

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

School Name: BINKS FOREST ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Michella Levy

SAC Chair: Mara Goron

Superintendent: Wayne Gent

Date of School Board Approval: January 2012

Last Modified on: 9/24/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					Principal of Binks Forest 2011 -2012 Grade A 91% of students met High Standards in Reading, 90% met high standards in Math, 96% met high standards in writing, 83% met high standards in science. Assistant Principal of Hidden Oaks Elementary 2005 - 2011 2010-2011 83% of students met High Standards in Reading, 84% met high standards in Math, 85% met high standards in writing, 72% met high standards in science. Black, Hispanic, and Economically disadvantaged did not make AYP in reading. Black and Economically Disadvantaged did not make AYP in math. 2009-2010

Principal	Michella Levy	<p>Bachelor of Arts Degree in Elementary Education, University of Central Florida</p> <p>Master of Arts Degree in Educational Leadership, Nova Southeastern University</p> <p>ESOL Endorsement Certified: Elem Education, Exceptional Student Education K-12, School Principal Educational Leadership</p>	1	7	<p>Grade A</p> <p>80% of students met High Standards in Reading, 81% met High Standards in Math, 88% of students met High Standards in Writing and 60% of students met High Standards in Science. All Subgroups made AYP in Reading. Hispanic, Economically Disadvantaged, English Language Learners and Students with Disabilities did not make AYP in Mathematics.</p> <p>2008- 2009</p> <p>Grade: A</p> <p>79% of students met High Standards in Reading, 77% met High Standards in Math, 92% of students met High Standards in Writing and 48% of students met High Standards in Science. Students with Disabilities did not make AYP in Reading. English Language Learners did not make AYP in Math.</p> <p>2007 - 2008</p> <p>Grade A</p> <p>75% of students met High Standards in Reading, 76% met High Standards in Math, 88% of students met High Standards in Writing and 47% of students met High Standard in Science. Black, Economically Disadvantaged, English Language Learners and Students with Disabilities did not make AYP in Reading. Black, Economically Disadvantaged, English Language Learners and Students with Disabilities did not make AYP in Math.</p> <p>2006-2007</p> <p>Grade: A</p> <p>70% of students met High Standards in Reading. 68% met High Standards in Math. 88% met High Standards in Writing. 53% met High Standards in Science. Black, Economically Disadvantaged, English Language Learners and Students with Disabilities did not make AYP in Reading. All subgroups met AYP criteria in Math.</p>
Assis Principal	Karen Berard	<p>Masters in Curriculum & Instruction, School Principal K-12, Florida Atlantic University</p> <p>Bachelor's of Science- Elementary Education 1-6, Primary Education K-3, ESOL Endorsement, Northwestern College</p>		5	<p>2007-2012 - Assistant Principal Palmetto Elementary</p> <p>2011-2012</p> <p>Grade "A"</p> <p>46% Meeting High Standards in Reading, 55% Meeting High Standards in Math, 59% Meeting High Standards in Science, 78% Meeting High Standards in Writing. Learning Gains: Reading 74%, Math 79%, Lowest 25% Learning Gains: Reading 86%, Math 84%</p> <p>2010-2011</p> <p>Grade "C"</p> <p>65% Meeting High Standards in Reading, 65% Meeting High Standards in Math, 54% Meeting High Standards in Science, 85% Meeting High Standards in Writing. We did not achieve AYP.</p> <p>2009-2010</p> <p>Grade "B"</p> <p>73% Meeting High Standards in Reading, 73% Meeting High Standards in Math, 51% Meeting High Standards in Science, 100% Meeting High Standards in Writing. We did not acheive AYP - 53% ELL and 26% SWD were proficient in reading, 61% ELL and 40% SWD were proficient in Math.</p> <p>2008-2009</p> <p>Grade "A"</p> <p>75% Meeting High Standards in Reading, 76% Meeting High Standards in Math, 56% Meeting High Standards in Science, 99% Meeting High Standards in Writing. We DID achieve AYP!!</p>

INSTRUCTIONAL COACHES

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

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

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Administration will meet monthly with new teachers	Principal and Assistant Principal	on-going	
2	Partnering new teachers with veteran staff	Assistant Principal	on-going	
3	Soliciting referrals from current employees and colleagues	Principal	on-going	
4	Provide professional development based on individual teacher needs.	Principal 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
No data submitted	

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
71	2.8%(2)	11.3%(8)	23.9%(17)	62.0%(44)	38.0%(27)	100.0%(71)	4.2%(3)	9.9%(7)	76.1%(54)

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
Jean Marie Hempfling	Rebecca Gonzales	New Teacher to Binks	Weekly meetings, lesson planning, sharing of best practices

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

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

RtI Facilitator (SAI teacher): Provides expertise in Tier 3 interventions and assists school staff with identification of specific student deficiencies and matches student to research-based interventions.

ESE Contact: Provides a focus for the meetings and assists with state and district policies.

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

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

Supplemental Academic Instruction Teacher: Facilitates as well as supports data collection in reading instruction activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

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

Guidance Counselor: Provides emotional support for students as well as information regarding community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

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

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

Review screening data and connect to instructional decisions; review progress monitoring data; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks.

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

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

The RtI Leadership Team met with the grade levels to gather input towards the SIP. The input was shared with the School Advisory Council (SAC) and principal to help develop the SIP. The principal shared data as well as academic and social/emotional areas that needed to be addressed. A clear set of expectations for instruction, assessment, and procedures were also shared.

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: Fountas & Pinnell Literacy Assessment, Scholastic Reading Inventory (SRI), fall district diagnostic, Florida Comprehensive Assessment Test 2.0 (FCAT), DIBELS (kindergarten), Diagnostic Assessment for Reading (DAR)

Midyear: SRI, winter district diagnostic, Fountas & Pinnell Literacy Assessment

End of year: FCAT 2.0, SRI, spring district diagnostic (Grade 2), Fountas & Pinnell Literacy Assessment

Describe the plan to train staff on MTSS.

Professional development will be provided during faculty meetings, LTMs, and professional development days (PDD) during the school year.

The RtI team will also evaluate additional staff PD needs during the weekly RtI Leadership Team meetings.

Describe the plan to support MTSS.

A schedule will be developed to ensure that all students have adequate time for all tiers.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The team is composed of Michella Levy and Karen Berard (Administrators), Jaime Castellanos (SAI/RTI teacher, ESE representative), Sharon Wedgworth (Media Specialist, fine arts representative) : Jean Marie Hempfling (Chair person & 1st grade representative), Sherri Olsen (kindergarten), Angie Yerkes (1st grade), Donna Eldredge & Nancy Cabral (2nd grade), Ann Gormley, Kendra Wilhelmy, Emily MacMillan (3rd grade), Mechelle Oh (4th grade), Sandy Oliver & Susan Barnes (5th grade).

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

The committee will hold monthly meetings to discuss school wide reading data and best practices. Each member of the committee will bring all information back to their grade level teams.

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

To hold a School Wide Literacy Night
Conduct reading Parent Workshops
To continue promoting school-wide Reading Counts Initiative
Implement School-wide Reader's Notebook
Implement Top Secret Book program in order to build school wide reading community

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

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

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	On the 2013 Reading FCAT 2.0, 94% of students in grades 3-5 will meet proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
91% (555)of students in grades 3-5 were proficient in reading scoring a level 3 or above on the 2012 FCAT Reading 2.0.	94% of students in grades 3-5 will meet proficiency in reading scoring a level 3 or above on the 2013 FCAT Reading 2.0

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many students lack the ability to respond critically to literature and be active readers	Implement Reader's Workshop using the Daily Five.	Principal Assistant Principal	Lesson plans will be reviewed and classroom walk throughs will be conducted	Reading FCAT 2.0
2	Time constraints Lack of support/ monitoring	Maintain a school wide reader's notebook	Principal Assistant Principal	Reader's Notebook Strategy Survey	Reader's Notebook Strategy Survey 2013 Reading FCAT 2.0 Spring SRI K 4 Running Reading Records
3	Budget, materials, personnel for implementation	Provide tutorial for students at risk of not reaching proficiency	Assistant Principal	Pre and Post test Diagnostic test	Reading FCAT 2.0
4	Students not motivated to read	Reading Counts Initiative-lunch with the principal and assistant principal School-wide competition	Principal Assistant Principal ITSA Media Specialist	Reading Counts Reports	Reading FCAT 2.0, Spring SRI and K-4 Running Reading Records
5	Interpreting student data and using it to drive instruction	Provide Professional Development on how to implement vocabulary strategies throughout all content areas.	Principal Assistant Principal Teachers Reading Committee	Classroom walkthroughs Lesson Plans K - 4 RRR data Reader's Notebooks	Reading FCAT 2.0
6	Time Constraints	Implement academic vocabulary and oral language instruction daily.	Principal Assistant Principal Teachers Reading Committee	Classroom Walkthroughs Lesson Plans Reader's Notebooks	Reading FCAT 2.0
7	Many students lack the ability to respond critically to literature and be active readers	Provide frequent opportunities for students to respond in wrting to varies genres of texts.	Principal Assistant Principal Teachers Reading Committee	Classroom Walkthroughs Lesson Plans Reader's Notebooks	Reading FCT 2.0 Reading Running Recordsu

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:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	On the 2013 Reading FCAT 2.0, 75% of students in grades 3-5 will score a level 4 or 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (410) of students in grades 3-5 were proficient in reading scoring a level 4 or 5 on the 2012 FCAT Reading.	75% of students in grades 3-5 will meet proficiency in reading scoring a level 4 or 5 on the 2013 FCAT Reading 2.0

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Resources	Science and Social Studies teachers explicitly infuse reading strategies into instructional delivery.	Principal, Assistant Principal	When visiting classrooms, administrators will focus attention to the frequency of explicitly teaching reading strategies	Reading FCAT 2.0
2	Inconsistency in the use of high complexity Webb's Depth of Knowledge levels 3 & 4 questions in lesson plans and lesson plan implementation.	Provide Professional development on Differentiated Instruction and Enrichment strategies.	Principal Assistant Principal	Classroom walkthroughs Lesson plans	Reading FCAT 2.0
3	Lack of student motivation	Implement a Principal's Readers Club and a Trade A Book Program for students during lunch.	Principal Assistant Principal	Diagnostics SRI	Reading FCAT 2.0

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

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

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	On the 2013 Reading FACT 2.0, 84% of students in 4th, 5th and retained 3rd graders will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81% (307) of students in 4th, 5th and retained 3rd graders made learning gains on 2012 Reading FCAT.	84% (326) of students in 4th 5th and retained 3rd graders will make learning gains on 2013 Reading FCAT 2.0.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time constraints	Implement iii and provide small group instruction to targeted students.	Principal Assistant Principal Classroom teacher	Lesson Plans Walkthroughs	Reading FCAT 2.0
2	Lack of resources	Provide leveled classroom libraries and class sets of novels as well as "Just Right" books for all grades.	Principal Assistant Principal	Walkthroughs lesson plans	Reading FCAT 2.0
3	Interpreting student data and using it to drive instruction.	Administration/ Teacher Data Chats	Principal Assistant Principal Teachers	EDW data (student progress monitoring) Diagnostics SRI LTM Notes	Reading FCAT 2.0
4	Students arriving to school on time.	Before school computer lab opened for practicing reading skills and taking Reading Counts tests.	Computer Resource Teacher Assistant Principal	Reading Counts reports	Reading FCAT 2.0

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

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

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	On the 2013 Reading FCAT 2.0, 85% of students in 4th, 5th and retained 3rd graders in the lowest 25% will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% (37)of students in 4th, 5th and retained 3rd graders in the lowest 25% made learning gains on the 2012 FCAT reading test.	85% of students in 4th, 5th and retained 3rd graders in the lowest 25% will make learning gains on the 2013 FCAT 2.0 reading test.

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	Inconsistency of student participation in the tutorial program, personnel and resources	Provide an After School Tutorial program that will focus on providing additional remediation strategies for targeted students. Teachers will communicate with parents on a bi-weekly basis.	Principal Assistant Principal Tutorial teachers	Diagnostics Pre and Post Test	Reading FCAT 2.0
2	Time constraints for professional development and implementation	Utilize The Continuum of Literacy Learning to support student learning and Maintain Fountas and Pinnell Literacy Assessment	Reading Teachers	Student Progress Monitoring/ Literacy Assessment Booklet, EDW reports	Reading FCAT 2.0
3	Student transportation and personnel	Implement a before school Reading Lab to incorporate reading instruction through technology.	Principal Assistant Principal Teachers	SRI Diagnostics RRR Reading Counts Reports	Reading FCAT 2.0
4	Inconsistency of student participation in the tutorial program, personnel and resources	Implement a Reader's Cafe for first and second graders after school.	Teachers	RRR SRI Diagnostics	Spring Reading Diagnostics
5	Academic data available for the mentors participating in the My Mentor and Me program	Implement a mentoring program that will use interest inventories and academic data to meet student needs.	Principal Assistant Principal Teachers Staff	Diagnostics RRR SRI RTI paperwork	Reading FCAT 2.0

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	Reading Goal #
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school will reduce their achievement gap by 50%.		5A : _____				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
<input type="text"/>	<input type="text"/>

Problem-Solving Process to Increase Student Achievement

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

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
<input type="text"/>	<input type="text"/>

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	On the 2013 Reading FCAT 2.0, 93% of SWD students in grades 3-5 will met proficiency.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
51% of SWD in grades 3-5 scored 3 or above on the 2012 Reading FCAT 2.0.	60% of SWD in grades 3-5 will score level 3 or above on Reading FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Budget, materials, personnel for implementation	Provide tutorial for students at risk of not reaching proficiency.	Assistant Principal Tutorial Coordinator	Pre and Post test Diagnostic Test	Reading FCAT 2.0
2	Students not motivated to read.	Order and implement Reading A to Z.	ESE Teachers SAI Teacher	Diagnostic test	Reading FCAT 2.0
3	Academic data available for the mentors participating in the My Mentor and Me program.	Implement a mentoring program that will use interest inventories and academic data to meet student needs.	All Faculty and Staff	Diagnostic Test RRR SRI RTI paperwork	Reading FCAT 2.0

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

5E. Economically Disadvantaged students not making satisfactory progress in reading.

Reading Goal #5E:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reader's Notebook (add vocabulary)	K -5	Jean Marie Hempfling	K-5 Reading teachers	August 2012 October 2012	Monthly faculty meetings and LTMs	Principal Grade Chairs
Readers						

Workshop (The Daily Five)	K-5	Teachers	K-5 Reading teachers	October 2012	Teachers will present on PDD.	Principal Assistant Principal
Planning and implementation of Common Core Standards	K-5	PLC Team Principal	K-5 Reading teachers	on-going	Classroom walkthroughs Lesson plans LTM notes	Principal Assistant Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide on level reading materials for the lowest 25%	Reading A to Z	General Activites	\$300.00
Provide classroom libraries	Just right leveled books	PTA	\$5,000.00
			Subtotal: \$5,300.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Continue Reading Counts	Reading counts quizzes and books	Media	\$1,000.00
			Subtotal: \$1,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Learning, understanding and implementing Common Core Standards	Teacher Resource materials	SAC	\$2,000.00
Continue school-wide Reader's Notebook implementation.	Reader's Notebook for every child	General Activites	\$500.00
Fountas and Pinnell assessment training	RRR K-4 training	District provided (subs)	\$0.00
			Subtotal: \$2,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
To remediate the lowest 25%	After school tutorial	SAC K-12 Support Grant	\$1,800.00
			Subtotal: \$1,800.00
			Grand Total: \$10,600.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking.	
CELLA Goal #1:	
2012 Current Percent of Students Proficient in listening/speaking:	
Problem-Solving Process to Increase Student Achievement	

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

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

2. Students scoring proficient in reading.
CELLA Goal #2:

2012 Current Percent of Students Proficient in reading:

Problem-Solving Process to Increase Student Achievement

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

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

3. Students scoring proficient in writing.
CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

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:	On the 2013 Mathematics FCAT 2.0, 93% of students in grades 3-5 will meet proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
90% (513) of students in grades 3-5 were proficient in math scoring a level 3 or above on the 2012 FCAT Mathematics portion.	93% of students in grades 3-5 will meet proficiency in math scoring a level 3 or above on the 2013 FCAT Mathematics portion.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time Constraints	Utilize Think Central for Differentiated Skill Practice	Teachers	Reports	Mathematics FCAT 2.0
2	Implementing Go Math series with fidelity	Utilize Go Math series for each grade level and implement in K-1 and prepare for in 2-5 the Common Core Standards	Teachers	Lesson plans Go Math assessments	Mathematics FCAT 2.0
3	Time constraints Resources	Increase the use of manipulatives, hands on activities, and computer programs to reinforce mathematical concepts	Principal Assistant Principal Teachers	Classroom walkthroughs	Mathematics FCAT 2.0
4	Time constraints	Guided Math Groups	Teachers Principal Assistant Principal	Classroom walkthroughs Lesson plans Diagnostics	Mathematics FCAT 2.0

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	On the 2013 Mathematics FCAT 2.0, 71% of students in grades 3-5 will score a level 4 or 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (387)of students in grades 3-5 were proficient in math scoring a level 4 or 5 on the 2012 FCAT Mathematics portion.	71% of students in grades 3-5 will meet proficiency in math scoring a level 4 or 5 on the 2013 FCAT 2.0 Mathematics portion.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers not taking advantage of computer based programs	Utilize Think Central for Differentiated Skill Practice	Teachers	Reports	Mathematics FCAT 2.0
2	Technology is not being fully utilized in our math instruction	Provide professional development addressing technology needs in relationship to math instruction.	Principal Assistant Principal Teacher	Diagnostics	Mathematics FCAT 2.0
3	Time Constraints	Implement a higher level math challenge between classes and grade levels of level 4 and 5 students.	Principal Assistant Principal Teachers	Diagnostics	Mathematics FCAT 2.0

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	By Spring 2013, 84% of students will make learning gains in math as measured by the 2013 Mathematics FCAT 2.0.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
81% (305) of students in grades 4 and 5 and retained 3rd graders made learning gains on the 2012 Mathematics FCAT 2.0.	84% of students in grades 4 and 5 and retained 3rd graders will make learning gains on the 2013 Mathematics FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time Constraints	Utilize Think Central for Differentiated Skill Practice	Teachers	Reports	Mathematics FCAT 2.0
2	Time constraints Lack of resources	Utilize diagnostic assessments and other skill assessments to identify students needing interventions and enrichment	Principal Assistant Principal	Review student grouping charts frequently to target the need of students based on assessment data	Mathematics FCAT 2.0
3	Lack of Resources	Focus Florida Achieves	Principal Assistant Principal Classroom Teacher	Score data	Mathematics FCAT 2.0

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	On the 2013 Mathematics FCAT 2.0, 62% of students in grades 4 and 5 and retained 3rd graders in the lowest 25% will make learning gains.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
59%(29)of students in grades 4 and 5 and retained 3rd graders in the lowest 25% made learning gains on the 2012 FCAT Mathematics portion.	62% of students in grades 4 and 5 and retained 3rd graders in the lowest 25% will make learning gains on the 2013 FCAT 2.0 Mathematics test.

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 scheduled support	Plan targeted interventions for students not responding to instruction	Principal Assistant Principal teachers	Grade level teams will review results of skill assessment biweekly (LTM) Diagnostics Pre and Post test	Mathematics FCAT 2.0
2	Lack of personnel and resources	Implement an after school tutorial program that will focus on providing additional remediation strategies for targeted students. Incentives for participation will be provided.	Principal Assistant Principal Tutorial Teachers	Pre and Post test Diagnostics Classroom assessments	Mathematics FCAT 2.0
3	Time Constraints	Utilize daily guided math groups and math stations.	Administrators Teachers	Classroom Walkthroughs Student grouping charts Diagnostics	Mathematics FCAT 2.0
4	Lack of resources	Use manipulatives to move from concrete to abstract. Purchase manipulatives based on student and teacher need.	Principal Classroom teacher	Lesson Plans Classroom Walkthroughs	Mathematics FCAT 2.0
5	Student attendance and parent transportation	Provide morning mathematics TLC to targeted fifth grade students	Mrs. Wilson	Go! Math chapter tests	Mathematics FCAT 2.0
6	Student attendance and parent transportation lack of personnel	Utilize before school Math Lab to incorporate math instruction through technology.	Principal Assistant Principal Teachers	Diagnostics	Mathematics FCAT 2.0
7	Lack of personnel and resources	The school will utilize available personnel to implement a Mentoring Program which will include individualized tutoring based on student data.	Principal Assistant Principal Teachers Staff	Diagnostics	Mathematics FCAT 2.0

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # 5A : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
<input type="text"/>	<input type="text"/>

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.

Mathematics Goal #5E:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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
Targeted Interventions for Math	K-5	PLC Team	All Math Teachers	November 2012	LTM Classroom Walkthroughs Lesson Plans	Principal Assistant Principals Grade Chairs
Use of Manipulatives	K-5	Debbie Wilson Other Teachers District Staff	All Math Teachers	on-going	Lesson Plans Walkthroughs	Principal Assistant Principal
Technology training for math	K-5	Various Teachers District Staff	All Math Teachers	January 2013	Lesson Plans Walkthroughs	Principal Assistant Principal
Techonology Training for Math	K-5	PLC Team	All Math Teachers	January 2013	Lesson Plans Walkthroughs Pre & Post Assessments	Principal Assistant Principal
Common Core Math	K-2	Michella Levy Various Teachers	All Math Teachers	on-going	Lesson Plans Walkthroughs Pre & Post Assessments	Principal Assistant Principal
Inquiry Based Learning	K-5	District Staff	All Math Teachers	January 2013	Lesson Plans Walkthroughs Pre & Post Assessments	Principal Assistant Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Hands on math	Go Math Manipulatives	District Provided	\$0.00
			Subtotal: \$0.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Provide FCAT practice, enrichment and remediation	Riverdeep and FCAT Explorer	District provided	\$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
Use of manipulatives for student learning	Various math manipulatives including Judy clocks, counters, tiles, rulers, etc.	General Activities	\$500.00
To provide remediation for the lowest 25%.	After School Tutorial Program	SAC	\$1,800.00
			Subtotal: \$2,300.00
Grand Total: \$2,300.00			

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:		During the 2013 Science portion of FCAT, 86% of the fifth grade students will achieve proficiency.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
83% (166) of students in grade 5 achieved proficiency in the Science portion of FCAT in 2012.		86% of students in grade 5 will achieve proficiency in the Science portion of FCAT in 2013.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time constraints	Utilize hands on laboratory experiments once per week using the 5E model science stations	Principal Assistant Principal Science Teachers	The lab experiments will be implemented with fidelity and monitored by administration	Science FCAT
2	Time constraints Lack of resources	Provide real world science experiences and engaging activities. Professional development on how to use Science Notebooks.	Principal Assistant Principal Science Teachers	Teachers will require students to keep a science notebook to record scientific concepts and connections to the world around	Science FCAT
3	Time constraints	Students will use a science notebook	Science teachers Science resource teacher	Weekly monitoring of science notebooks Science Assessments	Science FCAT
	Teacher Training	Utilize Picture Perfect Science.	Classroom Teacher	Weekly assessments Diagnostic data	Science FCAT

4		Provide continued professional development on Picture Perfect Science.		Picture Perfect Science Rubrics Anticipation Guides	
5	Monetary Resources	Science Clubs	ASP - STEM 5th grade - SECME Mad Science - Outside vendor	Pre & Post Test Diagnostics	Science FCAT

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
53%(106)of students in grade 5 achieved a level 4 or 5 on the Science portion of FCAT in 2012.	56% of students in grade 5 will achieve a level 4 or 5 on the Science portion of FCAT in 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of resources Lack of student motivation	Individual Science Projects 3-5	Classroom Teachers	Completed science project	Science FCAT
2	A need to provide additional science support outside of the school day	Continue The Science Education through Communication, Mathematics and Engineering (SECME). 4th and 5th grade students will be enriched through after school activities.	Principal Science Teachers	District SECME Informal assessments	Science FCAT

3	Lack of science support outside of the school day	Science field trips Career Day	Teachers Principal	Interest Inventory	Science FCAT
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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 science. Science Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Notebooks	K-5	Chad Phillips or district facilitator	K-5 science teachers	November 2012	Monitor science notebooks LTM's Classroom Walkthroughs	Grade Chairs Principal Assistant Principal
Picture Perfect Science Follow up	K-5	Kim Mercurio	K-5 Science teachers	on-going	LTM Faculty Meetings	Grade Chairs Principal Assistant Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
To provide opportunities for inquiry based learning	Materials/Resources to support inquiry based learning	School Improvement Funds	\$500.00
To provide students the opportunities to learn through hands on application with SECME	Materials needed for SECME for mouse trap car, rocket, etc.	School Improvement Funds	\$200.00
			Subtotal: \$700.00
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
To provide remediation to the lowest 25%	Science Tutorial Club	District Provided Club Stipend	\$562.00
			Subtotal: \$562.00
			Grand Total: \$1,262.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:		On the 2013 Writing FCAT, 99% of students in grade 4 will meet proficiency scoring a level 4 and above.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
96% (183)of students in grade 4 were proficient in writing scoring a level 3 and above on FCAT Writes.		99% of students in grade 4 will meet poficiency in writing scoring a level 4 and above on the 2013 FCAT Writes.			
Problem-Solving Process to I ncrease Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time constraints	Writing conferences with notes for students and parents will be conducted with students to highlight strengths and weaknesses including specific strategies for ELL and Students with Disabilities.	Principal Assistant Principal Teachers	Classroom walkthroughs Palm Beach Writes	2013 FCAT Writes
2	Personnel Monetary resources	After School writing tutorial will be implemented with students not meeting high standards.	Assistant Principal	Student writing samples will be reviewed regularly Progress between the pretest and post test results	2013 FCAT Writes
3	None	Teachers will ensure ESOL strategies are being used to provide instruction for LEP students. Additional instruction will be provided for targeted LEP students.	Principal Assistant Principal Writing Committee Teachers	Classroom walkthroughs Lesson Plans Palm Beach Writes Weekly prompts	2013 FCAT Writes

4	Time Constraints	Implement integration of Expository Writing in Science and Social Studies	Teachers	Classroom walkthroughs Student Writing Samples Palm Beach Writes	2013 FCAT Writes
5	Time constraints	Develop and implement Single School Culture in regards to scoring. Provide Professional Development on effective teacher/student writing conferences.	Principal Assistant Principal Writing committee teachers	Palm Beach Writes Binks Writes	2013 FCAT Writes
6	Teachers face the challenge of utilizing resources	Continue Lucy Calkins' Units of Study in K - 2 grades	Writing teachers	Student writing samples	Palm Beach Writes
7	The opportunity to learn from colleagues	Teachers observe, model and reflect peer instruction	Writing teachers	Reflections Modeled writing samples Classroom Walkthroughs Peer Observations	Palm Beach Writes 2013 FCAT Writes
8	The opportunity to learn from colleagues	Provide professional development to writing teachers on implementing Common Core Standards. (Compare and contrast, character development, literary devices)	Writing teachers PLC Team Principal Assistant Principal	Palm Beach Writes	2013 FCAT Writes

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Lucy Calkins Writing Workshop	K-2	Shelly Euell	All K-2 Writing teachers	January 2013	LTMs	Principal Assistant Principal
A Deeper Look at Informative/Explanatory Writing	K-5	District	All K-5 Writing teachers	October 2012	Walk-throughs Lesson plans	Principal Assistant Principal
FCAT scoring and Analyzing Narrative Writing	4th grade Writing teachers	District	All 4th grade Writing teachers	October 2012	LTMs	Principal Assistant Principal
New Palm Beach Writes	K-5 Writing teachers	District	All K-5 Writing teachers	October 2012	LTMS	Principal Assistant Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
To purchase materials to support writing	Lucy Calkins materials and supplies	SAC	\$400.00
			Subtotal: \$400.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$400.00

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:	To maintain our attendance rate.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
In 2012 the attendance rate was 100%.	In 2013 the expected attendance rate will be 100%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
The 2012 number of students with excessive absences (10 or more) was 0.	In 2013 the expected number of students with excessive absences (10 or more) will be 0.

2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
The 2012 number of students with excessive tardies (10 or more) was 4.	In 2013 the expected number of students with excessive tardies (10 or more) will not exceed 3.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Two household families - other parent may not be aware of late arrival or absences	Daily automated phone call system for students marked as absent or tardy	Attendance Clerk, Data Processor for report print-outs, Principal Assistant Principal	Monitoring of Attendance Report	End of year attendance report
2	Parents may not attend parent conferences or respond to phone calls/notes	The School Counselor will work with the attendance clerk to ensure that all students with excessive absences or tardies have met with her to try and rectify the situation	School Counselor Attendance Clerk	Conference Logs Attendance Report	End of year attendance report
3	Teachers knowing procedure for excessive absences and tardies	Inform teachers (include in handbook) that after three absences or tardies they are to have a documented parent contact. After five absences or tardies, teachers are to have a documented face to face parent conference. Referrals should be sent to the School Based Team after the 10th absence.	Teachers Principal Assistant Principal	Conference Logs Attendance Report	End of year attendance report
4	Parents may not attend parent conferences or respond to phone calls/notes	Truancy packets completed if no improvement after conferences. Packet sent to district for further attempts	School Counselor Area District Contact	Conference logs Truancy Packet Attendance Report	End of year attendance report

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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:	To decrease in and out of school suspension rates by 33%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
In 2012 the total number of in-school suspensions was 3.	In 2013 the expected number of in-school suspensions should not exceed 2.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
In 2012 the total number of students suspended in-school was 3.	In 2013 the expected number of students suspended in school should not exceed 2.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
In 2012 the total number of out-of-school suspensions was 3.	In 2013 the expected number of out-of-school suspensions should not exceed 2.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
In 2012 the total number of students suspended out-of-school was 3.	In 2013 the expected number of students suspended out-of-school should not exceed 2.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers may not remind or enforce School-Wide Positive Behavior Support (SWPBS) with fidelity.	SWPBS will continue to be implemented. The SWPBS team will meet monthly to collaborate on ways to remind students and teachers of the expectations for common areas, the quiet signal, etc. A positive reward system will be established in relationship to the initiatives of SWPBS.	School Counselor - Internal Coach for SWPBS SWPBS committee Principal Assistant Principal	Monitoring of referrals & suspension rates Agendas for SWPBS committee Faculty meeting agendas	End of year suspension data

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

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

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

Suspension Budget:

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

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>	By June 2013, parent involvement will increase to 84%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
In 2012 we had 81% of our parents attend at least two school events according to sign-in sheets and the Volunteer in Public School System.	In 2013 we will have 84% of our parents attend at least two school events according to sign-in sheets and the Volunteer in Public School System.

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	Monetary resources	Host a Family Literacy Night promoting good reading habits	Literacy Night Coordinator Reading/ Literacy Committee	Teachers will review students' nightly reading logs	100% of students will record time read nightly in reading log
2	Lack of community support	Host a family math night at a local store	Math Committee Members	Collect participation data and family surveys	Family attendance sheets and surveys
3	Lack of resources	Host a family Science Night	Science Committee Members	Faculty will circulate during the activity and monitor students/ parents as they conduct hands-on experiments	Improve scientific thinking strand on assessments
4	Lack of parent involvement	Host media center night for students to check out books and take reading counts quizzes	Media Specialist Teachers Parent volunteers	Sign in sheets	Reading Counts data and reading logs
5	Time constraints	Host a coffee with administration so parents have an alternate time to chat with administration over school issues.	Principal Assistant Principal	Sign in sheets	Evaluation sheet

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

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

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide on level reading materials for the lowest 25%	Reading A to Z	General Activites	\$300.00
Reading	Provide classroom libraries	Just right leveled books	PTA	\$5,000.00
Mathematics	Hands on math	Go Math Manipulatives	District Provided	\$0.00
Science	To provide opportunities for inquiry based learning	Materials/Resources to support inquiry based learning	School Improvement Funds	\$500.00
Science	To provide students the opportunites to learn through hands on application with SECME	Materials needed for SECME for mouse trap car, rocket, etc.	School Improvement Funds	\$200.00
				Subtotal: \$6,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Continue Reading Counts	Reading counts quizzes and books	Media	\$1,000.00
Mathematics	Provide FCAT practice, enrichment and remediation	Riverdeep and FCAT Explorer	District provided	\$0.00
				Subtotal: \$1,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Learning, understanding and implementing Common Core Standards	Teacher Resource materials	SAC	\$2,000.00
Reading	Continue school-wide Reader's Notebook implementation.	Reader's Notebook for every child	General Activites	\$500.00
Reading	Fountas and Pinnell assessment training	RRR K-4 training	District provided (subs)	\$0.00
Writing	To purchase materials to support writing	Lucy Calkins materials and supplies	SAC	\$400.00
				Subtotal: \$2,900.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	To remediate the lowest 25%	After school tutorial	SAC K-12 Support Grant	\$1,800.00
Mathematics	Use of manipulatives for student learning	Various math manipulatives including Judy clocks, counters, tiles, rulers, etc.	General Activities	\$500.00
Mathematics	To provide remediation for the lowest 25%.	After School Tutorial Program	SAC	\$1,800.00
Science	To provide remediation to the lowest 25%	Science Tutorial Club	District Provided Club Stipend	\$562.00
				Subtotal: \$4,662.00
				Grand Total: \$14,562.00

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 9/22/2012)

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
Lucy Calkins materials for teachers to support writing	\$400.00
After school reading, math & writing tutorial	\$2,600.00
Professional development on learning, understanding, and implementing Common Core Standards	\$2,000.00

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

The School Advisory Council (SAC) will have a minimum of eight meetings during the 2011-2012 school year. The School Advisory Council will meet to discuss and approve the School Improvement Plan. SAC will study assessment data, tutorial program data and determine effectiveness of programs implemented. SAC will also review and approve the current A+ bonus spending plan. SAC will utilize school improvement funds to support 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 BINKS FOREST ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	96%	95%	96%	89%	376	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	83%	73%			156	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	85% (YES)	66% (YES)			151	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					683	
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 BINKS FOREST ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	94%	95%	96%	89%	374	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	78%	72%			150	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	77% (YES)	76% (YES)			153	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					677	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested