachers will collaborate in their grade level PLC's to design common assessments and discuss results in their weekly before-school meetings to identify improvement strategies and target math deficiencies.			
3	Fractions continue to be the greatest challenge for 3rd graders. On average, they achieved 45% of 10 points on the FCAT 2.0.	Second and third grade teachers will emphasize mastery of fractions.	Principal Assistant Principal Intern Team Leaders	Classroom walkthroughs Math classroom assessments	FCAT 2013
4	Low student engagement and motivation.	On a daily basis, teachers will emphasize Wait Time or Think Time, incorporate Writing to Learn and explicit instruction of Tier 2 academic math vocabulary, and incorporate Kagan Cooperative Learning Strategies. All teachers at every grade level will implement the CCSS math practices, with the strongest emphasis on making sense of problems and persevering in solving them. Teachers will incorporate small group instruction into their math classes.	Principal Assistant Principal Intern Team Leaders	Classroom walkthroughs Math classroom assessments	FCAT 2013
	Adequate time within the school day to insure all students reach proficiency.	All teachers will insure that the following components are routine in their instruction every day: 1. Attention and engagement (steps taken to ensure that all students are attentive and on task throughout the lesson). 2. A clear, well-defined purpose and objective for the the lesson. 3. Multiple short	Principal Assistant Principal Intern Team Leader	Classroom walkthroughs Math clasroom assessments SuccessMaker data	FCAT 2013

5		segments of instruction. 4. Opportunities for students to process or practice what was just taught, while the teacher monitors to see how well the class has learned. 5. Adjustments to the lesson and pace of the lesson to ensure that all students, or as close to that as possible, can succeed on each phase of instruction, until they can achieve the objective of that day's lesson. 3rd-5th grade students will be provided opportunities during the school day to strengthen areas of deficiency through technology (intensive SuccessMaker sessions).			
6					

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
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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	On the 2010-2011 math FCAT, 22 % of students achieved Level 4 or 5 proficiency. On the 2011-2012 math FCAT, 19% (40 students) scored a level 4 or 5. On the 2013 math FCAT, 23% (51 of 222) of our 3rd -6th graders will score a level 4 or 5 on math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39 out of 205 students (19%) scored a 4 or 5 on math FCAT. 3rd grade 14% (9 students of 68) 4th grade 37% (22 students of 59) 5th grade 11% (9 students of 79)	Out of 222 3rd - 6th graders, 23% will score a level 4 or 5 on math (51 students).
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Loss of departmentalization /specialization in math due to small student population; loss of strong 4th grade math teacher.	Teachers will collaborate in lesson planning and in designing assessments. Teachers will participate in professional development to strengthen math content knowledge and the CCSS math practices. Sixth grade has been added at Palm View for 2013, taught by two teachers. One teacher instructs students in math and science and the other instructs students in English Language Arts and Social Studies. High performing and gifted 4th and 5th graders will be given the opportunity to accelerate by moving into classes at the next grade level. The fifth graders will be able to earn 6th grade math "credit." A .5 teacher of gifted students has been added for 2012-13.	Principal Team Leaders	Classroom walkthroughs Math benchmark data	FCAT 2013

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 results of the 2011-12 FCAT Mathematics test indicated that 60% of 206 students in grades 3-5 made learning gains. For 2012-13, 65% of 222 students in grades 3-6 will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (124)	65% (145)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student engagement and motivation	Incorporate Kagan Cooperative Learning Structures to heighten student engagement and increase motivation. Increase student motivation and responsibility for learning through student goal setting. Closely monitor student mastery and provide interventions. Emphasize guided instruction and gradual release. Implement CCSS Math Practices at all grade levels. Explicitly teach Tier 2 academic vocabulary.	Principal Assistant Principal Intern Team Leaders	Classroom walkthroughs Evidence of student goal setting Math benchmark assessments	FCAT 2013

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:	In 2011-12, 55% of our current 3rd - 5th graders (23 of 42 students) who are in the lowest quartile made learning gains in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (23)	65% (27 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Additional time is needed to focus on identification of struggling students, provision of interventions, and ongoing progress monitoring to insure the lowest quartile students make learning gains.	Time will be carved out of the teacher work day for collaboration in PLC's about classroom assessment results and benchmark data and to determine interventions and additional supports, including focused instruction on specific mathematics benchmarks emphasized on FCAT 2.0.	Principal Team Leaders	Classroom walkthroughs Benchmark assessments	FCAT 2013

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 : On the 2012 FCAT, the following percentages scored Satisfactory in mathematics: African-American 25%, Hispanic 26%, White 59%, Ell 23%, Students with Disabilities 24% and Economically Disadvantaged 27%. On |

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	37%	48%	57%	62%	67%	

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:	On the 2011-12 math FCAT, 25% (12) of Black students achieved proficiency (level 3 or above), 26% (22) of Hispanic students, and 59% (44) of white students. Of the white students, 36% scored a 4 or 5; 8% of Hispanic students scored a 4 (no 5's), and 15% of Black students scored a 4 or 5. For 2012-13, in grades 3-6, 45% of Black students, 34% of Hispanic students, and 62% of White students will make satisfactory progress on the math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:

Grades 3-5:
Black 25% (12)
Hispanic 26% (22)
White 59% (44)

Grades 3-6:
Black 45% (28 of 62 students)
Hispanic 34% (32 of 93 students)
White 62% (39 of 62 students)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low expectations.	Increase student engagement and motivation through: Implementation of Kagan Cooperative Learning structures and Think Time / Wait Time in questioning strategies.

Implement all CCSS Math Practices.

Explicitly teach Tier 2 Academic Vocabulary.

Teach for mastery. | Principal

Team Leaders | Classroom walkthroughs

Progress monitoring through classroom assessments and benchmark testing. | FCAT 2013 |
| 2 | Teachers need a stronger awareness of how their minority students are performing and how they can help them improve achievement. | In PLC's, determine weakest strands for each student and target instruction to close the skill gaps.

Track student progress through examination and discussion of data.

Create grade-level data walls and center PLC discussions on the data and how to provide appropriate strategies and interventions for minority students. | Principal

Team Leaders | Minutes of PLC Team Meetings

Classroom assessment data

Benchmark assessment data | FCAT 2013 |

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 2011-12 math FCAT, 23% of Palm View's 3rd-5th grade ELL students were proficient (7 of 30 students). On the 2013 FCAT, 28% of Palm View's 3rd-6th grade LY ELL students will be proficient in math (9 of 32 students). |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 23% (7 of 30 students) | 28% (9 of 32 students) |

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Palm View has not had an ELL teacher to track student progress and provide needed interventions.	Palm View has hired an ELL teacher to take over CELLA testing, write LEP's and conduct the LEP updates and meetings, track data,	Principal

ELL Teacher

Guidance Counselor | District benchmark assessments

Classroom progress monitoring and formative assessments | FCAT 2013 |

					SuccessMaker data	
1		monitor student progress, and oversee interventions. He will also provide refresher training for teachers on effective strategies for ELL teachers and will push-in to classrooms to work with students in small groups and one-on-one, with an emphasis on K-2 grade levels.				
2	ELL students benefit from Kagan Cooperative Learning Structures so that they can practice their English speaking and listening skills by interacting with other students; however, four of the new teachers have not yet had the training.	Although Kagan Cooperative Learning training was provided to all teachers at Palm View, four new teachers were hired too late for them to participate in the training. However, they have all been provided Kagan books and will be offered opportunities to attend Kagan training that might be offered during the school year through our District. All Team Leaders have been Kagan trained, so they will work collaboratively with the new teachers to start incorporating Kagan strategies into their classrooms.	Principal Team Leaders	Classroom Walkthroughs and New Teacher Screening Instrument District benchmark assessments Classroom progress monitoring and formative assessments SuccessMaker Data	FCAT 2013 Formal Classroom Observations and Evaluations

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 math FCAT, the percentage of exceptional education students scoring a level 3 or higher is 10 out of 40 students (24%). On the 2013 math FCAT, 29% will score a level 3 or higher (12 students).
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (10)	29% (12)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ESE students in regular education classrooms need close monitoring and appropriate interventions.	The RtI team will work closely with teachers to monitor the progress of ESE students and provide appropriate support for highest math achievement possible. Teachers will collaborate in PLC's to monitor ESE student progress and implement appropriate support and intervention. Teachers will implement students' IEP's with 100% fidelity.	Principal RtI Team Team Leaders	Classroom walkthroughs Progress monitoring and benchmark test data	FCAT 2013

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		Teacher aides will provide additional assistance for ESE students in the regular classroom setting.			
2	Low expectations of students with disabilities.	Increase inclusion and mainstreaming, with support from ESE teachers and paraprofessionals. Expect ESE teachers to utilize the same instructional materials that are used in regular classrooms. Urge all teachers to decrease dependence on worksheet-driven "instruction."	Principal Team Leaders	Data on the number of ESE students accessing learning in regular classrooms Progress monitoring assessments Formal classroom observations Classroom walkthroughs	FCAT 2012

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:	On the 2012 FCAT, 52% of economically disadvantaged students made learning gains (57 of 110 students) in math. On the 2013 math FCAT, 60% of our Economically Disadvantaged students will make math learning gains. In 2013, 42% of Economically Disadvantaged students will score a 3 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (57)	60% (66)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low expectations and low student engagement.	Professional development will be provided to teachers to help overcome an environment of low expectations for economically disadvantaged students. Teachers will be trained and coached in Kagan Cooperative Learning structures and high-level questioning strategies, and Think/Wait time to increase opportunities for students to think and engage in active learning.	Principal Team Leaders	Classroom walkthroughs Benchmark and classroom assessments	FCAT 2013
2	Low student motivation.	Teachers will insure that all students understand the purpose behind learning the math skills by posting the essential question in student-friendly language, and questioning the students at strategic intervals about what they are learning and why.	Principal Team Leaders	Classroom walkthroughs	FCAT 2013

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
Math Curriculum Alighment	4th - 6th	Joe McNaughton, District Curriculum Specialist	Teachers in 4th - 6th grades	October 9, 2012	Classroom Walkthroughs Lesson Plan Reviews	Principal
K-6 Standards for Math Practice	K-6	Joe McNaughton, District Curriculum Specialist	Teachers, all grades	September 19, 2012	Classroom Walkthroughs Lesson Plan Reviews	Principal
Vertical Teaming Math Activity	K-6	Principal	Teachers, all grades	March 2012	Classroom Walkthroughs Lesson Plan Reviews	Principal
Professional Learning Communities	K-6	Grade Level Team Leaders	Teachers, all grades	23 PLC meetings are scheduled for the school year. The number of meetings dedicated to math planning will be determined by the Team Leaders.	Classroom Walkthroughs Lesson Plan Reviews	Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Math curriculum alignment with District Curriculum Specialist and our 4th, 5th and 6th grade teachers.	District curriculum specialist	Title I PD Funds	$600.00
Books for teachers to use in their Professional Learning Communities: Common Core Math in a PLC at Work K-2 and Common Core Math in a PLC at Work 3-5.	PLC's	Title I Funds	$677.40
Book for 4th - 6th teachers to use in their PLC's: Assignments Matter	PLC's	Title I Funds	$677.40
Eight copies of RtI Success Book for teams to use.	PLC's	Title I Funds	$361.51
Kagan Cooperative Learning books for new teachers		Title I Funds	$187.05
Book to use in PLC's: Visible Learning for Teachers	PLC's	Title I Funds	$500.88
Cooperative Learning Training for 15 teachers for 3 days	Kagan Cooperative Learning trainer	Title I Funds	$3,870.00
			Subtotal: $6,874.24
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Headsets for SuccessMaker Lab		Title I	$559.96
			Subtotal: $559.96
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $7,434.20

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:	Science scores declined on the 2011-12 science FCAT, with 21% of 5th graders scoring 3 or above as compared to 31% proficiency rate 2010-11. On the 2012-13 science FCAT, 31% of 5th graders will be proficient.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (16)	31% (24 students)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Inadequate time for teaching science within the school day.	Incorporate the reading of science informational text into the reading block at every grade level. Fifth and sixth grade students will participate in the science fair. All K-2 teachers will instruct students on the scientific method and implement at least one hands-on science activity per week. All 3rd-4th teachers will insure that at least two hands-on science activities are provided each week. Teachers will explicitly teach Tier 2 Academic Vocabulary. Gifted and advanced 5th graders will be offered the opportunity to join the 6th grade class and earn middle school "credit." At least one family	Principal Team Leaders	Classroom walkthroughs Lesson plan reviews Small group discussions with teachers to assess program effectiveness.	2013 Science FCAT

| 1 | science night will be offered to engage parents and students in hands-on science learning activities.

In 5th grade, science will be taught a minimum of 40 minutes per day, at least 3 times a week.

In 6th grade, science will be taught a minimum of 50 minutes each day. Advanced 5th and 6th graders will engage in additional time engaging in science research and exploration.

In 4th-6th grades, teachers will collaborate to create FCAT-like progress monitoring assessments in science.

On the October 12 Inservice day, a full day of vertical teaming and grade level planning will focus on science vocabulary at all grade levels. | | | | |

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:	
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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	In 2010-2011, six 5th grade students (7%) scored a level 4 or 5 on FCAT Science, and in 2011-12, five 5th graders scored a 4 or 5. Our goal for 2012-13 is that 10 students (19%) will score a level 4 or 5.

2012 Current Level of Performance:	2013 Expected Level of Performance:
6% (5)	29% (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	The strong emphasis on reading instruction in K-4 grade levels results in a weak science background for 5th graders.	Incorporate the reading of science informational text into the reading block at every grade level. Fifth and sixth grade students will participate in the science fair. All K-2 teachers will instruct students on the scientific method and implement at least one hands-on science activity per week. All 3rd-4th teachers will insure that at least two hands-on science activities are provided each week. Teachers will explicitly teach Tier 2 Academic Vocabulary. Gifted and advanced 5th graders will be offered the opportunity to join the 6th grade class and earn middle school "credit." At least one family science night will be offered to engage parents and students in hands-on science learning activities. In 5th grade, science will be taught a minimum of 40 minutes per day, at least 3 times a week. In 6th grade, science will be taught a minimum of 50 minutes each day. Advanced 5th and 6th graders will engage in additional time engaging in science research and exploration. In 4th-6th grades, teachers will collaborate to create	Principal Team Leaders	Classroom walkthroughs Lesson plan reviews FCAT-like progress monitoring assessments in 4th - 6th grades	FCAT 2012

FCAT-like progress monitoring assessments in science.				

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
Vertical teaming on science with emphasis on science vocabulary for entire day on October 12 SIP inservice day, to include collaborative writing of lesson plans.	K-6	Principal	All teachers	October 12, 2012	Classroom Walkthroughs Lesson Plan Reviews	Principal
Other science workshops and professional development as needed	K-6	Principal or workshop presenters	All teachers	Ongoing throughout school year	Classroom Walkthroughs Lesson Plan Reviews	Principal
Professional Learning Community Collaborative	K-6	Grade Level Team Leaders	All teachers	23 PLC meetings are planned for the school year, and Team Leaders will determine how many sessions	Classroom Walkthroughs Agendas from PLC meetings	Principal

| | | | | will be devoted to Science. | Lesson Plan Reviews | |
| Common Core State Standards in Science | K-6 | District Curriculum Specialist, Judy Griffin | All teachers | October 31, 2012 | Classroom Walkthroughs

Lesson Plan Reviews | Principal |

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
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, 66% of 4th graders met proficiency. On the 2013 FCAT writing, 76% of our 4th will meet proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (40)	76% (46)

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
	Deficits in fine motor skills have resulted in poor handwriting, which is a factor that affects the scoring of the 2013	Teachers will incorporate Writing to Learn (summarizing, notetaking, etc.) throughout the school	Principal Team Leaders	Writing samples Classroom walkthroughs	FCAT Writing 2013

	1	FCAT writing assessment. Students need to work on fluency in their writing and notetaking skills.	day in every subject, including the reading block. This will increase immersion in the writing process and improve writing fluency. Professional development will be provided to teachers to support this initiative, and teams will plan collaboratively to incorporate writing in all subject areas. Writer's workshop and the writing process will be implemented for 4th graders. Also, Melissa Forney and Write Track strategies will be implemented. Students will be given nightly writing prompts and will work continuously to revise and edit their writing. At the 6th grade, an elective class in Journalism is offered, and students will write articles for the Parent Newsletter. In their social studies class, 6th graders are engaged in real-world research, incorporating both primary and secondary resources. Teachers will emphasize CCSS writing strands in every subject. Teachers will talk about sample student writing in their PLC's and target specific writing skills on which to focus in order to target identified writing deficiencies. Student writing will be "published" quarterly. Writing improvement will be tracked through team PLC's.			
	2	Lack of foundational writing skills from prior years, particularly in the basic conventions of grammar, spelling, punctuation, capitalization and vocabulary.	Teachers will embed instruction on foundational skills as they teach reading and writing, rather than through isolated exercises, drills and worksheets.	Team Leaders	Writing benchmark assessments Classroom writing assessments	FCAT Writing 2013
	3	Lack of knowledge about the CCSS writing standards.	So that teachers will be able to emphasize CCSS writing anchor standards in every subject, professional development will be provided that allows teachers to examine the anchor standards,	Principal Team Leaders	Writing benchmark assessments Classroom writing assessments	FCAT Writing 2013

		compare anchor writing samples, and plan collaboratively to incorporate the anchor standards in all subjects.			

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:	
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
Professional development and resources for Writer's Workshop and other training on topics such as writing to learn.	K-6	Principal, Team Leaders, Curriculum Specialists	All teachers	Ongoing as needed throughout the school year	Classroom walkthroughs Lesson Plan Reviews District Progress Monitoring Writing Assessments	Principal
Collaboration in Professional Learning Communities	K-6	Grade level Team Leaders	All teachers	Twenty-three PLC meetings are planned for the school year. Team Leaders will determine the portion to be dedicated to writing.	Classroom walkthroughs Lesson Plan Reviews	Principal
Argumentative writing	K-6	Linda Fowler, District Curriculum Specialist	All teachers	September 26, 2012	Classroom walkthroughs Lesson Plan Reviews	Principal

Writing Budget:

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

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

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Workshops, resources, and professional development in Writer's Workshop and writing to learn as needed throughout school year.		Title I and SIP Funds	$1,000.00
			Subtotal: $1,000.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,000.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	The percent of students absent 10 or more days increased from 26% in 2011 to 27% in 2012. For 2013, the percent of students absent 10 or more days will decrease to 24%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The attendance rate at Palm View has not changed significantly over the past 12 years, averaging 95.3%. In 2012, the attendance rate was 95.94, which is better than the 12 year average.	Maintain a 95% or higher attendance rate.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
27% (103)	22% (91)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
45 students	35 students
Problem-Solving Process to Increase Student Achievement	

			Person or	Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Parent understanding that good attendance and being on time is important, as it affects student achievement.	School guidance counselor and social worker will: closely monitor students who are consistently absent or tardy; contact the students' parents and offer resources, assistance and encouragement in order to increase punctuality and attendance; implement attendance/punctuality incentives program for targeted students.	School Social Worker and Guidance Counselor	Review of K-6 attendance reports on a weekly basis.	FOCUS attendance reports

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

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

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

Attendance Budget:

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

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:	The ISS and OSS rates at Palm View are very low; however, minority and SWD students are disproportionately suspended, and data entry accuracy of ISS and OSS needs to improve. In 2011-12, out of 23 written referrals indicating out-of-school suspension, 3 students had no record of a suspension letter sent home, and 17 events were not in the FOCUS data base. Twelve students total received suspension (5 were repeat offenders). 35% of the students suspended were black, and 26% of the suspended students were ESE. The goals for 2012-13 are to improve the accuracy of entering suspension data into FOCUS to 100%; and decreasing the suspension rate of black and ESE students by 20%. In 2011-12, 25 referrals resulted in In-School Suspension, involving 16 students, 5 of whom were repeat offenders. Three of the 16 students were white, 9 were black, 3 were Hispanic, and 1 was multi-racial. Six were Students with Disabilities.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
25	0 (ISS has been eliminated for 2012-13.)
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
16 (4%)	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
23	19, with an emphasis on reducing the percentage of minority and ESE (SWD) suspensions.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
16 (4%)	13 (3%)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Need for a broader range of intervention strategies for minority students and students with disabilities	Behavioral contracts and positive reinforcement awards for students with frequent or serious office visits or referrals. The guidance counselor is no longer responsible for CELLA testing and other LEP's, so that she	Assistant Principal Intern Guidance Counselor	Monitor number of behavioral referrals. Track counseling sessions related to behavioral issues. Track number of positive referrals to determine if they increase from month to	Referral and Out-of-School Suspension Data

| | | may dedicate more time to ongoing counseling for students needing interventions.

Encourage teams to collaborate for consistent grade level expectations and rules.

Increase Panther Pride Awards by placing the positive referral forms in teachers' mailboxes every week. Recognize students by visiting the classrooms. Conduct a monthly drawing from award recipients for a prize. | | month. | |
|---|---|---|---|---|---|
| 1 | | | | | |
| 2 | Sixth grade has been added to Palm View, which creates the potential of a greater number of referrals and suspensions, particularly for horseplay resulting in injury and bullying. | Implement proactive strategies such as anti-bullying education. | Principal | Monitor number of behavioral referrals. | Referral and Out-of-School Suspension Data |

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

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

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

Suspension Budget:

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

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Data is not available on past percentages of parents attending events. For 2012-13, sign-in sheets will be provided at all parent events so that attendance may be tracked.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
In 2011-12, three parent information events were offered, with participation ranging from 3 to 15 parents. A wide variety of additional highly attended family events were offered, such as Moms and Muffins, Winter Festival, Summer Writing Project, etc. However, data on attendance is not available.	An average of at least 60 parents will attend four major parental involvement activities, as evidenced by sign-in sheets.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low parent attendance at School Advisory Council meetings (especially Hispanic parents) and other parent events.	When information sharing and curriculum meetings are held for parents, we will also showcase student work or organize fun activities, and offer free food or treats and free child care to attract more parents. Teachers will increase parent communication through agendas, newsletters, positive referrals and phone calls. Increase awareness of volunteer opportunities through newsletters, ConnectEd, and teacher contact.	Principal	Sign in sheets	Surveys and sign in sheets
2	Language barrier.	Information will be sent home in both English and Spanish. Bi-lingual staff will assist with translations at school events and parent meetings.	Principal ESOL Teacher	Parent Survey Sign-in Sheet at Hispanic parent event.	Parent survey

		At least one parent event will be conducted entirely in Spanish for our Hispanic families.			
3	Enrollment at Palm View needs to be increased along with parent involvement.	Improve quality of parent school newsletter and web site as public relations tools to recruit more students and as communication tools to keep parents more informed about our school. Highlight students extensively in the newsletter and involve students in writing articles and taking photos for the newsletter. Update the school web site on a weekly basis. Recruit elementary students North of the River for grades 6 and 7 for 2012-13.	Principal Sixth grade Journalism Teacher Technology Teacher and Teacher Assistant	Parent Survey	Parent Survey Enrollment will increase in 2012-13 from 410 students to 450 students.
4	Low community involvement	Recruit more volunteers and business partners from the community. Recognize contributions of community and business partners on the marquee and in the school newsletter. Our school is surrounded by retiree manufactured home parks, so we will hold at least one big event that involves our surrounding community.	Assistant Principal Intern	Track number of community volunteers and business partners.	Parent survey Increased community involvement.

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

Parent Involvement Night on September 20 -- food provided, student work showcase, and information provided to parents on how to have a successful teacher-parent conference and how to help students with homework.	Teachers from all of the teams volunteered, as well as support staff.	Title I	$549.87
Four parent workshops are planned, and food will be provided. The workshops are at 8:00 a.m. on Oct. 19, Dec. 7, Feb. 15, and April 12. Topics include positive teacher-parent communication strategies, study skills and homework support for children, FCAT for Families, and Learning Styles.	District trainers	Title I	$1,800.00
Additional parent involvement activities and publications.		Title I	$917.13
			Subtotal: $3,267.00

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: $3,267.00

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:	By 2013, student performance in the FCAT reading category of INFORMATION will increase from 7.7 points to 9 points in the 3rd grade; from 17.8 to 19 points in the 4th grade; and from 13.4 points to 15 points in the 5th grade.

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
	Time constraints -- creatively scheduling more time during the instructional day to incorporate increased amounts of reading in the content area of science.	Teachers will incorporate more science text during the reading block and schedule hands-on STEM activities each week. To support this strategy, professional development will be provided to assist	K-2 team leaders will insure that teachers include at least one hands-on STEM activity each week. 3-6 team leaders will insure that	Lesson plans will be monitored for hands-on STEM activities, and effectiveness of STEM activities will be monitored through Classroom Walkthroughs. Classroom Walkthroughs and lesson plans will	Teams will collaboratively design FCAT-like assessments (vocabulary and reading in science content) to be administered at the end of 1st, 2nd and 3rd

| | | teachers in planning STEM-focused projects and activities. | teachers include at least two hands-on STEM activities each week.

The Principal will organize PD for teachers on incorporating science text into the reading block. | also reveal incorporation of science text into the reading block. | quarters. Results will be utilized to modify instruction. |
|---|---|---|---|---|---|
| 2 | Adequate student access to informational text. | The Media Specialist will dedicate the bulk of her 2012-13 budget to the purchase of informational text for the media center. She will steer students toward these books when they visit the media center. | Media Specialist | The Media Specialist will track the number of non-fiction books that focus on science, engineering, math and/or technology that are checked out by students each quarter. | The number of non-fiction books that focus on science, engineering, math and/or technology checked out by students will increase by 50% from 1st quarter to 3rd quarter. |
| 3 | The small size of our school, as well as district budget constraints, limit the possibilities of adding a STEM program at Palm View. | Palm View has been slated to become a K-8 school. The 6th grade was added for 2012-13; 7th grade will be added in 2013-14; and in 2014-15, 8th grade will be added. Growth and the addition of the middle school grade levels will earn additional FTE so that a STEM program might be added by 2014-15. | The Principal will work with District staff to plan for a STEM program for 2014-15. | Implementation of a STEM program by 2014-15. | FCAT math and science scores will increase for 5th and 8th graders. |

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

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

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

STEM Budget:

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

No Data	No Data	No Data	$0.00
			Subtotal: $0.00

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

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Voyager's Ticket to Read Site License	Online K-6 reading program to promote active reading, with students working independently on phonics, comprehension, fluency and vocabulary.	Title I	$3,500.00
Reading	Purchase informational text for K-1 classroom libraries.		SIP Funds	$1,265.00
Mathematics	Math curriculum alignment with District Curriculum Specialist and our 4th, 5th and 6th grade teachers.	District curriculum specialist	Title I PD Funds	$600.00
Mathematics	Books for teachers to use in their Professional Learning Communities: Common Core Math in a PLC at Work K-2 and Common Core Math in a PLC at Work 3-5.	PLC's	Title I Funds	$677.40
Mathematics	Book for 4th - 6th teachers to use in their PLC's: Assignments Matter	PLC's	Title I Funds	$677.40
Mathematics	Eight copies of RtI Success Book for teams to use.	PLC's	Title I Funds	$361.51
Mathematics	Kagan Cooperative Learning books for new teachers		Title I Funds	$187.05
Mathematics	Book to use in PLC's: Visible Learning for Teachers	PLC's	Title I Funds	$500.88
Mathematics	Cooperative Learning Training for 15 teachers for 3 days	Kagan Cooperative Learning trainer	Title I Funds	$3,870.00
Parent Involvement	Parent Involvement Night on September 20 -- food provided, student work showcase, and information provided to parents on how to have a successful teacher-parent conference and how to help students with homework.	Teachers from all of the teams volunteered, as well as support staff.	Title I	$549.87
Parent Involvement	Four parent workshops are planned, and food will be provided. The workshops are at 8:00 a.m. on Oct. 19, Dec. 7, Feb. 15, and April 12. Topics include positive teacher-parent communication strategies, study skills and homework support for children, FCAT for Families, and Learning Styles.	District trainers	Title I	$1,800.00
Parent Involvement	Additional parent involvement activities and publications.		Title I	$917.13
				Subtotal: $14,906.24

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount

Mathematics	Headsets for SuccessMaker Lab		Title I	$559.96
				Subtotal: $559.96

Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Words their Way Training for 25 teachers for two hours	Three of our teachers worked with a District Curriculum Specialist to deliver the training.	Title I	$1,000.00
Reading	Other PD for teachers to improve student achievement in reading.		Title I and SIP	$1,000.00
Writing	Workshops, resources, and professional development in Writer's Workshop and writing to learn as needed throughout school year.		Title I and SIP Funds	$1,000.00
				Subtotal: $3,000.00

Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $18,466.20

Differentiated Accountability

School-level Differentiated Accountability Compliance

ꭑ Priority	ꭑ Focus	ꭑ Prevent	ꭑ NA

Are you a reward school: ꭑ Yes ꭑ No

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

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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
$1,265 to be spend on informational text for K-1 classroom libraries. $3,000 to be spent on professional development for teachers. Any remaining funds may be expended only with SAC approval.	$4,800.00

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

SAC has the following meetings scheduled for the year: August 23, September 20, October 25, November 29, January 24, February 21, April 25, and May 23. SAC meetings are all at 6:00 p.m. All meetings are highly publicized via the parent newsletter, ConnectEd phone calls, flyers, and the marquee. The Principal or designee contacts SAC members to remind them of the meetings beforehand. Anyone may attend SAC, but there are actually 14 voting members. Meetings focus on soliciting feedback from SAC members on school improvement initiatives and the school budget, informing parents about legislation that could have an impact on their

children, discussing school performance data, and learning about our various programs. Whenever possible, school events will be linked to SAC meetings. For example, for the September 20 meeting, a Student Showcase was held, and free hot dogs and child care were provided (111 parents signed in to this event). In the Spring, SAC will be involved in the School Improvement Planning process for 2013-14.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Manatee School District PALM VIEW ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	72%	70%	65%	39%	246	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	64%	57%			121	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?	60% (YES)	59% (YES)			119	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					486	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Manatee School District PALM VIEW ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	77%	75%	76%	40%	268	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	70%	52%			122	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?	66% (YES)	39% (NO)			105	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					495	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested