

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

School Name: PANTHER RUN ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Pamela Strachan

SAC Chair: Kimberly Hewitt

Superintendent: E. Wayne Gent

Date of School Board Approval: December, 2012

Last Modified on: 11/29/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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)
Assis Principal	Edilia De La Vega	BS-Elementary Ed., Barry University MA-Elementary Ed., Nova Southeastern Educational Specialist-Ed Leadership, Nova Southeastern Additional Certifications from the State of Florida-Primary Ed, Elementary Ed, ESOL, Leadership (all levels)	1	1	Assistant Principal of Panther Run Elementary: School Grade - A Proficient in Reading - 80% Proficient in Math - 71% Proficient in Science - 74% Proficient in Writing - 96%
					Principal of Panther Run Elementary: School Grade - A Proficient in Reading - 80% Proficient in Math - 71% Proficient in Science - 74% Proficient in Writing - 96%

Principal	Pamela Strachan	BS – Elementary Education, Florida Atlantic University MA – Educational Leadership, Nova Southeastern University Additional Certifications from the State of Florida – Early Childhood, Elementary Education, ESOL, Principal	14	14	Assistant Principal of Panther Run ES in 2010-2011: School Grade – A Met AYP - No (Criteria not met is Economically disadvantaged students scored 77% in Reading and 71% in Math) Reading Mastery – 90% Math Mastery – 88% Science Mastery – 81% Assistant Principal of Panther Run ES in 2009 – 2010: School Grade – A Met AYP - Yes Reading Mastery – 95% Math Mastery – 92% Science Mastery – 82% Assistant Principal of Panther Run ES in 2008 - 2009: School Grade – A Met AYP - Yes Reading Mastery – 96% Math Mastery – 95% Science Mastery – 79% Assistant Principal of Panther Run ES in 2007 – 2008: School Grade – A Met AYP - Yes Reading Mastery – 95% Math Mastery – 94% Science Mastery – 71%
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## INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading/ Language Arts	N/A				
Math	N/A				
Science	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	1. Job Fairs	Principal	Dates Vary	
2	2. Soliciting referrals from current employees	Principal	On-going	
3	3. Partnering new teachers with veteran staff	Assistant Principal	On-going	

## Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0	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
61	4.9%(3)	13.1%(8)	29.5%(18)	44.3%(27)	23.0%(14)	100.0%(61)	3.3%(2)	4.9%(3)	63.9%(39)

## 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
Amy Evans	Crystal Stokes	Both are Primary Grade Math Teachers with a Kindergarten Homeroom	Regular meetings as needed to share bet practices, plan, and reflect on observations.
Christine Salehi	Sarah Harmes	Mentor has knowledge and experience with the grade level and subject area content taught by the mentee.	Regular meetings as needed to share best practices, plan, and reflect on observations.
Amy Evans	Heather Solon De Mello	Mentor has knowledge and experience with the grade level and subject area content taught by the mentee.	Regular meetings as needed to share best practices, plan, and reflect on observations.

## 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

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

Panther Run Elementary will employ a full time SAI instructor. The role of the instructor will be to provide supplemental instruction in reading. Students in grades 2 and 3 determined to be below grade level in reading, based on diagnostic testing, Running Reading Records, and/or SRI will be eligible to receive services. Students will receive services outside of the ninety minute reading block in small groups of four to eight students.

Violence Prevention Programs

Single School Culture and Appreciation for Multicultural Diversity

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

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

School-based MTSS/RTI Team

Identify the school-based MTSS leadership team.

1. Pamela Strachan: Principal
2. Edilia De La Vega: Assistant Principal
3. Kristi Parrish: ESE contact
4. Lisa Forshay: School Psychologist
5. Classroom Teacher
6. Joe Loverso: Guidance Councilor
7. Hope Gordon: RTI Teacher

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work

with other school teams to organize/coordinate MTSS efforts?

The School Based Team (SBT) meets weekly/ bimonthly to engage in the following activities:

- Review universal screening data and link to instructional decisions
- Review progress monitoring data at the grade level and classroom level to identify students who are at moderate risk or at high risk for not meeting grade level benchmarks

Based on the above mentioned information, the team will identify needed professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

The RtI Leadership Team will provide input towards the development of the SIP. Participation of the team may include providing data, helping to set clear expectations for instruction, and facilitating the development of a systematic approach to teaching while aligning processes and procedures.

### MTSS Implementation

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

Baseline data: Assessment and Information Management System (AIMS web), Florida Comprehensive Assessment Test (FCAT), Scholastic Reading Inventory (SRI), Fall Diagnostics

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

Midyear: Diagnostic Assessment for Reading (DAR), Princeton Review, SRI, Winter Diagnostics

End of Year: FCAT

Describe the plan to train staff on MTSS.

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. The RtI team will also evaluate additional staff PD needs during the weekly/ bimonthly RtI Leadership Team meetings.

Describe the plan to support MTSS.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

1. Pamela Strachan: Principal
2. Edilia De La Vaega: Assistant Principal
3. Sandy Purpuri: K-1 Reading Team Leader
4. Kim Hewitt: 2-3 Reading Team Leader
5. Dori Collado: 4-5 Reading Team Leader
6. Shannon Culp: Media Specialist
7. Cindy Myerson: SAI Teacher

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

The Literacy Leadership Team will meet as needed to examine the needs and progress of the targeted population of

students. The Literacy Action Plan targets students in Kindergarten through fifth grade at Panther Run Elementary.

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

The primary initiative this school year is to motivate students to encourage independent reading at home and at school. A secondary target of the LLT is to facilitate the ability of students to choose "Just Right" books to ensure the most effect use of the independent reading initiative.

## Public School Choice

Supplemental Educational Services (SES) Notification  
No Attachment

### \*Elementary Title I Schools Only: Pre-School Transition

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

N/A

### \*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.

N/A

### \*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?

N/A

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?

N/A

## Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

N/A

## 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:	In grades 3 through 5, 30% of students will achieve level 3 on the reading portion of the FCAT 2.0 taken in the Spring of 2013. Proficiency on the reading portion of FCAT 2.0 is defined as scoring a level 3 or higher. Students moving from levels 1 and 2 to level 3 will account for the 2% increase in students scoring a level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (115)	30% (124)

#### 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 or gain of instructional units potentially leading to the disruption of teacher clusters.	Departmentalization by subject area. Teachers will specialize in up to three subject areas.	Principal and Assistant Principal	Create and maintain a schedule of two to three teacher clusters.  Classroom walk-throughs, teacher interviews, and data analysis to determine teacher strengths in order to inform teacher placements.	Classroom Walk-through tool  Lesson plan books  Assessment Data - Fall and Winter Diagnostics, FCAT SRI
2	Funding	FCAT Tutoring will be available after school prior to the FCAT taken in the Spring of 2013. Students not meeting proficiency standards (level 3) on the reading portion of the prior year FCAT or current year Diagnostic Assessments may be eligible to attend. Other assessments such as SRI, classroom assessments, and Running Reading Records may also be considered.	Assistant Principal, Classroom Teachers, and SAI Teacher	Responsible parties will analyze data obtained to determine which students will be invited to FCAT tutoring. Sources of data may include prior year FCAT, current year Diagnostic Assessment, current year Running Reading Records, and SRI.  Students will receive weekly reading instruction based on reading deficiencies based on data analysis. The duration of FCAT tutoring will be determined by available funding.	Pretest and posttest administered at the beginning and at the end of the FCAT tutoring cycle of lessons.
3	Availability of data and Time	Subject area learning communities will meet monthly to analyze data, discuss academic trends, and share effective teaching practices in order to inform instructional decisions and plan.	Subject Area Team Leaders, Principal, Assistant Principal	Subject Area Team Leaders will facilitate the data analysis and discussion at the monthly meetings.  Principal and Assistant Principal will conduct data chats.	Subject Area Team Meeting Agendas  Data Chat documentation (EDW reports, notes, etc.)

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Scheduling and resources	Teachers will differentiate instruction, based on the needs of all students in the classroom.	Principal, Assistant Principal, classroom teacher	Analysis of progress monitoring tools including classroom assessments, diagnostic testing, and FCAT	classroom assessments, diagnostic testing and FCAT
2	Availability of data and time	Subject area learning communities will meet monthly to analyze data, discuss academic trends, and share effective teaching practices in order to inform instructional decisions	Subject area learning team leaders, principal, assistant principal	Subject area learning team leaders will facilitate the data analysis and discussion at the monthly meetings.  Principal will conduct data chats.	meeting agendas  data chat documents/ records

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:	In grades 3 through 5, 55% of students will score a level 4 or 5 on the reading portion of the FCAT taken in the Spring of 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (211)	55% (227)

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	Training and resources	Teachers will differentiate instruction, including the use of higher order questioning strategies and skill grouping, based on the needs of all students in the classroom.	Principal, Assistant Principal, Classroom Teacher	Effectiveness will be determined through analysis of progress monitoring tools including diagnostics, classroom assessments, and 2013 FCAT.	The Reading portion of the 2013 FCAT
2	Availability of resources	Teachers will utilize a variety of media and technology resources to enhance and enrich instruction.	Classroom Teacher and Media Specialist	Effectiveness will be determined through analysis of progress monitoring tools including diagnostics, classroom	The Reading portion of the 2013 FCAT  Lesson Plans



				assessments, SRI and 2013 FCAT.	
3	Availability of data and Time	Subject area learning communities will meet monthly to analyze data, discuss academic trends, and share effective teaching practices in order to inform instructional decisions and plan.	Subject Area Team Leaders, Principal, Assistant Principal	Subject Area Team Leaders will facilitate the data analysis and discussion at the monthly meetings.  Principal and Assistant Principal will conduct data chats.	Subject Area Team Meeting Agendas  Data Chat documentation (EDW reports, notes, etc.)

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Scheduling and resources	Teachers will differentiate instruction, based on the needs of all students in the classroom.	Principal, Assistant Principal, classroom teacher	Analysis of progress monitoring tools including classroom assessments, diagnostic testing, and FCAT	classroom assessments, diagnostic testing and FCAT
2	Availability of data and time	Subject area learning communities will meet monthly to analyze data, discuss academic trends, and share effective teaching practices in order to inform instructional decisions	Subject area learning team leaders, principal, assistant principal	Subject area learning team leaders will facilitate the data analysis and discussion at the monthly meetings.  Principal will conduct data chats.	meeting agendas  data chat documents/ records

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:	In grades 4 and 5, 75% of students will make learning gains on the reading portion of FCAT 2.0 taken in the Spring of 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (187)	75% (204)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Loss or gain of instructional units potentially leading to the disruption of teacher clusters.	Departmentalization by subject area. Teachers will specialize in up to three subject areas.	Principal and Assistant Principal	Create and maintain a schedule of two to three teacher clusters.  Classroom walk-throughs, teacher interviews, and data analysis to determine teacher strengths in order to inform teacher placements.	Classroom Walk-through tool  Lesson plan books  Assessment Data - Fall and Winter Diagnostics, FCAT SRI
2	Availability of data and Time	Subject area learning communities will meet monthly to analyze data, discuss academic trends, and share effective teaching practices in order to inform instructional decisions and plan.	Subject Area Team Leaders, Principal, Assistant Principal	Subject Area Team Leaders will facilitate the data analysis and discussion at the monthly meetings.  Principal and Assistant Principal will conduct data chats.	Subject Area Team Meeting Agendas  Data Chat documentation (EDW reports, notes, etc.)
3	Training and resources	Teachers will differentiate instruction, including the use of higher order questioning strategies and skill grouping, based on the needs of all students in the classroom.	Principal, Assistant Principal, Classroom Teacher	Effectiveness will be determined through analysis of progress monitoring tools including diagnostics, classroom assessments, and 2013 FCAT.	The Reading portion of the 201 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

#### 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	Availability of data and time	Subject area learning communities will meet monthly to analyze data, discuss academic trends, and share effective teaching practices in order to inform instructional decisions	Subject area learning team leaders, principal, assistant principal	Subject area learning team leaders will facilitate the data analysis and discussion at the monthly meetings.  Principal will conduct data chats.	meeting agendas  data chat documents/ records
2	Scheduling and resources	Teachers will differentiate instruction, based on the needs of all students in the classroom.	Principal, Assistant Principal, classroom teacher	Analysis of progress monitoring tools including classroom assessments, diagnostic testing, and FCAT	classroom assessments, diagnostic testing and 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:

4. FCAT 2.0: Percentage of students in Lowest 25%	
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making learning gains in reading. Reading Goal #4:	In grades 4 and 5, 75% of students in the lowest 25% will make learning gains as measured by the reading portion of the FCAT taken in the Spring of 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (46)	75% (48)

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	Funding	FCAT Tutoring will be available after school prior to the FCAT taken in the Spring of 2012. Students not meeting proficiency standards (level 3) on the reading portion of the prior year FCAT or current year Diagnostic Assessments may be eligible to attend. Other assessments such as SRI, classroom assessments, and Running Reading Records may also be considered.	Assistant Principal, Classroom Teachers, and SAI Teacher	Responsible parties will analyze data obtained to determine which students will be invited to FCAT tutoring. Sources of data may include prior years FCAT, current year Diagnostic Assessment, current year Running Reading Records, and SRI.  Students will receive weekly reading instruction based on reading deficiencies based on data analysis. The duration of FCAT tutoring will be determined by available funding.	Pretest and posttest administered at the beginning and at the end of the FCAT tutoring cycle of lessons.
2	Training and time	Teachers will incorporate small group instruction including guided reading and reinforcement of targeted skills within the ninety minute reading block.	Principal, Assistant Principal, and Reading Team Leaders, Classroom Teacher	Reading Team leaders will facilitate discussions of strategies for maintaining effective small group instruction	Classroom walk-through tool  Reading Team Agendas

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 # By the end of the 2016-2017 school year, 88% of students in grades 3-5 will be proficient in reading as determined by the reading portion of FCAT 2.0. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	77	79	81	83	85	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	In grades 3 through 5, the number of students not making satisfactory progress, will decrease by 2% in each subgroup by ethnicity as measured by the reading portion of FCAT 2.0 taken in the spring of 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:

White 20% (54) Black 32% (12) Hispanic 14% (11) Asian 7% (2) Am. Indian 0% (0)	White 18% (47) Black 30% (11) Hispanic 12% (11) Asian 5% (1) Am. Indian 0% (4)
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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	Training and resources	Teachers will differentiate instruction, including the use of higher order questioning strategies and skill grouping, based on the needs of all students in the classroom.	Principal, Assistant Principal, Classroom Teacher	Effectiveness will be determined through analysis of progress monitoring tools including diagnostics, classroom assessments, SRI and 2013 FCAT.	The Reading portion of the 201 FCAT
2	Availability of data and Time	Subject area learning communities will meet monthly to analyze data, discuss academic trends, and share effective teaching practices in order to inform instructional decisions and plan.	Subject Area Team Leaders, Principal, Assistant Principal	Subject Area Team Leaders will facilitate the data analysis and discussion at the monthly meetings.  Principal and Assistant Principal will conduct data chats.	Subject Area Team Meeting Agendas  Data Chat documentation (EDW reports, notes, etc.)
3	Loss or gain of instructional units potentially leading to the disruption of teacher clusters.	Departmentalization by subject area. Teachers will specialize in up to three subject areas.	Principal and Assistant Principal	Create and maintain a schedule of two to three teacher clusters.  Classroom walk-throughs, teacher interviews, and data analysis to determine teacher strengths in order to inform teacher placements.	Classroom Walk-through tool  Lesson plan books  Assessment Data - Fall and Winter Diagnostics, FCAT SRI

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	The percentage of English Language Learners, not making satisfactory progress in reading, will decrease to 48% as measured by the reading portion of the FCAT 2.0 taken in the spring of 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (6)	48% (9)

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 or gain of instructional units, potentially leading to the disruption of teacher clusters	Departmentalization by subject area. Teachers will specialize in up to three subject areas.	Principal and Assistant Principal	Create and maintain a schedule of two to three teacher clusters. Classroom walk-throughs, teacher interviews, and data analysis to determine teacher strengths and inform teacher placements.	Classroom walk-through tool  Lesson Plan books  Assessment data - Fall and Winter Diagnostics, FCAT 2.0, SRI, RRR
	Availability of data and	Subject area learning	Subject Area Team	Subject Area Team	Subject area team

2	time	communities will meet monthly to analyze data, discuss academic trends, and share effective teaching practices to inform instructional decisions and plan.	Leaders, Principal, Assistant Principal	Leaders will facilitate the data analysis and discussion at the monthly meetings. Principal and Assistant Principal will conduct data chats.	meeting agendas Data chat documentation (EDW reports, notes, etc.)
3	Funding	FCAT 2.0 tutoring will be available after school, prior to FCAT 2.0 taken in the spring of 2013. Students not meeting proficiency standards on the prior year FCAT or current year diagnostics assessments may be eligible to attend as space is available. Additional diagnostic assessments may be considered when selecting students to attend.	Assistant principal, Classroom teachers, and SAI teacher	Responsible parties will analyze data to determine student eligibility for FCAT 2.0 tutoring. The duration of FCAT 2.0 tutoring as well as the space available will be determined by the amount of funding available.	Pre and Post Test administered at the beginning and end of the tutoring cycle. Lesson plans

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The percentage of Students with Disabilities, not making satisfactory progress in reading, will decrease to 48% as measured by the reading portion of the FCAT 2.0 taken in the spring of 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (23)	48% (47)

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	Availability of data and time	Subject area learning communities will meet monthly to analyze data, discuss academic trends, and share effective teaching practices to inform instructional decisions and plan.	Subject Area Team Leaders, Principal, Assistant Principal	Subject Area Team Leaders will facilitate the data analysis and discussion at the monthly meetings. Principal and Assistant Principal will conduct data chats.	Subject area team meeting agendas Data chat documentation (EDW reports, notes, etc.)
2	Funding	FCAT 2.0 tutoring will be available after school, prior to FCAT 2.0 taken in the spring of 2013. Students not meeting proficiency standards on the prior year FCAT or current year diagnostics assessments may be eligible to attend as space is available. Additional diagnostic assessments may be considered when selecting students to attend.	Assistant principal, Classroom teachers, and SAI teacher	Responsible parties will analyze data to determine student eligibility for FCAT 2.0 tutoring. The duration of FCAT 2.0 tutoring as well as the space available will be determined by the amount of funding available.	Pre and Post Test administered at the beginning and end of the tutoring cycle. Lesson plans

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

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	The percentage of Economically Disadvantaged students, not making satisfactory progress in reading, will decrease to 36% as measured by the reading portion of the FCAT 2.0 taken in the spring of 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (30)	36% (27)

**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	Availability of data and Time	Subject area learning communities will meet monthly to analyze data, discuss academic trends, and share effective teaching practices in order to inform instructional decisions and plan.	Subject Area Team Leaders, Principal, Assistant Principal	Subject Area Team Leaders will facilitate the data analysis and discussion at the monthly meetings.  Principal and Assistant Principal will conduct data chats.	Subject Area Team Meeting Agendas  Data Chat documentation (EDW reports, notes, etc.)
2	Training and Time	Teachers will incorporate small group instruction including guided reading and reinforcement of targeted skills within the ninety minute reading block.	Principal, Assistant Principal, and Reading Team Leaders, Classroom Teacher	Reading Team leaders will facilitate discussions of strategies for maintaining effective small group instruction	Classroom walk-through tool  Reading Team Agendas
3	Loss or gain of instructional units potentially leading to the disruption of teacher clusters.	Departmentalization by subject area. Teachers will specialize in up to three subject areas	Principal and Assistant Principal	Create and maintain a schedule of two to three teacher clusters.  Classroom walk-throughs, teacher interviews, and data analysis to determine teacher strengths in order to inform teacher placements.	Classroom Walk-through tool  Lesson plan books  Assessment Data - Fall and Winter Diagnostics, FCAT SRI

**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
Marzano Component Analysis	All Subject Areas  All Grade Levels	Principal  Assistant Principal  Professional Development Team	All Subject Area Teachers  All Grade Levels	Monthly (as needed) on Early Release Days and/or monthly staff meetings	Maintain communication with teachers during pre and post evaluation conferences Mark all meeting dates on monthly calendar, record attendance at all meetings	Principal  Assistant principal  PD Team Leader

Reading 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
Reading A to Z	On-line leveled teacher resource for instruction/ remediation	School Improvement/ School Recognition	\$425.00
			Subtotal: \$425.00
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
Maintain classroom instruction during the administration and analysis of RRR	Provide 1/2 day substitute, per grade level taught, per trimester, in grades K-4	School Improvement/ School Recognition	\$5,400.00
FCAT 2.0 Tutoring grades 3-5	After school tutoring for selected students, identified as at risk of scoring below proficiency (level 3) on the reading portion of the 2013 FCAT 2.0	Grant, School Recognition/ School Improvement	\$500.00
			Subtotal: \$5,900.00
			<b>Grand Total: \$6,325.00</b>

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.		Students scoring proficient in the listening/ speaking portion of the CELLA, in the 2012-2013 school year, will increase to 57%.			
CELLA Goal #1:					
2012 Current Percent of Students Proficient in listening/speaking:					
55% (18)					
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	Availability of data and time	Subject area learning communities will meet monthly to analyze data, discuss academic trends, and share effective teaching	Subject Area Team Leaders, Principal, Assistant Principal	Subject Area Team Leaders will facilitate the data analysis and discussion at the monthly meetings. Principal and Assistant	Subject area team meeting agendas Data chat documentation (EDW reports,

		practices to inform instructional decisions and plan.		Principal will conduct data chats.	notes, etc.)
2	Training and Resources	Teachers will differentiate instruction based on the needs of all students in the classroom.	Principal, Assistant Principal, Classroom Teacher	Analysis of progress monitoring tools (classroom assessments, RRR for reading only, diagnostics, FCAT 2.0)	FCAT 2.0 results
3	Availability of resources	Teachers will utilize a variety of media and technology resources to enhance and enrich instruction.	Classroom Teacher and Media Specialist	Effectiveness will be determined through analysis of progress monitoring tools including diagnostics, classroom assessments, and 2013 FCAT.	2013 FCAT 2.0 Lesson Plans

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:

Students scoring proficient in the reading portion of the CELLA, in the 2012-2013 school year, will increase to 50%.

2012 Current Percent of Students Proficient in reading:

48% (16)

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	Training and Resources	Teachers will differentiate instruction based on the needs of all students in the classroom.	Principal, Assistant Principal, Classroom Teacher	Analysis of progress monitoring tools (classroom assessments, RRR for reading only, diagnostics, FCAT 2.0)	FCAT 2.0 results
2	Availability of resources	Teachers will utilize a variety of media and technology resources to enhance and enrich instruction.	Classroom Teacher and Media Specialist	Effectiveness will be determined through analysis of progress monitoring tools including diagnostics, classroom assessments, and 2013 FCAT.	2013 FCAT 2.0 Lesson Plans

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

3. Students scoring proficient in writing.

CELLA Goal #3:

Students scoring proficient in the writing portion of the CELLA, in the 2012-2013 school year, will increase to 47%.

2012 Current Percent of Students Proficient in writing:

45% (15)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Training and Resources	Teachers will differentiate instruction based on the needs of all students in the classroom.	Principal, Assistant Principal, Classroom Teacher	Analysis of progress monitoring tools (classroom assessments, RRR for reading only, diagnostics, FCAT 2.0)	FCAT 2.0 results
2	Availability of resources	Teachers will utilize a variety of media and technology resources to enhance and enrich instruction.	Classroom Teacher and Media Specialist	Effectiveness will be determined through analysis of progress monitoring tools including diagnostics, classroom assessments, and 2013 FCAT.	2013 FCAT 2.0 Lesson Plans

CELLA Budget:

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

End of CELLA Goals

# Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal #1a:	In grades 3 through 5, 28% of students will achieve level 3 on the math portion of the FCAT 2.0 taken in the Spring of 2013. Proficiency on the math portion of FCAT 2.0 is defined as scoring a level 3 or higher. Students moving from levels 1 and 2 to level 3 will account for the 2% increase in students scoring a level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (107)	28% (116)

## 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 or gain of instructional units potentially leading to the disruption of teacher clusters.	Departmentalization by subject area. Teachers will specialize in up to three subject areas.	Principal and Assistant Principal	Create and maintain a schedule of two to three teacher clusters.  Classroom walk-throughs, teacher interviews, and data analysis to determine teacher strengths in order to inform teacher placements.	Classroom Walk-through tool  Lesson plan books  Assessment Data - Fall and Winter Diagnostics, FCAT SRI
2	Availability of data and Time	Subject area learning communities will meet monthly to analyze data, discuss academic trends, and share effective teaching practices in order to inform instructional decisions and plan.	Subject Area Team Leaders, Principal, Assistant Principal	Subject Area Team Leaders will facilitate the data analysis and discussion at the monthly meetings.  Principal and Assistant Principal will conduct data chats.	Subject Area Team Meeting Agendas  Data Chat documentation (EDW reports, notes, etc.)
3	Funding	FCAT Tutoring will be available after school prior to the FCAT taken in the Spring of 2013. Students not meeting proficiency standards (level 3) on the mathematics portion of the prior year FCAT or current year Diagnostic Assessments may be eligible to attend.	Assistant Principal and Classroom Teachers	Responsible parties will analyze data obtained to determine which students will be invited to FCAT tutoring. Sources of data may include prior years FCAT and current year Diagnostic Assessments.  Students will receive weekly mathematics instruction based on mathematics deficiencies based on data analysis. The duration of FCAT tutoring will be determined by available funding.	Pretest and posttest administered at the beginning and at the end of the FCAT tutoring cycle of lessons.

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.	N/A
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Mathematics 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
1	Scheduling and resources	Teachers will differentiate instruction, based on the needs of all students in the classroom.	Principal, Assistant Principal, classroom teacher	Analysis of progress monitoring tools including classroom assessments, diagnostic testing, and FCAT	classroom assessments, diagnostic testing and FCAT
2	Availability of data and time	Subject area learning communities will meet monthly to analyze data, discuss academic trends, and share effective teaching practices in order to inform instructional decisions	Subject area learning team leaders, principal, assistant principal	Subject area learning team leaders will facilitate the data analysis and discussion at the monthly meetings.  Principal will conduct data chats.	meeting agendas  data chat documents/ records

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:	In grades 3 through 5, 47% of students will score a level 4 or 5 on the mathematics portion of the FCAT 2.0 taken in the Spring of 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (181)	47% (194)

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	Training and resources	Teachers will differentiate instruction, including the use of higher order questioning strategies and skill grouping, based on the needs of all students in the classroom.	Principal, Assistant Principal, Classroom Teacher	Effectiveness will be determined through analysis of progress monitoring tools including diagnostics, classroom assessments, and 2013 FCAT.	The Mathematics portion of the 2013 FCAT
2	Availability of resources	Teachers will utilize a variety of media and technology resources to enhance and enrich instruction.	Classroom Teacher and Media Specialist	Effectiveness will be determined through analysis of progress monitoring tools including diagnostics, classroom assessments, and 2013 FCAT.	The Mathematics portion of the 2013 FCAT  Lesson Plans
	Availability of data and Time	Subject area learning communities will meet monthly to analyze data, discuss academic trends,	Subject Area Team Leaders, Principal, Assistant Principal	Subject Area Team Leaders will facilitate the data analysis and	Subject Area Team Meeting Agendas  Data Chat

3		and share effective teaching practices in order to inform instructional decisions and plan.		discussion at the monthly meetings.  Principal and Assistant Principal will conduct data chats.	documentation (EDW reports, notes, etc.)
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Scheduling and resources	Teachers will differentiate instruction, based on the needs of all students in the classroom.	Principal, Assistant Principal, classroom teacher	Analysis of progress monitoring tools including classroom assessments, diagnostic testing, and FCAT	classroom assessments, diagnostic testing and FCAT
2	Availability of data and time	Subject area learning communities will meet monthly to analyze data, discuss academic trends, and share effective teaching practices in order to inform instructional decisions	Subject area learning team leaders, principal, assistant principal	Subject area learning team leaders will facilitate the data analysis and discussion at the monthly meetings.  Principal will conduct data chats.	meeting agendas  data chat documents/ records

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:	In grades 4 and 5, 72% of students will make learning gains on the mathematics portion of FCAT 2.0 taken in the Spring of 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (178)	72% (196)

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	Training and resources	Teachers will differentiate instruction, including the use of higher order questioning strategies and skill	Principal, Assistant Principal, Classroom Teacher	Effectiveness will be determined through analysis of progress monitoring tools including diagnostics, classroom	The Mathematics portion of the 2013 FCAT

		grouping, based on the needs of all students in the classroom.		assessments, and 2013 FCAT.	
2	Availability of resources	Teachers will utilize a variety of media and technology resources to enhance and enrich instruction.	Classroom Teacher and Media Specialist	Effectiveness will be determined through analysis of progress monitoring tools including diagnostics, classroom assessments, and 2013 FCAT.	The Mathematics portion of the 201 FCAT Lesson Plans
3	Availability of data and Time	Subject area learning communities will meet monthly to analyze data, discuss academic trends, and share effective teaching practices in order to inform instructional decisions and plan.	Subject Area Team Leaders, Principal, Assistant Principal	Subject Area Team Leaders will facilitate the data analysis and discussion at the monthly meetings.  Principal and Assistant Principal will conduct data chats.	Subject Area Team Meeting Agendas  Data Chat documentation (EDW reports, notes, etc.)

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.  Mathematics Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Availability of data and time	Subject area learning communities will meet monthly to analyze data, discuss academic trends, and share effective teaching practices in order to inform instructional decisions	Subject area learning team leaders, principal, assistant principal	Subject area learning team leaders will facilitate the data analysis and discussion at the monthly meetings.  Principal will conduct data chats.	meeting agendas  data chat documents/ records
2	Scheduling and resources	Teachers will differentiate instruction, based on the needs of all students in the classroom.	Principal, Assistant Principal, classroom teacher	Analysis of progress monitoring tools including classroom assessments, diagnostic testing, and FCAT	classroom assessments, diagnostic testing and 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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	In grades 4 and 5, 54% of students in the lowest 25% will make learning gains as measured by the mathematics portion of the FCAT 2.0 taken in the Spring of 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (33)	54% (35)

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	Training and resources	Teachers will differentiate instruction based on the needs of all students in the classroom.	Principal, Assistant Principal, Classroom Teacher	Effectiveness will be determined through analysis of progress monitoring tools including diagnostics, classroom assessments, and FCAT.	Diagnostics, classroom assessments, and FCAT.
2	Funding	FCAT Tutoring will be available after school prior to the FCAT taken in the Spring of 2012. Students not meeting proficiency standards (level 3) on the mathematics portion of the prior year FCAT or current year Diagnostic Assessments may be eligible to attend.	Assistant Principal and Classroom Teachers	Responsible parties will analyze data obtained to determine which students will be invited to FCAT tutoring. Sources of data may include prior years FCAT and current year Diagnostic Assessments.  Students will receive weekly mathematics instruction based on mathematics deficiencies based on data analysis. The duration of FCAT tutoring will be determined by available funding.	Pretest and posttest administered at the beginning and at the end of the FCAT tutoring cycle of lessons.
3	Availability of data and Time	Subject area learning communities will meet monthly to analyze data, discuss academic trends, and share effective teaching practices in order to inform instructional decisions and plan.	Subject Area Team Leaders, Principal, Assistant Principal	Subject Area Team Leaders will facilitate the data analysis and discussion at the monthly meetings.  Principal and Assistant Principal will conduct data chats.	Subject Area Team Meeting Agendas  Data Chat documentation (EDW reports, notes, etc.)

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 # By the end of the 2016-2017 school year, 88% of students in grades 3-5 will be proficient in mathematics as determined by the mathematics portion of FCAT 2.0.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	70	79	81	83	85	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	In grades 3 through 5, the number of students not making satisfactory progress, will decrease by 2% in each subgroup by ethnicity as measured by the mathematics portion of FCAT 2.0 taken in the spring of 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 26% (70) Black 30% (12) Hispanic 37% (29) Asian 27% (5) Am. Indian 0% (0)	White 24% (62) Black 28% (10) Hispanic 35% (31) Asian 25% (4) Am. Indian 0% (4)

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	Availability of resources	Teachers will utilize a variety of media and technology resources to enhance and enrich instruction.	Classroom Teacher and Media Specialist	Effectiveness will be determined through analysis of progress monitoring tools including diagnostics, classroom assessments, and 2013 FCAT.	The Mathematics portion of the 2013 FCAT Lesson Plans
2	Training and resources	Teachers will differentiate instruction based on the needs of all students in the classroom.	Principal, Assistant Principal, Classroom Teacher	Effectiveness will be determined through analysis of progress monitoring tools including diagnostics, classroom assessments, and FCAT.	Diagnostics, classroom assessments, and FCAT.
3	Availability of data and Time	Subject area learning communities will meet monthly to analyze data, discuss academic trends, and share effective teaching practices in order to inform instructional decisions and plan.	Subject Area Team Leaders, Principal, Assistant Principal	Subject Area Team Leaders will facilitate the data analysis and discussion at the monthly meetings.  Principal and Assistant Principal will conduct data chats.	Subject Area Team Meeting Agendas  Data Chat documentation (EDW reports, notes, etc.)

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	The percentage of English Language Learners, not making satisfactory progress in math, will decrease to 73% as measured by the mathematics portion of the FCAT 2.0 taken in the spring of 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (9)	73% (14)

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 or gain of instructional units, potentially leading to the disruption of teacher clusters	Departmentalization by subject area. Teachers will specialize in up to three subject areas.	Principal and Assistant Principal	Create and maintain a schedule of two to three teacher clusters. Classroom walk-throughs, teacher interviews, and data analysis to determine teacher strengths and inform teacher placements.	Classroom walk-through tool Lesson Plan books Assessment data - Fall and Winter Diagnostics, FCAT 2.0, SRI, RRR
2	Availability of data and time	Subject area learning communities will meet monthly to analyze data, discuss academic trends, and share effective teaching practices to inform instructional decisions and plan.	Subject Area Team Leaders, Principal, Assistant Principal	Subject Area Team Leaders will facilitate the data analysis and discussion at the monthly meetings. Principal and Assistant Principal will conduct data chats.	Subject area team meeting agendas Data chat documentation (EDW reports, notes, etc.)
	Funding	FCAT 2.0 tutoring will be available after school, prior to FCAT 2.0 taken in the spring of 2013.	Assistant principal, Classroom teachers, and SAI teacher	Responsible parties will analyze data to determine student eligibility for FCAT 2.0	Pre and Post Test administered at the beginning and end of the tutoring

3	Students not meeting proficiency standards on the prior year FCAT or current year diagnostics assessments may be eligible to attend as space is available. Additional diagnostic assessments may be considered when selecting students to attend.	tutoring. The duration of FCAT 2.0 tutoring as well as the space available will be determined by the amount of funding available.	cycle. Lesson plans
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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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	The percentage of Students with Disabilities, not making satisfactory progress in math, will decrease to 52% as measured by the mathematics portion of the FCAT 2.0 taker in the spring of 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (25)	52% (50)

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	Availability of data and time	Subject area learning communities will meet monthly to analyze data, discuss academic trends, and share effective teaching practices to inform instructional decisions and plan.	Subject Area Team Leaders, Principal, Assistant Principal	Subject Area Team Leaders will facilitate the data analysis and discussion at the monthly meetings. Principal and Assistant Principal will conduct data chats.	Subject area team meeting agendas Data chat documentation (EDW reports, notes, etc.)
2	Funding	FCAT 2.0 tutoring will be available after school, prior to FCAT 2.0 taken in the spring of 2013. Students not meeting proficiency standards on the prior year FCAT or current year diagnostics assessments may be eligible to attend as space is available. Additional diagnostic assessments may be considered when selecting students to attend.	Assistant principal, Classroom teachers, and SAI teacher	Responsible parties will analyze data to determine student eligibility for FCAT 2.0 tutoring. The duration of FCAT 2.0 tutoring as well as the space available will be determined by the amount of funding available.	Pre and Post Test administered at the beginning and end of the tutoring cycle. Lesson plans

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal E:	The percentage of Economically Disadvantaged students, not making satisfactory progress in math, will decrease to 53% as measured by the mathematics portion of the FCAT 2.0 taker in the spring of 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:



55% (43)

53% (40)

## 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	Availability of resources	Teachers will utilize a variety of media and technology resources to enhance and enrich instruction.	Classroom Teacher and Media Specialist	Effectiveness will be determined through analysis of progress monitoring tools including diagnostics, classroom assessments, and 2013 FCAT.	The Mathematics portion of the 201 FCAT Lesson Plans
2	Training and resources	Teachers will differentiate instruction based on the needs of all students in the classroom.	Principal, Assistant Principal, Classroom Teacher	Effectiveness will be determined through analysis of progress monitoring tools including diagnostics, classroom assessments, and FCAT.	Diagnostics, classroom assessments, and FCAT.
3	Availability of data and Time	Subject area learning communities will meet monthly to analyze data, discuss academic trends, and share effective teaching practices in order to inform instructional decisions and plan.	Subject Area Team Leaders, Principal, Assistant Principal	Subject Area Team Leaders will facilitate the data analysis and discussion at the monthly meetings.  Principal and Assistant Principal will conduct data chats.	Subject Area Team Meeting Agendas  Data Chat documentation (EDW reports, notes, etc.)

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Marzano Component Analysis	All Subject Areas All Grade Levels	Principal Assistant Principal Professional Development Team	All Subject Area Teachers All Grade Levels	Monthly (as needed) on Early Release Days and/or monthly staff meetings	Maintain communication with teachers during pre and post evaluation conferences Mark all meeting dates on monthly calendar, record attendance at all meetings	Principal Assistant principal PD Team Leader

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Differentiated Instruction/ Remediation	Leveled teacher resources for instruction/ remediation	School Recognition/ School Improvement	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
Encourage on-going professional learning	Teacher conferences/ workshops	School Improvement/ School Recognition	\$250.00
			Subtotal: \$250.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT 2.0 Tutoring for grades 3-5	After school tutoring for selected students identified as at risk for scoring below proficiency (lvl 3) on the mathematics portion of the 2013 FCAT 2.0.	Grant, School Recognition/ School Improvement	\$500.00
			Subtotal: \$500.00
			<b>Grand Total: \$1,250.00</b>

End of Mathematics Goals

## Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.  Science Goal # 1a:			In grade 5, 43% of students will achieve level 3 on the science portion of the FCAT 2.0 taken in the Spring of 2013. Proficiency on the science portion of FCAT 2.0 is defined as scoring a level 3 or higher. Students moving from levels 1 and 2 to level 3 will account for the 2% increase in students scoring a level 3		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
41% (57)			43% (59)		
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	Availability of science materials	Teachers will utilize hands on activities and labs to reinforce abstract science concepts.	Classroom Teachers, Subject Area Team Leaders	Effectiveness will be determined through analysis of progress monitoring tools including diagnostics, classroom assessments, and 2013 FCAT.	The Science portion of the 2013 FCAT  Lesson Plans

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal # 1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Scheduling and resources	Teachers will differentiate instruction, based on the needs of all students in the classroom.	Principal, Assistant Principal, classroom teacher	Analysis of progress monitoring tools including classroom assessments, diagnostic testing, and FCAT	classroom assessments, diagnostic testing, and FCAT
2	Availability of data and time	Subject area learning communities will meet monthly to analyze data, discuss academic trends, and share effective teaching practices in order to inform instructional decisions	Subject area learning team leaders, principal, assistant principal	Subject area learning team leaders will facilitate the data analysis and discussion at the monthly meetings.  Principal will conduct data chats.	meeting agendas  data chat documents/ records

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 grade 5, 35% of students will score a level 4 or 5 on the science portion of the FCAT 2.0 taken in the Spring of 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (46)	35% (48)

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	Availability of science materials	Teachers will utilize hands on activities and labs to reinforce abstract science concepts.	Classroom Teachers, Subject Area Team Leaders	Effectiveness will be determined through analysis of progress monitoring tools including diagnostics, classroom assessments, and 2013 FCAT.	The Science portion of the 2013 FCAT  Lesson Plans
2	Availability of resources	Teachers will utilize a variety of media and technology resources to enhance and enrich instruction.	Classroom Teacher and Media Specialist	Effectiveness will be determined through analysis of progress monitoring tools including diagnostics, classroom assessments, and 2013 FCAT.	The Science portion of the 2013 FCAT  Lesson Plans
3	Availability of data and Time	Subject area learning communities will meet monthly to analyze data, discuss academic trends, and share effective teaching practices in order to inform instructional decisions and plan.	Subject Area Team Leaders, Principal, Assistant Principal	Subject Area Team Leaders will facilitate the data analysis and discussion at the monthly meetings.  Principal and Assistant Principal will conduct data chats.	Subject Area Team Meeting Agendas  Data Chat documentation (EDW reports, notes, etc.)

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.  Science Goal #2b:		N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Availability of data and time	Subject area learning communities will meet monthly to analyze data, discuss academic trends, and share effective teaching practices in order to inform instructional decisions	Subject area learning team leaders, principal, assistant principal	Subject area learning team leaders will facilitate the data analysis and discussion at the monthly meetings.  Principal will conduct data chats.	meeting agendas  data chat documents/ records
2	Scheduling and resources	Teachers will differentiate instruction, based on the needs of all students in the classroom.	Principal, Assistant Principal, classroom teacher	Analysis of progress monitoring tools including classroom assessments, diagnostic testing, and FCAT	classroom assessments, diagnostic testing, and FCAT

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
Marzano Component Analysis	All Subject Areas All Grade Levels	Principal Assistant Principal Professional Development Team	All Subject Area Teachers All Grade Levels	Monthly (as needed) on Early Release Days and/ or monthly staff meetings	Maintain communication with teachers during pre and post evaluation conferences Mark all meeting dates on monthly calendar, record attendance at all meetings	Principal Assistant principal PD Team Leader

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Differentiated Instruction	Leveled teacher resources for instruction/ remediation	School Recognition/ School Improvement	\$250.00
Subtotal:			\$250.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Encourage on-going professional development	Teacher conferences/ workshops	School Improvement/ School Recognition	\$250.00
			Subtotal: \$250.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

End of Science Goals

## Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.		In grade 4, 97% of students will a level 3.0 or higher on the writing portion of the FCAT 2.0 taken in the Spring of 2013.			
Writing Goal # 1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
96% (125)		97% (129)			
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 or gain of instructional units potentially leading to the disruption of teacher clusters.	Departmentalization by subject area. Teachers will specialize in up to three subject areas.	Principal and Assistant Principal	Create and maintain a schedule of two to three teacher clusters.  Classroom walk-throughs, teacher interviews, and data analysis to determine teacher strengths in order to inform teacher placements.	Classroom Walk-through tool  Lesson plan books  Assessment Data – Palm Beach Writes, Florida Writes
2	Funding	Writing Tutoring will be available after school prior to the Florida Writes Assessment taken in the Spring of 2012. Students not meeting proficiency standards (level 4) on the current year Palm Beach Writes Assessments may be eligible to attend. Other	Assistant Principal and Classroom Teachers	Responsible parties will analyze data obtained to determine which students will be invited to Writing tutoring. Sources of data will include Palm Beach Writes Assessments, classroom assessments and teacher observations	Pretest and posttest administered at the beginning and at the end of the FCAT tutoring cycle of lessons.

		classroom assessments and teacher observations may also be considered.		Students will receive weekly writing instruction based on writing deficiencies based on data analysis. The duration of writing tutoring will be determined by available funding.	
3	Availability of data and Time	Subject area learning communities will meet monthly to analyze data, discuss academic trends, and share effective teaching practices in order to inform instructional decisions and plan.	Subject Area Team Leaders, Principal, Assistant Principal	Subject Area Team Leaders will facilitate the data analysis and discussion at the monthly meetings.  Principal and Assistant Principal will conduct data chats.	Subject Area Team Meeting Agendas  Data Chat documentation (EDW reports, notes, etc.)

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Scheduling and resources	Teachers will differentiate instruction, based on the needs of all students in the classroom.	Principal, Assistant Principal, classroom teacher	Analysis of progress monitoring tools including classroom assessments, diagnostic testing, and FCAT	classroom assessments, diagnostic testing, and FCAT
2	Availability of data and time	Subject area learning communities will meet monthly to analyze data, discuss academic trends, and share effective teaching practices in order to inform instructional decisions	Subject area learning team leaders, principal, assistant principal	Subject area learning team leaders will facilitate the data analysis and discussion at the monthly meetings.  Principal will conduct data chats.	meeting agendas  data chat documents/ records

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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Marzano Component Analysis	All Subject Areas All Grade Levels	Principal Assistant Principal Professional Development Team	All Subject Area Teachers All Grade Levels	Monthly (as needed) on Early Release Days and/ or monthly staff meetings	Maintain communication with teachers during pre and post evaluation conferences Mark all meeting dates on monthly calendar, record attendance at all meetings	Principal Assistant principal PD Team Leader
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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
Encourage on-going professional development	Teacher conferences/ workshops	School Recognition/ School Improvement	\$250.00
			Subtotal: \$250.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Writing Tutoring for grade 4	Tutoring provided after school for selected students identified as at risk of not scoring at proficiency on the 2013 Florida Writes Assessment	School Recognition/ School Improvement	\$550.00
			Subtotal: \$550.00
			Grand Total: \$800.00

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:	75% of students will attend school regularly in the 2012-2013 school year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
73% (642)	75% (607)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
27% (234)	25% (202)

2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
12% (109)		10% (81)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parent-teacher communication	Support on-going school - parent communication	Classroom teacher, Parent	Provide opportunities for on-going communication including curriculum night, websites maintained by teacher and PTA, classroom and school newsletters or other written communications, parent-teacher conferences	Teacher/ PTA made newsletters, Parent-teacher conference notes.

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

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

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

Attendance Budget:

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



No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

## Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	The number of suspensions will remain at 1% or less for the 2012-2013 school year.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
1% (9)	1% or less (8)
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
1% (7)	1% or less (8)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
less than 1% (2)	less than 1% (1)
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
less than 1% (2)	less than 1% (1)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Participation of all students and staff	Implement and maintain a Positive Behavior System (PBS)	PBS TEam Leade, Principal, Assistant Principal, CLassroom Teacher, Parent	Students will be encouraged and rewarded for positive behaviors. Staff members will focus on opportunites for positive communications with students.	Reports generating number of suspensions/ referrals.
2	Lack of parent-teacher communication	Support on-going school - parent communcation	Classroom teacher, Parent	Provide opportunities for on-going communication including curriculum night, websites maintained by teacher and PTA, classroom and school newsletters or other written	Teacher/ PTA made newsletters, Parent-teacher conference notes.

				communications, parent-teacher conferences	
3	Funding to create the Panther Pit	Improve cafeteria behavior by implementing a reward seating area called the "Panther Pit"	PBS Team	decreased number of refereals	refereals

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
PBS - ROAR	Materials and resources needed to maintain the operation of the School-wide Positive Behavior System	School Recognition/ School Improvement	\$500.00
			Subtotal: \$500.00
			Grand Total: \$500.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas

in need of improvement:

1. Parent Involvement					
Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		In May of 2012, the calculated volunteer hours will increase by 1% from May of 2011.			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
6965 volunteer hours		7105 volunteer hours(an increase of 1%)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	All parents/ guardians may not have access to the internet	Maintain a high level of school - home communication using the mypantherrun.com website and monthly newsletters.	PTA vounteer coordinator and PTA parental involvement coordinator	Maintain the mypantherrun.com website.  Monitor volunteer hours.	Level of volunteer hours.

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

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

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

Parent Involvement Budget:

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

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

*End of Parent Involvement Goal(s)*

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

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

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

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

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

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

## STEM Budget:

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

Subtotal: \$0.00

**Professional Development**

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

Subtotal: \$0.00

**Other**

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

Subtotal: \$0.00

**Grand Total: \$0.00**

*End of STEM Goal(s)*

Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Differentiated Instruction/ Remediation	Leveled teacher resources for instruction/ remediation	School Recognition/ School Improvement	\$500.00
Science	Differentiated Instruction	Leveled teacher resources for instruction/ remediation	School Recognition/ School Improvement	\$250.00
				Subtotal: \$750.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading A to Z	On-line leveled teacher resource for instruction/ remediation	School Improvement/ School Recognition	\$425.00
				Subtotal: \$425.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Encourage on-going professional learning	Teacher conferences/ workshops	School Improvement/ School Recognition	\$250.00
Science	Encourage on-going professional development	Teacher conferences/ workshops	School Improvement/ School Recognition	\$250.00
Writing	Encourage on-going professional development	Teacher conferences/ workshops	School Recognition/ School Improvement	\$250.00
				Subtotal: \$750.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Maintain classroom instruction during the administration and analysis of RRR	Provide 1/2 day substitute, per grade level taught, per trimester, in grades K-4	School Improvement/ School Recognition	\$5,400.00
Reading	FCAT 2.0 Tutoring grades 3-5	After school tutoring for selected students, identified as at risk of scoring below proficiency (level 3) on the reading portion of the 2013 FCAT 2.0	Grant, School Recognition/ School Improvement	\$500.00
Mathematics	FCAT 2.0 Tutoring for grades 3-5	After school tutoring for selected students identified as at risk for scoring below proficiency (lvi 3) on the mathematics portion of the 2013 FCAT 2.0.	Grant, School Recognition/ School Improvement	\$500.00
Writing	Writing Tutoring for grade 4	Tutoring provided after school for selected students identified as at risk of not scoring at proficiency on the 2013 Florida Writes Assessment	School Recognition/ School Improvement	\$550.00
Suspension	PBS - ROAR	Materials and resources needed to maintain the operation of the School-wide Positive Behavior System	School Recognition/ School Improvement	\$500.00
				Subtotal: \$7,450.00
				Grand Total: \$9,375.00

# Differentiated Accountability

## School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA	
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Are you a reward school:  Yes  No

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

No Attachment (Uploaded on 11/26/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
SAC funds will be allocated for educational supplies or materials(may include software/ technology), teacher improvement, and tutoring.	\$9,500.00

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

SAC members meet monthly. At the meetings, team members may analyze data, review the SIP, allocate funds for monetary requests related to school improvement, and receive updates pertaining to school improvement.



## AYP DATA

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

## SCHOOL GRADE DATA

No Data Found

Palm Beach School District PANTHER RUN ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	90%	88%	98%	81%	357	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	73%	61%			134	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	71% (YES)	54% (YES)			125	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					616	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District PANTHER RUN ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	95%	92%	96%	82%	365	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	74%	64%			138	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	77% (YES)	77% (YES)			154	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					657	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested