

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: NORTH GRADE ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Nicole Patterson

SAC Chair: Natalya Mayorga

Superintendent: Wayne Gent

Date of School Board Approval:

Last Modified on: 9/24/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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	Nicole Patterson	BA-Elementary Education, Specific Learning Disabilities K-12, ESOL Endorsement, Florida Atlantic University; Master of Science, Educational Leadership, Nova Southeastern University.	1	9	Principal of North Grade Elementary 2011-2012: Grade A, Reading Mastery, Math Mastery 63%, Writing 90%, Science 68% Assistant Principal of Berkshire Elementary in 2010-2011: Grade A, Reading Mastery: 81%, Math Mastery: 86%, Science: 67%. AYP: 95%, SWD subgroup did not meet AYP in Reading and Math. Assistant Principal of Village Academy in 2009-2010: Grade: C, Reading Mastery 47%, Math Mastery: 62%, Science: 38%. AYP: 79% met. No subgroups met criteria in Reading or Math. Assistant Principal of Melaleuca Elementary in 2008-2009: Grade: A, Reading Mastery: 70%, Math Mastery: 74%, Science: 53%. AYP-met in all subgroups, 100% criteria. 2007-2008: Grade: B, Reading Mastery: 63%, Math Mastery: 68%, Science: 35%. AYP: 95%, SWD subgroup did not meet AYP in Reading and Math. 2006-2007: Grade: A, Reading Mastery:

					65%, Math Mastery: 68%, Science: 45%. AYP: 95% met, ELL and Black subgroups did not make AYP in Reading. 2005-2006: Grade B, Reading Mastery: 72%, Math Mastery: 59%, AYP: 92% met. ELL, SWD, and Black subgroups did not make it in Math. 2004-2005: Grade B, Reading Mastery 66%, Math Mastery: 58%, AYP: 100% met.
Assis Principal	Jill Robinson	Degrees: Bachelor of Science – Elementary Education, Bethune-Cookman College; Masters of Science – Educational Leadership, Florida Atlantic University Certifications: Educational Leadership – All Levels, ESOL Endorsement, Reading Endorsed K-12 , Elementary Education 1-6	13	5	2011/2012: Grade A, Reading Mastery 67%, Math Mastery 63%, Writing 90%, Science 68% 2010/2011: Grade A, Reading Mastery: 80%, Math Mastery: 80%, Writing Mastery: 96%, Science Mastery: 71%, AYP Criteria met: 69%, Total did not make it in Reading or Math, ELL did not make it in Reading or Math, Blacks did not make it in Reading or Math, Hispanics did not make it in Reading or Math, Economically Disadvantaged did not make it in Reading or Math, Students with Disabilities did not make it in Reading or Math. 2009/2010: Grade: A, Reading Mastery: 79%, Math Mastery: 81%, Writing Mastery: 88%. Science Mastery: 57%, AYP Criteria Met: 92%, ELL did not make AYP in Reading or Math. Blacks did not make AYP in Math. 2008/2009: Grade: A, Reading Mastery: 75%, Math Mastery: 80%, Writing Mastery: 92%. Science Mastery: 61%, AYP Criteria Met: 95%, ELL did not make AYP in Reading or Math. 2007/2008: Grade: B, Reading Mastery: 69%, Math Mastery: 74%, Writing Mastery: 94%. Science Mastery: 51%, AYP: 90%, Black Reading and Math did not make AYP. Economically Disadvantaged did make Reading and ELL did not make Reading. 2006/2007: Grade: A, Reading Mastery: 73%, Math Mastery: 73%, Writing Mastery: 97%. Science Mastery: 53%, AYP Criteria Met: 97%, Black Math did not make AYP

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	Jill East	Degrees: Bachelor of Science: Early Childhood Education, Gwynedd-Mercy College. Masters of Science: Reading, Gwynedd- Mercy College. Certifications: Pre-K/Kindergarten, Elementary Education K-6,	5	5	2011/2012: Grade A, Reading Mastery 67%, Math Mastery 63%, Writing 90%, Science 68% 2010/2011: Grade A, Reading Mastery: 80%, Math Mastery: 80%, Writing Mastery: 96%, Science Mastery: 71%, AYP Criteria met: 69%, Total did not make it in Reading or Math, ELL did not make it in Reading or Math, Blacks did not make it in Reading or Math, Hispanics did not make it in Reading or Math, Economically Disadvantaged did not make it in Reading or Math, Students with Disabilities did not make it in Reading or Math. 2009/2010: Grade: A, Reading Mastery: 79%, Math Mastery: 81%, Writing Mastery: 88%. Science Mastery: 57%, AYP Criteria Met: 92%, ELL did not make AYP in Reading or Math. Blacks did not make AYP in Math. 2008/2009: Grade: A, Reading Mastery: 75%, Math Mastery: 80%, Writing Mastery: 92%. Science Mastery: 61%, AYP Criteria Met: 95%, ELL did not make AYP in Reading or Math. 2007/2008: Grade: B, Reading Mastery:

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
Kimberly Dupont	Alana Vitale	Ms. Dupont has been teaching for 17 years. She is currently teaching 5th grade but she has 12 years of experience in 4th grade. She is a passionate educator who is supportive and compassionate. She is a perfect mentor for Ms. Vitale because of her knowledge and expertise in the 4th grade curriculum.	Attend local teaching/classroom management trainings Math Professional Developments Literacy Professional Developments Visit other Elementary Teachers Follow BTAP activities Weekly meetings Writer's Workshop Trainings
Kara Schwarz	Rebecca Currie	Ms. Schwarz has been teaching for 13 years. She has taught the primary level for 6 years. She has experience in the ESE department, as a reading coach and as a Learning Team Facilitator. Ms. Schwarz is very knowledgeable in the overall elementary curriculum. She utilizes collaboration in her planning she is an inspiring educator. This makes her a perfect mentor for Ms. Currie.	Attend local teaching/classroom management trainings Math Professional Developments Literacy Professional Developments Visit other Elementary Teachers Follow BTAP activities Weekly lesson planning Provides and assists her mentee on books, videos, articles on the current best practices
		Ms. Nevarez has been teaching for 7 years. One of Ms. Nevarez' expertise is the Kindergarten curriculum. She has been teaching Kindergarten in the dual language program for 5 years. Ms. Nevarez consistently	

Maria Nevarez	Melissa Arcos	<p>uses differentiated instruction in her classroom and she is extremely well informed in the Kindergarten curriculum. Ms. Arcos will be teaching the self contained dual language class which Ms. Nevarez has had experience in doing. Both are bilingual and both are passionate in educating the students in both English and Spanish. Ms. Nevarez exudes an enthusiasm for teaching and this makes her a perfect mentor for Ms. Arcos.</p>	<p>Attend local teaching/classroom management trainings</p> <p>Math Professional Developments</p> <p>Dual Language Professional Developments</p> <p>Literacy Professional Developments</p> <p>Visit other Elementary Teachers</p> <p>Follow BTAP activities</p>
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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 funds are used to enhance our school in many ways: At the classroom level funds are used to support our Balanced Literacy Program, Lucy Calkin's Units of Study Instruction and Hands on Math and Science Experiences. These instructional practices are supported through continual Professional Development opportunities conducted during LTM, PDD, and Afterschool Trainings by our Reading Coach, Learning Team Facilitator and Professional Development Team. These funds also support our Tutorial Programs by providing dollars to purchase needed supplies such as paper, pencils, folders and hands on materials for experiments in Math and Science. Through this funding we have also been able to add to our staff a bilingual Parent Liaison and an active Parent Resource Center. This Center is a library set aside for parents where they may check out materials to use at home with their child to enhance or supplement their child's educational experience.

The Parent Resource Center continues to be enhanced through these funds which have a positive effect on our parent involvement.

Title I, Part C- Migrant

Support services are provided by District personnel.

Title I, Part D

NA

Title II

Programs and Professional Development provided by Safe School – Single School Culture; Academic, Behavior and Climate Programs, Bullying Prevention, Character Education, SWPBS: Schoolwide Positive Behavior System

Title III

Support for ELL students: Intensive Support Teachers, ESOL Coordinator, Language Facilitators: 2 Spanish, Creole, and a Kanjobal.

Title X- Homeless

Support services are provided by District personnel, guidance counselors, and outside services.

Supplemental Academic Instruction (SAI)

An SAI teacher, monthly professional development, and resource materials for grades 2-4 are provided by the District.

Violence Prevention Programs

Single school culture and appreciation for Multicultural Diversity

Nutrition Programs

100% Accessible Breakfast Program. Free and Reduced Lunch for students who qualify, and Summer Breakfast and Lunch Program.

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

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

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

School-based MTSS/Rti Team

Identify the school-based MTSS leadership team.

Identify the school-based MTSS leadership team.

- Principal
- Assistant Principal
- Reading Coach
- Reading Resource Teacher
- ESE Coordinator and Teachers
- ELL Coordinator
- Guidance Counselors
- Speech and Language Pathologist
- School Psychologist

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?

Each week the MTSS leadership team meets to discuss a set of students. An agenda is sent out to all team members at least 48 hours in advance. Coverage is provided for classroom teachers so they may attend to discuss their individual students. At the weekly meetings, the team engages in the following activities: review data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, and moderate risk or high risk for not meeting benchmarks. Based on the information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

The school-based MTSS leadership team roles are as follows:

Principal/Assistant Principal: Provide a common vision for the use of data-based decision-making, ensure the school based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicate with parents regarding school-based RtI plans and activities.

ESE Coordinator and Teachers: Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching.

Reading Coach and Reading Resource Teachers: develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic pattern of student need while working with District personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services to children to be considered "at risk"; assist in the design and implementation of procedures for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

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.

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

ELL/Dual Language Coordinator: Provides guidance on the development of language acquisition of ELL students. Presents and interprets student data contained within the LEP folder.

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?

Members of the school-based MTSS Leadership team and Administration met to help develop the SIP. The team reviewed data and aligned strategies, interventions, processes and procedures in order to establish standards for the RtI process.

MTSS Implementation

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

Data sources and the data management system used to summarize data at each tier for reading, mathematics, science, and writing include the district's Educational Data Warehouse (FCAT, Diagnostic Tests, K-4 Literacy Assessment System, Palm Beach Writes, Scholastic Reading Inventory, etc.), the state's Progress Monitoring and Reporting Network (PMRN) and Easy CBM.

The data source and system used to summarize behavior include individualized behavior charts, anecdotal notes, and TERMS for discipline referral data.

Describe the plan to train staff on MTSS.

In September, 2nd through 5th grade teachers were trained on the School Based Team Referral procedures. Additionally, in October, a district specialist will be providing training on the RtI process. Teachers will continue to participate in on-going training on the RtI process during LTM, planning periods, and Professional Development Days (PDD).

Describe the plan to support MTSS.

The whole school is committed to supporting MTSS. Administration, the School-Based Team, Coaches, Resource Teachers, Classroom Teachers, support staff, and afterschool program director work together during and outside of regularly scheduled meetings to ensure that the needs of our students are met. All school resources are put into action in support of MTSS. A few examples of this include:

- Providing coverage so classroom teachers can attend school-based team meetings.
- The Supplemental Academic Instruction (SAI) teacher administers weekly probes to students in Tier 2 and Tier 3 to assist in tracking of data points.
- The SBT leaders prepare copies and distribute necessary forms to lighten the burden on classroom teachers. Assistance is always provided in completion of documentation when needed.

School-Based Literacy Leadership Team

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

The school based Literacy Leadership Team consists of the following staff members:
The LLT includes the
Principal
Assistant Principal
Learning Team Facilitator
Reading Coach
Math Coach
Reading Resource Teachers representing both primary and intermediate grades
Professional Development Team Leaders

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

The school-based Literacy Leadership Team meets monthly to discuss student data and trends based on school and district assessments, classroom walkthroughs, teacher surveys and their Individual Professional Development Plans. The team also ensures that the school's culture and vision align with district and state focus on literacy achievement. The role and function of each member is indicated as such:
Principal/Assistant Principal: Articulate literacy as a priority and engage in meaningful dialogue with staff about research based literacy practices.
Learning Team Facilitator: Will facilitate processes such as the examination of student work and the use of data in instructional decision making.
Reading Coach, Math Coach and Reading Resource Teachers: Will provide direct support to teachers in the implementation of the school based literacy initiatives and strategies.
Professional Development Team Leaders: Will provide seamless approach to providing professional development that meets the needs determined by the LLT.

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

One of the major initiatives of the LLT this year will be building leveled classroom libraries. While classrooms have always had libraries, the team wishes to increase the number of books available in each classroom and ensure that libraries are organized in a fashion that will promote students' reading on their independent levels. The Fountas and Pinnell reading levels will be used to level the libraries.
A second initiative is to focus attention on Writer's Workshop in all grade levels (K-5). As teachers deliver the units of study with fidelity, they are growing students as writers, aware of the writing process from start to finish.
A third initiative of the LLT this year is to ensure that RtI is done with fidelity in all cases.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 9/24/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

North Grade Elementary hosts a Kindergarten transition program "Kindergarten Round Up" every April. Parents are informed of what teachers in Kindergarten expect children to know as they enter school. Special programs are discussed, such as the Dual Language program and Gifted. Parents are also provided with information about registration guidelines and documentation required to register their children for the fall. They are also provided with the opportunity to visit with our classrooms during a regular school day and all Kindergarten students entering our campus receive a Pre-K Tool Kit. This tool kit includes study cards and activity sheets on colors, numbers, shapes and letters, as well as, a monthly activity sheet that gives parents ideas and suggestion on ways to promote literacy in their daily routine.
We will continue to strongly encourage and promote collaboration between our feeder preschools and our kindergarten teachers in a variety of ways. This year we will collaborate with our feeder preschools to involve them in our day and evening literacy events. We will also encourage and support their teachers by offering Professional Development opportunities as well as encouraging them to observe our Kindergarten teachers. With the adoption of a new district reading series, we will donate the Off Adoption Reading Charts and manipulatives to these schools. Feeder preschoolers are acclimated to North Grade by spending a day in kindergarten. Not only does this help prepare the students, but also serves as a model for the preschool teachers of best practices.
This year to help ensure the success of preschool students and their families, the parent liaison, SAC co-chair and School

Based Team members will reintroduce and monitor the program "TNT" (Tracking New Tigers). This program will collaborate with kindergarten and preschool teachers on the readiness of incoming and enrolled students from the feeder preschool. Throughout the transition period, preschool parents will be encouraged to take an active role in transitioning to the successful academic climate at North Grade Elementary School.

*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:	In grades 3-5, 25% of our students will achieve mastery in Reading on the 2013 FCAT 2.0 Reading Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% [80]	25%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some students may not respond to the core materials. There is a need to provide differentiated instruction using a variety of materials and approaches.	Leveled classroom libraries will provide students with access to reading materials on their independent reading level. Additionally, teachers will implement small group instruction and reading centers where appropriate. Finally, interventions and modifications based on students' needs and/or as indicated in their Individual Education Plans (IEP)	Principal, Assistant Principal, Learning Team Facilitator, Reading Coach, Reading Resource Teachers, and Classroom Teacher	Classroom walkthroughs, data analysis and lesson plan reviews will allow for monitoring implementation and effectiveness	Effectiveness will be determined through on-going assessment using the progress monitoring tools provided with the series.
2	Allotted time on focus calendar may be inadequate for student mastery of individual benchmarks.	Implement North Grade grade-level instructional focus calendars (IFC) for Reading.	Administrators, Reading Coach, Reading Resource Teachers, Classroom Teachers	Administration will be aware of the IFC upcoming focus and monitor implementation through classroom walkthroughs.	Effectiveness will be evaluated through on-going assessments.
3	Potential lack of funding to purchase ample copies of required texts for participation.	Implement a schoolwide "Reading with Me North Grade" initiative with all K-3 and 4-5 students reading common titles.	Assistant Principal, Reading Coach, Reading Resource Teachers, Media Specialist, and classroom teachers.	Administration will determine effectiveness based on classroom walkthroughs, data analysis, and student activity on Edline blog.	Effectiveness will be evaluated through classroom walkthroughs, ongoing Reading Counts book quizzes, and book group discussions/blog.

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
1	Some students may not respond to the core materials. There is a need to provide differentiated instruction using a variety of materials and approaches.	Leveled classroom libraries will provide students with access to reading materials on their independent reading level. Additionally, teachers will implement small group instruction and reading centers where appropriate. Finally, interventions and modifications based on students' needs and/or as indicated in their Individual Education Plans (IEP)	Principal, Assistant Principal, Learning Team Facilitator, Reading Coach, Reading Resource Teachers, and Classroom Teacher	Classroom walkthroughs, data analysis and lesson plan reviews will allow for monitoring implementation and effectiveness	Effectiveness will be determined through on-going assessment using the progress monitoring tools provided with the series.

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:	48% of our students will score at or above Achievement Level 4 in reading on the FCAT 2.0 in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% [164]	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	Some students may not respond to the core materials. There is a need to provide differentiated instruction using a variety of materials and approaches.	Leveled classroom libraries will provide students with access to reading materials on their independent reading level. Additionally, teachers will implement small group instruction and reading centers where appropriate.	Principal, Assistant Principal, Learning Team Facilitator, Reading Coach, Reading Resource Teachers, and Classroom Teacher	Classroom walkthroughs, data analysis and lesson plan reviews will allow for monitoring implementation and effectiveness.	Effectiveness will be determined through on-going assessment using the progress monitoring tools provided with the series.
2	Potential lack of funding to purchase ample copies of required texts for participation.	Implement a schoolwide "Read with Me North Grade" initiative with all K-3 and 4-5 students reading common titles.	Assistant Principal, Reading Coach, Reading Resource Teachers, Media Specialist, and Classroom Teachers	Administration will monitor implementation and student participation through classroom walkthroughs, data analysis, and student activity on the Edline blog.	Effectiveness will be determined through classroom walkthroughs, on-going Reading Counts book quizzes and book group discussions/blog.

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

of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some students may not respond to the core materials. There is a need to provide differentiated instruction using a variety of materials and approaches.	Leveled classroom libraries will provide students with access to reading materials on their independent reading level. Additionally, teachers will implement small group instruction and reading centers where appropriate. Finally, interventions and modifications based on students' needs and/or as indicated in their Individual Education Plans (IEP)	Principal, Assistant Principal, Learning Team Facilitator, Reading Coach, Reading Resource Teachers, and Classroom Teacher	Classroom walkthroughs, data analysis and lesson plan reviews will allow for monitoring implementation and effectiveness	Effectiveness will be determined through on-going assessment using the progress monitoring tools provided with the series.

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:	72% of students will make reading gains on FCAT 2.0 in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% [153]	72%

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	Some students may not respond to the core materials. There is a need to provide differentiated instruction using a variety of materials and approaches.	Leveled classroom libraries will provide students with access to reading materials on their independent reading level. Additionally, teachers will implement small group instruction and reading centers where appropriate. Finally, interventions and modifications based on students' needs and/or	Principal, Assistant Principal, Learning Team Facilitator, Reading Coach, Reading Resource Teachers, and Classroom Teacher	Classroom walkthroughs, data analysis and lesson plan reviews will allow for monitoring implementation and effectiveness	Effectiveness will be determined through on-going assessment using the progress monitoring tools provided with the series.

		as indicated in their Individual Education Plans (IEP)			
2	3.1. Individual student conferences are time consuming and may take several weeks.	3.1. Student achievement chats will be conducted with all 3-5 grade students following Palm Beach County SSS diagnostic tests and SRI using the SAL-P reports. Students will set individual goals based upon their own data.	3.1. Principal, Assistant Principal, and Data Chat Team	3.1. Administration will review log for student achievement chats during walkthroughs.	Administrators will randomly ask students how they performed on their most recent assessment to determine if data chats are successful.
3	Funding may not be available to cover the costs of the Units of Study, mentor texts, and necessary supplies to implement the approach with fidelity.	Reader's Workshop will be implemented in 4th and 5th grades.	Principal, Assistant Principal, Reading Coach, Reading Resource Teachers, and classroom teachers.	Classroom walkthroughs, data analysis, and lesson plan reviews will allow for monitoring implementation and effectiveness.	Ongoing assessments and EDW reports.
4	Funding may not be available to cover the cost of the complete Words Their Way package which includes coverage of ELL and progress monitoring.	Words Their Way will be used systematically in grades 2-5 to build literacy skills at each student's individual level.	Classroom teachers, Reading Coach, Reading Resource Teachers, and Administration.	Classroom walkthroughs, data analysis and lesson plan reviews will allow for monitoring implementation and effectiveness.	Effectiveness will be determined through on-going assessment and progress monitoring.

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some students may not respond to the core materials. There is a need to provide differentiated instruction using a variety of materials and approaches.	Leveled classroom libraries will provide students with access to reading materials on their independent reading level. Additionally, teachers will implement small group instruction and reading centers where appropriate. Finally, interventions and modifications based on students' needs and/or as indicated in their Individual Education Plans (IEP)	Principal, Assistant Principal, Learning Team Facilitator, Reading Coach, Reading Resource Teachers, and Classroom Teacher	Classroom walkthroughs, data analysis and lesson plan reviews will allow for monitoring implementation and effectiveness	Effectiveness will be determined through on-going assessment using the progress monitoring tools provided with the series.

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:	69% of our lowest 25% will make learning gains in reading on the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% [39]	69%

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	Some students may not respond to the core materials. There is a need to provide differentiated instruction using a variety of materials and approaches.	Leveled classroom libraries will provide students with access to reading materials on their independent reading level. Additionally, teachers will implement small group instruction and reading centers where appropriate. Finally, interventions and modifications based on students' needs and/or as indicated in their Individual Education Plans (IEP)	Principal, Assistant Principal, Learning Team Facilitator, Reading Coach, Reading Resource Teachers, and Classroom Teacher	Classroom walkthroughs, data analysis and lesson plan reviews will allow for monitoring implementation and effectiveness	Effectiveness will be determined through on-going assessment using the progress monitoring tools provided with the series.
2	Allotted time on focus calendars may be inadequate for student mastery of individual benchmarks.	Weekly and Saturday tutorial will be offered to all level 1 and 2 students in grades 3-5.	Administrators and SES Coordinator	Tutorial attendance records and tutorial lesson plans.	Effectiveness will be determined through analysis of EDW individual student reports during learning team meetings

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

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	The percentage of students in ethnic subgroups not making satisfactory progress in reading will DECREASE by 3%.
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Reading Goal #5B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 14% [15] Black: 34% [21] Hispanic: 47% [89] American Indian: 50% [1]	White: 11% Black: 31% Hispanic: 44% American Indian: 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	Some students may not respond to the core materials. There is a need to provide differentiated instruction using a variety of materials and approaches.	Leveled classroom libraries will provide students with access to reading materials on their independent reading level. Additionally, teachers will implement small group instruction and reading centers where appropriate. Finally, interventions and modifications based on students' needs and/or as indicated in their Individual Education Plans (IEP)	Principal, Assistant Principal, Learning Team Facilitator, Reading Coach, Reading Resource Teachers, and Classroom Teacher	Classroom walkthroughs, data analysis and lesson plan reviews will allow for monitoring implementation and effectiveness	Effectiveness will be determined through on-going assessment using the progress monitoring tools provided with the series.
2	In order to adjust and differentiate instruction, student progress must be continuously monitored.	Identify and track students within the black and Hispanic subgroups. Teachers will tailor instructional practices to meet the needs of targeted students.	Administration, Learning Team Facilitator Classroom Teacher	Tracking charts will be reviewed through the learning team planning process.	Effectiveness will be determined through analysis of learning team agendas and tracking charts.

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 ELL not making satisfactory progress in reading will DECREASE by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% [64]	58%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some students may not respond to the core materials. There is a need to provide differentiated instruction using a variety of materials and approaches.	Leveled classroom libraries will provide students with access to reading materials on their independent reading level. Additionally, teachers will implement small group instruction and reading centers where appropriate. Finally, interventions and	Principal, Assistant Principal, Learning Team Facilitator, Reading Coach, Reading Resource Teachers, and Classroom Teacher	Classroom walkthroughs, data analysis and lesson plan reviews will allow for monitoring implementation and effectiveness	Effectiveness will be determined through on-going assessment using the progress monitoring tools provided with the series.

		modifications based on students' needs and/or as indicated in their Individual Education Plans (IEP)			
2	Identify and track students within the ELL subgroup.	Teachers will tailor instructional practices to meet the needs of targeted students.	Administration, Learning Team Facilitator, and Classroom teachers.	Tracking charts will be reviewed through the learning team planning process.	Effectiveness will be determined through analysis of learning team agendas and tracking charts.
3	Funding may not be available to cover the cost of the complete Words Their Way package which includes coverage of ELL and progress monitoring.	Words Their Way will be used systematically in grades 2-5 to build literacy skills at each student's individual level.	Classroom teacher, Reading Coach, Reading Resource Teachers, and Administration.	Classroom walkthroughs, data analysis, and lesson plan reviews will allow for monitoring of implementation and effectiveness.	Effectiveness will be determined through ongoing assessments and progress monitoring.

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 SWD not making satisfactory progress in reading will DECREASE by 10% in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% [34]	62%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some students may not respond to the core materials. There is a need to provide differentiated instruction using a variety of materials and approaches.	Leveled classroom libraries will provide students with access to reading materials on their independent reading level. Additionally, teachers will implement small group instruction and reading centers where appropriate. Finally, interventions and modifications based on students' needs and/or as indicated in their Individual Education Plans (IEP)	Principal, Assistant Principal, Learning Team Facilitator, Reading Coach, Reading Resource Teachers, and Classroom Teacher	Classroom walkthroughs, data analysis and lesson plan reviews will allow for monitoring implementation and effectiveness	Effectiveness will be determined through on-going assessment using the progress monitoring tools provided with the series.

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 by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% [118]	33%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some students may not respond to the core materials. There is a need to provide differentiated instruction using a variety of materials and approaches.	Leveled classroom libraries will provide students with access to reading materials on their independent reading level. Additionally, teachers will implement small group instruction and reading centers where appropriate. Finally, interventions and modifications based on students' needs and/or as indicated in their Individual Education Plans (IEP).	Principal, Assistant Principal, Learning Team Facilitator, Reading Coach, Reading Resource Teachers, and Classroom Teacher.	Classroom walkthroughs, data analysis and lesson plan reviews will allow for monitoring implementation and effectiveness.	Effectiveness will be determined through on-going assessment using the progress monitoring tools provided with the series.
2	Students may not have the financial resources to purchase books or have books at home. As a result student time spent reading independently may be inadequate.	Create or build upon leveled classroom libraries so that each child will have access to reading materials on his/her independent reading level that s/he may take home daily.	Reading Coach, Reading Resource Teachers, Classroom Teachers, Administration.	Administration will monitor during classroom walkthroughs.	Effectiveness will be determined through analysis of EDW individual student reports during LTM.

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
Effective implementation of the North Grade grade-level IFC.	K-5/Reading	LTF, Reading Coach, Reading Resource Teachers	Schoolwide	Regularly scheduled LTM.	LTM agendas, lesson plans, and classroom walkthroughs.	Administration, LTF, and Reading Coach.
Building Leveled Classroom Libraries	K-5/All	LTF, Reading Coach, Reading Resource Teachers, and District Reader's and Writer's Workshop Specialist.	Schoolwide	Regularly scheduled LTM and Monthly meetings.	LTM agendas, meeting minutes, and classroom walkthroughs.	Administration
Using Data Effectively to Drive Instruction and Monitor Student Success.	K-5, All	LTF, Reading Coach	Schoolwide	Regularly scheduled LTM	LTM agendas, meeting minutes, and classroom walkthroughs.	Administration, LTF, and Reading Coach.
Instructional Best Practices	K-5	District Specialists or State or National Conferences	Schoolwide	Dates will vary based on workshop or conference scheduling.	Classroom Walkthroughs	Administration
Implementing Reader's Workshop	4th and 5th/Reading	LTF, Reading Coach, Reading Resource Teachers, and District Reader's and Writer's Workshop Specialist.	4th and 5th grade teachers, Reading Resource Teachers, Reading Coach	Regularly scheduled LTM, Monthly Meetings, and Professional development days.	LTM agendas, meeting minutes, and classroom walkthroughs.	Administration, LTF, and Reading Coach.

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Words Their Way will be used systematically in grades 2-5 to build literacy skills at each student's individual level.	Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction, 5/E	Title I	\$900.00
Implement the Read With Me North Grade Program.	Classroom sets of titles (trade paperbacks); chart paper; markers; student reading logs/journals; book bags	General Activities	\$500.00
Motivate and encourage home reading	Reading Counts program; Book It Program classroom supplies to enhance reading programs, projects, and learning stations	SAC -- School Improvement	\$200.00
All reading teachers will increase use of visuals and graphic organizers. Teachers will be required to make anchor charts of reading strategies and whole group lessons.	Chart paper; markers; laminating film; poster maker supplies pocket charts	Title I	\$1,000.00
Afterschool Tutorial	Work with struggling students in small groups to enhance or teach their existing academic skills.	Title I	\$8,500.00
Implement Research Based Early Literacy Intervention Program	Foundations	Title I	\$1,000.00
			Subtotal: \$12,100.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Motivate and encourage home reading	License for Reading A to Z to enhance home libraries.	Title I	\$850.00
Motivate and differentiate	Read 180	Title I	\$2,500.00
Motivate and differentiate	Applications for the iPad	Title I and Afterschool Programming	\$200.00
			Subtotal: \$3,550.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Create or build upon leveled classroom libraries so that each child will have access to reading materials on his/her independent reading level that s/he may take home daily.	Book baskets, labels/stickers, metal rings, books, cardstock	Title I	\$3,000.00
Implement Reader's Workshop	Lucy Calkin's Units of Study, Mentor Texts, chart paper, post-it notes, reading journals, file folders, crates, zip drives, Professional Development and Conferences In and Out of State	Title I	\$5,000.00
Reading Best Practices	Staff Development Supplies; chart paper, markers, post-it notes, highlighters, folders, binders, professional books	Title I	\$2,200.00
Provide On Going Reading Professional Development	Reading Coach	Title I	\$74,000.00
			Subtotal: \$84,200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Student achievement chats will be conducted with all 3-5 grade students following Palm Beach County SSS diagnostic tests and SRI using the SAL-P reports. Students will set individual goals.	Copier paper; printer ink;	Title I	\$1,250.00
			Subtotal: \$1,250.00

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:			The percentage of students coring proficient in listening/speaking will increase 5%.		
2012 Current Percent of Students Proficient in listening/speaking:					
36% [85]					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not have opportunities to practice listening and speaking enough during the school day.	Implement consistent Oral Language Instruction for ELL using District approved resources such as MONDO	Classroom teacher and administration.	Classroom walkthroughs, lesson plan review, and data analysis will be used to determine effectiveness of strategy.	Data from assessments such as OLDI, classroom walkthroughs, and 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:			The percentage of students scoring proficient in reading will increase by 5%.		
2012 Current Percent of Students Proficient in reading:					
25% [58]					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Funding may not be available to cover the cost of the complete Words Their Way package which includes coverage of ELL and progress monitoring.	Words Their Way will be used systematically in grades 2-5 to build literacy skills at each student's individual level.	Classroom teacher, Reading Coach, Reading Resource Teachers, and Administration	Classroom walkthroughs, data analysis and lesson plan reviews will allow for monitoring implementation and effectiveness	Effectiveness will be determined through on-going assessment using the progress monitoring tools provided with the series.

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

CELLA Goal #3:	The percentage of students scoring proficient in writing will increase 5%.				
2012 Current Percent of Students Proficient in writing:					
20% [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	New students from another country that do not speak or write in the English language may struggle with writing in English for the FCAT Writes.	Teachers will participate in Lucy Calkins Units of Study Professional Development on an on-going basis. Teachers will participate in regularly scheduled trainings offered at North Grade with the Writing Specialist. In addition, one lead teacher at each grade level will attend monthly writing workshops	Administration, District Writing Coach	Palm Beach Writes (Common Assessments) will be administered eight times per year. One-to-one student/teacher conferences during the writing/literacy block.	Palm Beach Writes, Classroom Assessments Analysis of Student Writing during LTM's

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Words Their Way will be used systematically in grades 2-5 to build literacy skills at each student's individual level.	Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction, 5/E	Title I	\$450.00
Reading and Oral Language Development	Tutorial and MONDO	Multicultural Grant	\$3,000.00
			Subtotal: \$3,450.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Motivate and differentiate	Applications for the iPad	ELL Budget	\$100.00
Reading and Writing Development	Achieve 3000	Multicultural	\$0.00
Teachers will participate in SUBE Professional Development on an on-going basis. Teachers will participate in regularly scheduled trainings offered at North Grade with the Reading and Writing Specialist.	SUBE Learning Kits, chart paper, post-it notes, reading journals, markers	ELL Budget	\$300.00
			Subtotal: \$400.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,850.00

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:	There will be a 5% increase in the number of students who score at achievement level 3 in mathematics on the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% [120]	38%

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	Recommended pacing the district has in place may not meet the instructional needs of the students	North Grade will develop individualized instructional focus calendars that allow for implementation of best practices such as use of manipulative, journal, small group instruction, real world problem solving activities and secondary benchmarks.	Administration, LTF, Math Coach and Classroom teachers	Classroom walkthroughs to observe use of best practices in addition to bi-weekly assessments given based on standards taught.	Formative and summative assessments including Diagnostic Assessments, Go Math series tests, mini assessments and CPALMS tests.
2	Our students' lack of the background knowledge needed for science concepts.	Provide a science resource teacher to provide background knowledge and complete hands on science experiments and demonstrations with students.	Science resource teacher/ Classroom teachers	Grade level teams will review data to determine the progress towards each specific benchmark.	Effectiveness will be determined through analysis of EDW individual student reports during learning team meetings.
3	Accommodating the various learning styles.	Implement differentiated instruction with fidelity to meet the needs of individual learning styles of the students. This will include small group instruction in math stations/centers.	Administration.	Classroom walkthroughs and formal observations in addition to formative and summative assessments. Administration and teachers will review lesson plans and effectiveness of activities	Formative and summative assessments including Diagnostic Assessments, Go Math series tests, mini assessments and CPALMS tests.
4	Students have difficulty applying concepts to real world problem solving.	Use daily problems and cooperative learning groups to apply mathematical concepts to solving problems.	Administration and Math Coach	Classroom walkthroughs and formal observations in addition to formative and summative assessments.	Formative and summative assessments including Diagnostic Assessments, Go Math series tests, mini assessments and CPALMS tests.

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.	
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Mathematics Goal # 1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Recommended pacing the district has in place may not meet the instructional needs of the students	North Grade will develop individualized instructional focus calendars that allow for implementation of best practices such as use of manipulative, journal, small group instruction, real world problem solving activities and secondary benchmarks.	Administration, LTF, Math Coach and Classroom teachers	Classroom walkthroughs to observe use of best practices in addition to bi-weekly assessments given based on standards taught.	Formative and summative assessments including Diagnostic Assessments, Go Math series tests, mini assessments and CPALMS tests.
2	Our students' lack of the background knowledge needed for science concepts.	Provide a science resource teacher to provide background knowledge and complete hands on science experiments and demonstrations with students.	Science resource teacher/ Classroom teachers	Grade level teams will review data to determine the progress towards each specific benchmark.	Effectiveness will be determined through analysis of EDW individual student reports during learning team meetings.

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:	There will be a 5% increase in the number of students who score at achievement 4 and 5 on the 2013 FCAT Mathematics test
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% [110]	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	Recommended pacing the district has in place may not meet the instructional needs of the students	North Grade will develop individualized instructional focus calendars that allow for implementation of best practices such as use of manipulative, journal, small group instruction, real world problem solving activities and secondary benchmarks.	Administration, LTF, Math Coach and Classroom teachers	Classroom walkthroughs to observe use of best practices in addition to bi-weekly assessments given based on standards taught.	Formative and summative assessments including Diagnostic Assessments, Go Math series tests, mini assessments and CPALMS tests.
	Our students' lack of the background knowledge needed for science	Provide a science resource teacher to provide background	Science resource teacher/ Classroom teachers	Grade level teams will review data to determine the progress towards	Effectiveness will be determined through analysis of

2	concepts.	knowledge and complete hands on science experiments and demonstrations with students.		each specific benchmark.	EDW individual student reports during learning team meetings.
3	Students need to develop critical thinking and problem solving skills.	Implementation of the Sunshine Math Program.	Parent volunteers Teachers Math Coach	2.1. Principal and Assistant Principal will monitor return of permission slips and weekly participation records.	2.1. Results on weekly Sunshine Math assignment.
4	Whole group instruction does not provide enough enrichment opportunities for students.	Small group instruction will be used during the math block to meet the needs of the students. Math centers will be used.	Administration and Math Coach	Classroom walkthroughs and formal observations in addition to formative and summative assessments. Administration and teachers will review lesson plans and effectiveness of activities	Formative and summative assessments including Diagnostic Assessments, Go Math series tests, mini assessments and CPALMS tests

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
1	Recommended pacing the district has in place may not meet the instructional needs of the students	North Grade will develop individualized instructional focus calendars that allow for implementation of best practices such as use of manipulative, journal, small group instruction, real world problem solving activities and secondary benchmarks.	Administration, LTF, Math Coach and Classroom teachers	Classroom walkthroughs to observe use of best practices in addition to bi-weekly assessments given based on standards taught.	Formative and summative assessments including Diagnostic Assessments, Go Math series tests, mini assessments and CPALMS tests.
2	Our students' lack of the background knowledge needed for science concepts.	Provide a science resource teacher to provide background knowledge and complete hands on science experiments and demonstrations with students.	Science resource teacher/ Classroom teachers	Grade level teams will review data to determine the progress towards each specific benchmark.	Effectiveness will be determined through analysis of EDW individual student reports during learning team meetings.

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:	There will be a 5% increase in the number of students making learning gains in mathematics on the 2013 FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% [125]	62%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Recommended pacing the district has in place may not meet the instructional needs of the students	North Grade will develop individualized instructional focus calendars that allow for implementation of best practices such as use of manipulative, journal, small group instruction, real world problem solving activities and secondary benchmarks.	Administration, LTF, Math Coach and Classroom teachers	Classroom walkthroughs to observe use of best practices in addition to bi-weekly assessments given based on standards taught.	Formative and summative assessments including Diagnostic Assessments, Go Math series tests, mini assessments and CPALMS tests.
2	Students have difficulty applying concepts to real world problem solving.	Use daily problems and cooperative learning groups to apply mathematical concepts to solving problems.	Administration, Math Coach and teachers	Focused classroom walkthroughs and formal observations in addition to formative and summative assessments	Formative and summative assessments including Diagnostic Assessments, Go Math series tests, mini assessments and CPALMS tests.
3	Accommodating the various learning styles of the students	Implement differentiated instructional with fidelity including best practices such as use of manipulatives, vocabulary instruction, think aloud problems and small group instruction. This will include small group instruction in math stations/centers.	Administration and classroom teachers	Focused classroom walkthroughs and formal observations in addition to formative and summative assessments	Formative and summative assessments including Diagnostic Assessments, Go Math series tests, mini assessments and CPALMS tests.
4	5th grade students have not developed the necessary test taking skills for an exam on the computer due to lack of experience.	Utilize computer time on the Fine Arts wheel to practice taking exams from a computer screen. Incorporate computer based instruction in the classroom to model highlighting, identifying key information and using the scratch paper.	Administration and teachers	Focused classroom walkthroughs and formal observations in addition to formative and summative assessments	Formative and summative assessments including Diagnostic Assessments, Go Math series tests, mini assessments and CPALMS tests.

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.	
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Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Recommended pacing the district has in place may not meet the instructional needs of the students	North Grade will develop individualized instructional focus calendars that allow for implementation of best practices such as use of manipulative, journal, small group instruction, real world problem solving activities and secondary benchmarks.	Administration, LTF, Math Coach and Classroom teachers	Classroom walkthroughs to observe use of best practices in addition to bi-weekly assessments given based on standards taught.	Formative and summative assessments including Diagnostic Assessments, Go Math series tests, mini assessments and CPALMS tests.

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:	There will be a 5% increase in the number of students in the lowest 25% making learning gains in mathematics on the 2013 FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% [33]	61%

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	Recommended pacing the district has in place may not meet the instructional needs of the students	North Grade will develop individualized instructional focus calendars that allow for implementation of best practices such as use of manipulative, journal, small group instruction, real world problem solving activities and secondary benchmarks.	Administration, LTF, Math Coach and Classroom teachers	Classroom walkthroughs to observe use of best practices in addition to bi-weekly assessments given based on standards taught.	Formative and summative assessments including Diagnostic Assessments, Go Math series tests, mini assessments and CPALMS tests.
2	5th grade students have not developed the necessary test taking skills for an exam on the computer due to lack of experience.	Utilize computer time on the Fine Arts wheel to practice taking exams from a computer screen. Incorporate computer based instruction in the classroom to model highlighting, identifying key information and using the scratch paper.	Administration and teachers	Focused classroom walkthroughs and formal observations in addition to formative and summative assessments	Formative and summative assessments including Diagnostic Assessments, Go Math series tests, mini assessments and CPALMS tests.
	Students are not aware	Student data chats will	Administration and	Monitor student	Formative and

3	of their own progress including strengths, weaknesses and methods in which to improve.	be conducted with all students following Fall and Winter Diagnostic to determine goals and identify strengths and weaknesses.	teachers	performance on formative and summative assessments	summative assessments including Diagnostic Assessments, Go Math series tests, mini assessments and CPALMS tests.
4	Driving instruction toward individual student need based on data analysis.	Utilize standard based grade books that target students in the lowest 25% and track their progress. Instruction will then be adjusted to provide students interventions on specific skills. This will include small group instruction in math stations/centers.	Administration, Math Coach and teacher	Administration and teachers will monitor and analyze student progress on assessments during learning team meetings and develop	Formative and summative assessments including Diagnostic Assessments, Go Math series tests, mini assessments and CPALMS tests.

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

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:	There will be a 3% DECREASE in the number of students in ethnic subgroups not making satisfacorty progres in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 21% [22] Black: 41% [26] Hispanic: 47% [89]	White: 19% Black: 39% Hispanic: 44%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Recommended pacing the district has in place may not meet the instructional needs of the students	North Grade will develop individualized instructional focus calendars that allow for implementation of best practices such as use of manipulative, journal, small group instruction, real world problem solving activities and secondary benchmarks.	Administration, LTF, Math Coach and Classroom teachers	Classroom walkthroughs to observe use of best practices in addition to bi-weekly assessments given based on standards taught.	Formative and summative assessments including Diagnostic Assessments, Go Math series tests, mini assessments and CPALMS tests.
2	Students have difficulty applying concepts to real world problem solving.	Use daily problems and cooperative learning groups to apply mathematical concepts to solving real world word	Administration, Math Coach and teachers	Classroom walkthroughs and formal observations in addition to formative and summative assessments.	Formative and summative assessments including Diagnostic

		problems.			Assessments, Go Math series tests, mini assessments and CPALMS tests.
3	Students have difficulty comprehending word problems due to lack of vocabulary development.	Students will develop math vocabulary journals that are used throughout instructional time and participate in word work using mathematical terms.	Administration and teachers	Classroom walkthroughs and formal observations in addition to formative and summative assessments.	Formative and summative assessments including Diagnostic Assessments, Go Math series tests, mini assessments and CPALMS tests.

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:	There will be a 3% decrease in the number of English Language Learners not making satisfactory progress on the 2013 FCAT Mathematics test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% [56]	56%

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	Recommended pacing the district has in place may not meet the instructional needs of the students	North Grade will develop individualized instructional focus calendars that allow for implementation of best practices such as use of manipulative, journal, small group instruction, real world problem solving activities and secondary benchmarks.	Administration, LTF, Math Coach and Classroom teachers	Classroom walkthroughs to observe use of best practices in addition to bi-weekly assessments given based on standards taught.	Formative and summative assessments including Diagnostic Assessments, Go Math series tests, mini assessments and CPALMS tests.
2	Student have difficulty applying concepts to real world problem solving.	Use daily problems and cooperative learning groups to apply mathematical concepts to solving real world word problems.	Administration and teachers	Classroom walkthroughs and formal observations in addition to formative and summative assessments.	Formative and summative assessments including Diagnostic Assessments, Go Math series tests, mini assessments and CPALMS tests.
3	Students have difficulty comprehending word problems due to lack of vocabulary development.	Students will develop math vocabulary journals that are used throughout instructional time and participate in word work using mathematical terms	Administration and teachers	Classroom walkthroughs and formal observations in addition to formative and summative assessments.	Formative and summative assessments including Diagnostic Assessments, Go Math series tests, mini assessments and CPALMS tests.

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:	There will be a 3% decrease in the number of students with disabilities not making satisfactory progress on the 2013 FCAT Mathematics test.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
68% [32]	65%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Recommended pacing the district has in place may not meet the instructional needs of the students	North Grade will develop individualized instructional focus calendars that allow for implementation of best practices such as use of manipulative, journal, small group instruction, real world problem solving activities and secondary benchmarks.	Administration, LTF, Math Coach and Classroom teachers	Classroom walkthroughs to observe use of best practices in addition to bi-weekly assessments given based on standards taught.	Formative and summative assessments including Diagnostic Assessments, Go Math series tests, mini assessments and CPALMS tests.
2	Student have difficulty applying concepts to real world problem solving.	Use daily problems and cooperative learning groups to apply mathematical concepts to solving real world word problems.	Administration and teachers	Classroom walk throughs and formal observations in addition to formative and summative assessments.	Formative and summative assessments including Diagnostic Assessments, Go Math series tests, mini assessments and CPALMS tests.
3	5th grade students have not developed the necessary test taking skills for an exam on the computer due to lack of experience.	Utilize computer time on the Fine Arts wheel to practice taking exams from a computer screen. Incorporate computer based instruction in the classroom to model highlighting, identifying key information and using the scratch paper.	Administration, Math Coach and teachers	Focused classroom walkthroughs and formal observations in addition to formative and summative assessments	Formative and summative assessments including Diagnostic Assessments, Go Math series tests, mini assessments and CPALMS tests.

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:	The number of Economically Disadvantaged students not making satisfactory progress in mathematics will DECREASE by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% [115]	39%

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
	Recommended pacing the district has in place may not meet the instructional needs of the	North Grade will develop individualized instructional focus calendars that allow for	Administration, LTF, Math Coach and Classroom teachers.	Classroom walkthroughs to observe use of best practices in addition to bi-weekly assessments	Formative and summative assessments including

1	students.	implementation of best practices such as use of manipulative, journal, small group instruction, real world problem solving activities and secondary benchmarks.	given based on standards taught.	Diagnostic Assessments, Go Math series tests, mini assessments and CPALMS tests.
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End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Instructional Best Practices	K-5	District math specialist, or State or National Conference Presenters	Math teachers, K-5	Dates will vary based on workshop or conference scheduling.	Classroom walkthroughs	Administration
Incorporating Small Group Lessons and stations/centers into the Math Block.	K-5	LTF or District mathematics specialist	Math teachers, K-5	Ongoing through June 2013	Documentation in lesson plans	Principal and Assistant Principal
Mathematics Content and Strategies	K-5	LTF or District mathematics specialist	Math teachers, K-5	Ongoing through June 2013	Documentation in lesson plans	Principal and Assistant Principal
Math in the Afternoon	K-5	North Grade Mathematicians	Math teachers, parents, K-5	Ongoing through June 2013	Lesson plans, student agendas, parent resource room checkout log	Administration, classroom teachers, parent liaison.
Developing Instructional Focus Calendars	K-5	LTF and Math Coach	Math teachers, K-5	September 2012 training; ongoing implementation and review	Submission of IFC to administration.	Administration.
Differentiated Instruction through small group instruction and stations/centers	K-5	District math specialist	Math teachers, K-5	Ongoing through June 2013	Documentation in lesson plans	Principal and Assistant Principal
Math Word Walls/Vocabulary	K-5	North Grade Mathematicians	Math teachers, K-5	Ongoing through June 2013	Classroom walkthroughs and administration observations.	Administration, classroom teachers

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implementation of Sunshine Math Program	Poster Board Charts, colored copier paper, markers, chart stickers and small prizes.	SAC	\$200.00
Work with struggling students in small groups to enhance or reteach their existing academic skills.	Afterschool Tutorial	Title 1	\$8,500.00
Review with students their basic facts of addition, subtraction, multiplication and division	Morning Math Tutorial	Lake Worth High Community School Grant	\$1,700.00
			Subtotal: \$10,400.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use Gizmos to demonstrate lessons and for student practice	Gizmos software, substitutes for training		\$300.00
Motivate and Differentiate	Applications for the iPad	Title I	\$100.00
			Subtotal: \$400.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Mathematics Instructional Best Practices	Staff Development Supplies; chart paper, markers, post-it notes, highlighters, folders, binders, professional books	Title I	\$450.00
Provide ongoing Math PD	Math Resource Teacher	Title I	\$65,000.00
			Subtotal: \$65,450.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide hands on experiences (manipulatives)	AIMS Projects/Realia	Title I	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$77,250.00

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:		44% of students will achieve proficiency on the 2013 administration of the FCAT science test.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
42%[51] of students achieved a level 3 on FCAT science 2012.		44% of students will achieve proficiency on the 2013 administration of the FCAT science 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	Our students' lack of the background knowledge needed for science concepts.	Provide a science resource teacher to provide background knowledge and complete hands on science experiments and demonstrations with students.	Science resource teacher/ Classroom teachers	Grade level teams will review data to determine the progress towards each specific benchmark.	Effectiveness will be determined through analysis of EDW individual student reports during learning team meetings.
2	Lack of funding to purchase manipulatives for all students to use during science lessons.	Increase the use of manipulatives when learning and practicing new science concepts.	1. Classroom Teacher 2. Administrators 3. Science Resource Teacher	Grade level teams will review data to determine the progress towards each specific benchmark.	Effectiveness will be determined through analysis of EDW individual student reports during learning team meetings.

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
1	Our students' lack of the background knowledge needed for science concepts.	Provide a science resource teacher to provide background knowledge and complete hands on science experiments and demonstrations with students.	Science resource teacher/ Classroom teachers	Grade level teams will review data to determine the progress towards each specific benchmark.	Effectiveness will be determined through analysis of EDW individual student reports during learning team meetings.

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:	29% of students will achieve above proficiency on the 2013 administration of the FCAT science test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27%[33] of students achieved levels 4 and 5.	29%of students will achieve a level 4 or 5.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Our students' lack of the background knowledge needed for science concepts.	Provide a science resource teacher to provide background knowledge and complete hands on science experiments and demonstrations with students.	Science resource teacher/ Classroom teachers	Grade level teams will review data to determine the progress towards each specific benchmark.	Effectiveness will be determined through analysis of EDW individual student reports during learning team meetings.
2	Allotted time on focus calendar may be inadequate for student mastery of individual benchmarks.	Students will participate in a background building science lesson that encompasses vocabulary and science skills.	Classroom Teachers, Science Resource Teacher, Administrators	Students will keep a science journal with them during science lessons. Journals will be reviewed consistently by teachers.	Effectiveness will be determined through analysis of EDW individual student reports during learning team meetings.

3	Students may have difficulty reading and comprehending the science questions.	Implement best instructional practices such as small group instruction and think aloud.	Classroom teachers, science resource teacher and administrators.	Focused walkthroughs by administration will be used to ensure all science teachers are implementing best practices.	Evaluation will be ongoing and determined by embedded assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
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
1	Our students' lack of the background knowledge needed for science concepts.	Provide a science resource teacher to provide background knowledge and complete hands on science experiments and demonstrations with students.	Science resource teacher/ Classroom teachers	Grade level teams will review data to determine the progress towards each specific benchmark.	Effectiveness will be determined through analysis of EDW individual student reports during learning team meetings.

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
Effective implementation of the instructional focus calendar.	K-5	Grade level team leader	Science teachers	Ongoing through June 2013	Classroom visits and documentation in lesson plans.	Principal/Assistant Principal

Hands on Science Experiments with Best Practices	K-5	Science Resource Teacher and Classroom Teachers	Science teachers	Ongoing through June 2013	Classroom visits and documentation in lesson plans.	Principal/Assistant Principal
Instructional Best Practices	K-5	District Specialists or State or National Conference Presenters	Science teachers	Dates will vary based on workshop or conference scheduling	Classroom walkthroughs	Principal/Assistant Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Work with struggling students in small groups to enhance or reteach their existing skills.	Afterschool Tutorial	Title I	\$1,500.00
			Subtotal: \$1,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Motivate and differentiate	Applications for the iPad	SACC and Afterschool	\$100.00
			Subtotal: \$100.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Best Practices	Lab Materials (paper, books, etc.)	Title I	\$200.00
			Subtotal: \$200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Real Life Science through Experiments	Science Resource Teacher	Title 1 pays 1/2 of the salary while the remainder is paid from our General Operating Budget	\$32,848.00
Real Life Science through Experiments	Lab Materials (paper, books, etc.)	Title I	\$500.00
			Subtotal: \$33,348.00
			Grand Total: \$35,148.00

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:	95% of students will achieve a level 3 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
90% [86]	95%
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	New students from another country that do not speak or write in the English language may struggle with writing in English for the FCAT Writes.	Teachers will participate in Lucy Calkins Units of Study Professional Development on an on-going basis. Teachers will participate in regularly scheduled trainings offered at North Grade with the Writing Specialist. In addition, one lead teacher at each grade level will attend monthly writing workshops	Administration, District Writing Coach, Dual Language Coordinator, Reading Coach	Palm Beach Writes (Common Assessments) will be administered eight times per year. One-to-one student/teacher conferences during the writing/literacy block.	Palm Beach Writes, Classroom Assessments Analysis of Student Writing during LTM's
2	North Grade may not have enough parent volunteers to give more students access to the Tiger Tales writing/publishing center	The students will be able to use their Lucy Calkin's "Small Moments" writing to practice their editing skills and publish a book.	Administration, Classroom Teachers	Palm Beach Writes (Common Assessments) will be administered eight times per year. The classroom teacher will give classroom-writing assessments	Palm Beach Writes as well as a published piece of work will be shared with the classroom teacher
3	Blue Planet can only select twenty-five students to be actively involved in the program. This program will only be offered to our students in aftercare.	Students in grades 3-5 will have the opportunity to become involved in the Blue Planet Writing Club. This is an afterschool program that gives students a chance to apprentice with professional writers. All writings will be shared with students from the Habla School located in the Yucatan as well as world wide via a webzine.	Administration, Blue Planet Writing Specialists	One-to-one student/Blue Planet writing specialists will consistently confer during the club meetings.	Palm Beach Writes and the Blue Planet articles that will be used for publication will be analyzed

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
Writer's Workshop with Fidelity	K-5	LTF/District Writing Specialist	All writing teachers K-5	Completed by 5/2013	Follow-up meetings for discussion with District Writing Specialist	District Writing Coach Administration
Strategic Writing Conferences	K-5	LTF/District Writing Specialist	All writing teachers K-5	Completed by 5/2013	Analysis of Student Writing during LTM. Conference /Small group plans/ notes	District Writing Coach Administration Reading Coach
Instructional Best Practices	K-5	District Specialists or State or National Conference Presenters	All writing teachers K-5	Dates will vary based on workshop or conference scheduling	Classroom walkthroughs	Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will be able to utilize writing materials in the Professional Development Writing Library	Lucy Calkins Professional Development materials such as books and DVD's	Title I	\$300.00
Students will be able to practice writing in their native language. Through weekly Spanish Writes.	Writing paper, chart paper, markers, post it notes, file folders, pens, pencils and notebooks	Title I	\$5,400.00
Works with struggling students in small groups to enhance or reteach their existing skills.	Afterschool tutorial	Title I	\$1,500.00
			Subtotal: \$7,200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Motivate and differentiate	Applications for the iPad	SAC - School Improvement	\$200.00
			Subtotal: \$200.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Lucy Calkin's Units of Study	District Writing Specialist will conduct PD throughout the school year.		\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$7,400.00

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:	During the FY 2013 school year our attendance rate will improve to 81% or higher. The goal in FY 2013 is to lower the number of students with 10 or more excessive absences by 10%. The goal in FY 2013 is to decrease the number of excessive tardies students by 10%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
79%	81%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
177	169 (10% decrease)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
142	128 (10% decrease)

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	There is a delay in reporting excessive absences to liaison.	The attendance clerk will pull attendance rosters on the SAL-P on the 15th of each month for the liaison to review. The liaison will solicit support from grade chairs to notify parents by letter or phone call of a child's excessive absences.	Attendance Clerk Liaison Grade Chairs Administration	The decline of the number of excessive absences as recorded in TERMS.	Weekly Attendance Record
2	Currently we are having traffic delays due to our small car loop and the adjoining four way stop as you exit our school. This causes traffic congestion in the mornings.	An all clear is being indicated as to when tardies can be marked. This is done only when there is no more traffic in the car pool lanes	Attendance Clerk Administration	The decline of the number of tardies as recorded in TERMS.	Weekly Attendance Record

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School Based Team	K-5	PLC Leader	Schoolwide	August, 2012 January, 2013	Attendance	SBT Leader, Administration, Attendance Liaison

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
Attendance/Tardy Policy	District and School Resources		\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Attendance Banner	Paper, Markers, Ribbons	SAC-School Improvement	\$191.00
			Subtotal: \$191.00
			Grand Total: \$191.00

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:	Our goal is for all types of Suspensions to decrease by 10% in 2013.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
18	16
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
9	8
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

79	71				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
39	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	Parents accepting and following through with outside resources.	Identifying students and families that may benefit from individual/family counseling agencies.	Guidance Counselors Teachers Administration	By the number of referrals made to outside agencies.	A decline in the number and severity of discipline referrals.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School Wide Positive Behavior System	K-5	SWPBS Team	All staff	Monthly	Decrease in the number of Administrative Supports and Referrals	Administration SWPBS Team

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
Code of Conduct Policy for 2012/2013	Matrix and Levels		\$0.00
			Subtotal: \$0.00

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>			Our goal for FY 2012 is to increase our Parent Involvement rate by 2%.		
2012 Current Level of Parent Involvement:			2013 Expected Level of Parent Involvement:		
In FY 2011 we had 70% of our Parents Participate in a School Event at least once as indicated by Teacher Attendance Sheets or the Volunteer In Public School System.			In FY 2012 our goal is to increase our Paraental Involvement rate by 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	Many of our parents work multiple jobs limiting their time to review the agenda on a daily basis.	To enhance home-school communication, parents will sign and review their child's agenda daily. Provide incentives for students that have their agenda signed all week. (tickets)	Classroom Teacher PTO	Decline in Student Classroom Behavior Increase in completed homework Increase in Parent Participation during schoolwide/class events.	Parent Signatures in agenda
2	A barrier for parent link is not having current phone numbers. The translation of the newsletter in Spanish and Creole can delay its release date.	To continue to provide timely ongoing communication between the home and school through the school newsletter, parent link, the marquee and parent flyer/mailouts. Additional staff members have been given access to update student's currently information on to TERMS. We will also send a phone number contact update page at each report card send out.	Administration CLF Coordinator Principal's Secretary	Sign In Logs at Events	SEQ
	Many of our parents do not have the basic skills to academically support their children at home.	To better assist our parents in helping their child at home a Parent Resoucre Center was	Parent Liaison Media Specialist Literacy Leadership Team	VIPs Log In FCAT Reading Running Records	VIPs Destiny Classroom Performance

3		created to provide computer access, useful internet resources and information on community resources. Parents will also have access to the school's media center resources.	Administration	Increase Media Center Resource Check Out	
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Family Involvement Policy	K-5	Parent Liaison	All Staff	September, 2012	Return of Signed Compacts	Parent Liaison
Provide Roots and Wings trainings to help support parents with self help sessions that build their capacity to better educate their child.	K-5	Parent Liaison	Parents Trainer from Hanley Center	6 weeks for two hours a week	A reduction in the of the number of referrals	Parent Liaison, Administration
Strategies for Success Parent Night	3-5	Classroom Teacher, Guidance Counselor, Reading Coach, Administration, Dual Language Coordinator, Parent Liaison	Parents of Level 1 and 2 students.	December, 2012	Signed Agendas, Completed Reading Logs, Improved knowledge of Math Facts and Reading Strategies	Classroom Teacher, Administration, Parents
Saturday Morning Breakfast and North Grade (Data Chats)	3-5	Administration Data Chat Team Staff Volunteers	Third - Fifth Grade Parents and Students	January, 2013	Signed Agendas, Completed Reading Logs, Improved knowledge of Math Facts and Reading Strategies	Classroom Teacher, Administration, Parents
Read With Me North Grade	K-5	Assistant Principal, Reading Coach, Reading Resource Teachers, Media Specialist, and classroom teachers	K-5 Parents and Students	June 2013	Classroom walkthroughs, ongoing Reading Counts Quizzes, Book Group Discussions/Edline Blog.	Assistant Principal, Reading Coach, Reading Resource Teachers, Media Specialist, and classroom teachers
Preventing the Summer Reading Slide	PreK-4	Literacy Leadership Team Staff Volunteers Administration Parent Volunteers	Pre K- 4 Parents	July- August, 2012 June, 2013	Reading Running Record Data, SRI Data and Destiny Circulation Statistics	Literacy Leadership Team, Administration

Parent Involvement Budget:

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

Daily communication and organization	Student Agendas	Title I	\$5,979.00
Resource Room Materials with homework help	copy paper, office supplies, student/parent take home books, at home instructional/support materials, etc...	Title I	\$13,000.00
Anti-bullying program	Palm Beach County Sheriff's Office		\$0.00
			Subtotal: \$18,979.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Resource for home communication	printer, labels, ink cartridges	Title I	\$1,000.00
			Subtotal: \$1,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Organizational Skills-Use of Time	Student/Teacher Agenda	Title I	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Employee	Parent Liaison	Title I	\$20,000.00
			Subtotal: \$20,000.00
			Grand Total: \$39,979.00

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	Words Their Way will be used systematically in grades 2-5 to build literacy skills at each student's individual level.	Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction, 5/E	Title I	\$900.00
Reading	Implement the Read With Me North Grade Program.	Classroom sets of titles (trade paperbacks); chart paper; markers; student reading logs/journals; book bags	General Activities	\$500.00
Reading	Motivate and encourage home reading	Reading Counts program; Book It Program classroom supplies to enhance reading programs, projects, and learning stations	SAC -- School Improvement	\$200.00
Reading	All reading teachers will increase use of visuals and graphic organizers. Teachers will be required to make anchor charts of reading strategies and whole group lessons.	Chart paper; markers; laminating film; poster maker supplies pocket charts	Title I	\$1,000.00
Reading	Afterschool Tutorial	Work with struggling students in small groups to enhance or teach their existing academic skills.	Title I	\$8,500.00
Reading	Implement Research Based Early Literacy Intervention Program	Fundations	Title I	\$1,000.00
CELLA	Words Their Way will be used systematically in grades 2-5 to build literacy skills at each student's individual level.	Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction, 5/E	Title I	\$450.00
CELLA	Reading and Oral Language Development	Tutorial and MONDO	Multicultural Grant	\$3,000.00
Mathematics	Implementation of Sunshine Math Program	Poster Board Charts, colored copier paper, markers, chart stickers and small prizes.	SAC	\$200.00
Mathematics	Work with struggling students in small groups to enhance or reteach their existing academic skills.	Afterschool Tutorial	Title 1	\$8,500.00
Mathematics	Review with students their basic facts of addition, subtraction, multiplication and division	Morning Math Tutorial	Lake Worth High Community School Grant	\$1,700.00
Science	Work with struggling students in small groups to enhance or reteach their existing skills.	Afterschool Tutorial	Title I	\$1,500.00
Writing	Teachers will be able to utilize writing materials in the Professional Development Writing Library	Lucy Calkins Professional Development materials such as books and DVD's	Title I	\$300.00
Writing	Students will be able to practice writing in their native language. Through weekly Spanish Writes.	Writing paper, chart paper, markers, post it notes, file folders, pens, pencils and notebooks	Title I	\$5,400.00

Writing	Works with struggling students in small groups to enhance or reteach their existing skills.	Afterschool tutorial	Title I	\$1,500.00
Parent Involvement	Daily communication and organization	Student Agendas	Title I	\$5,979.00
Parent Involvement	Resource Room Materials with homework help	copy paper, office supplies, student/parent take home books, at home instructional/support materials, etc...	Title I	\$13,000.00
Parent Involvement	Anti-bullying program	Palm Beach County Sheriff's Office		\$0.00
				Subtotal: \$53,629.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Motivate and encourage home reading	License for Reading A to Z to enhance home libraries.	Title I	\$850.00
Reading	Motivate and differentiate	Read 180	Title I	\$2,500.00
Reading	Motivate and differentiate	Applications for the iPad	Title I and Afterschool Programming	\$200.00
CELLA	Motivate and differentiate	Applications for the iPad	ELL Budget	\$100.00
CELLA	Reading and Writing Development	Achieve 3000	Multicultural	\$0.00
CELLA	Teachers will participate in SUBE Professional Development on an on-going basis. Teachers will participate in regularly scheduled trainings offered at North Grade with the Reading and Writing Specialist.	SUBE Learning Kits, chart paper, post-it notes, reading journals, markers	ELL Budget	\$300.00
Mathematics	Use Gizmos to demonstrate lessons and for student practice	Gizmos software, substitutes for training		\$300.00
Mathematics	Motivate and Differentiate	Applications for the iPad	Title I	\$100.00
Science	Motivate and differentiate	Applications for the iPad	SACC and Afterschool	\$100.00
Writing	Motivate and differentiate	Applications for the iPad	SAC - School Improvement	\$200.00
Parent Involvement	Resource for home communication	printer, labels, ink cartridges	Title I	\$1,000.00
				Subtotal: \$5,650.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Create or build upon leveled classroom libraries so that each child will have access to reading materials on his/her independent reading level that s/he may take home daily.	Book baskets, labels/stickers, metal rings, books, cardstock	Title I	\$3,000.00
Reading	Implement Reader's Workshop	Lucy Calkin's Units of Study, Mentor Texts, chart paper, post-it notes, reading journals, file folders, crates, zip drives, Professional Development and Conferences In and Out of State	Title I	\$5,000.00
Reading	Reading Best Practices	Staff Development Supplies; chart paper, markers, post-it notes, highlighters, folders, binders, professional	Title I	\$2,200.00

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide On Going Reading Professional Development	Reading Coach	Title I	\$74,000.00
Mathematics	Mathematics Instructional Best Practices	Staff Development Supplies; chart paper, markers, post-it notes, highlighters, folders, binders, professional books	Title I	\$450.00
Mathematics	Provide ongoing Math PD	Math Resource Teacher	Title I	\$65,000.00
Science	Best Practices	Lab Materials (paper, books, etc.)	Title I	\$200.00
Writing	Lucy Calkin's Units of Study	District Writing Specialist will conduct PD throughout the school year.		\$0.00
Attendance	Attendance/Tardy Policy	District and School Resources		\$0.00
Suspension	Code of Conduct Policy for 2012/2013	Matrix and Levels		\$0.00
Parent Involvement	Organizational Skills- Use of Time	Student/Teacher Agenda	Title I	\$0.00
				Subtotal: \$149,850.00
Other				
Reading	Student achievement chats will be conducted with all 3-5 grade students following Palm Beach County SSS diagnostic tests and SRI using the SAL-P reports. Students will set individual goals.	Copier paper; printer ink;	Title I	\$1,250.00
Mathematics	Provide hands on experiences (manipulatives)	AIMS Projects/Realia	Title I	\$1,000.00
Science	Real Life Science through Experiments	Science Resource Teacher	Title 1 pays 1/2 of the salary while the remainder is paid from our General Operating Budget	\$32,848.00
Science	Real Life Science through Experiments	Lab Materials (paper, books, etc.)	Title I	\$500.00
Attendance	Attendance Banner	Paper, Markers, Ribbons	SAC-School Improvement	\$191.00
Parent Involvement	Employee	Parent Liaison	Title I	\$20,000.00
				Subtotal: \$55,789.00
				Grand Total: \$264,918.00

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

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
To be determined when an amount is given.	\$0.00

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

The SAC will set up priorities and student performance standards that serve as guiding principles for all activities. SAC will review, refine, and approve schoolwide documents such as the School Improvement Plan, Bylaws, Parent Involvement Plan, School Compact, etc. The SAC will also vote on the use of A+ recognition funds.

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 NORTH GRADE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	80%	96%	71%	327	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	68%	55%			123	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?	58% (YES)	50% (YES)			108	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					558	
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 NORTH GRADE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	81%	88%	57%	305	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	68%	65%			133	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	59% (YES)	58% (YES)			117	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					555	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested