

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: BANYAN CREEK ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: William J. Fay, Jr.

SAC Chair: Alyssa Maizes

Superintendent: Mr. E. Wayne Gent

Date of School Board Approval: December 31, 2012

Last Modified on: 11/8/2012

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

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K-12 Public Schools
Florida Department of Education
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	William J. Fay, Jr.	B.S. - History, M.Ed. - School Admin., Educational Leadership	19	42	"A" school for 6 of the last 8 years. Last two years grade "B" although sufficient points to qualify for "A" had AYP criteria been met. In both '09-'10 and '10-'11, 85 % of AYP criteria were met. Last year, 68% of our lowest 25% in reading made gains; 66% of our lowest 25% in math also made gains. In 2011, 97% of our students scored a level 3 or higher on FCAT 2.0 Writing. Last year, our percentage went down to 87% scoring a level 3 or higher on FCAT 2.0 Writing.
Assis Principal	Alison P. L'Etoile	B.A. -Elementary Education; M.Ed.- Educational Leadership. Cert.: Educational Leadership, Elementary Education, 1-6, ESOL, K-12	13		"A" school for 6 of the last 8 years. Last two years grade "B" although sufficient points to qualify for "A" had AYP criteria been met. In both '09-'10 and '10-'11, 85 % of AYP criteria were met. Last year, 68% of our lowest 25% in reading made gains; 66% of our lowest 25% in math also made gains. In 2011, 97% of our students scored a level 3 or higher on FCAT 2.0 Writing. Last year, our percentage went down to 87% scoring a level 3 or higher on FCAT 2.0 Writing.

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)
Not Applicable					

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Partner new teachers with veteran staff	Assistant Principal, SAI teacher	On going	
2	College campus Job Fairs and e-recruiting at Universities	Principal	Spring, 2013	
3	Soliciting referrals from current employees and community members	Administration	On going	
4	Inform teachers of financial benefits of advanced degrees and supplements	Principal's Secretary	On going	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
77	9.1%(7)	19.5%(15)	26.0%(20)	45.5%(35)	32.5%(25)	100.0%(77)	3.9%(3)	3.9%(3)	58.4%(45)

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
Susan Howard	Richelle Suhandron	Mentor and mentee are at the same grade level and work well as a team. Mentor is Clin. Ed. trained and is well versed in instructional strategies.	Mentor works daily with mentee in a classroom situation. Mentor will provide support, conduct classroom observations, and model lessons. Mentor will provide instructional resources as needed.
Michelle Saunders	Lauren Critelli	Mentor and mentee are at the same grade level and work well as a team. Both are teachers of the Gifted. Mentor is Clin. Ed. trained, National Board Certified, and is well versed in instructional strategies.	Daily communications, as needed, since they work as a team. Mentor's proximity allows for observations and opportunities to discuss evidence-based strategies for each domain not previously covered.
Patricia Tozzi	Isobel Elder	Mentor and mentee are at the same grade level and work well as a team. Both are teachers of the Gifted. Mentor is a highly experienced teacher and is well versed in instructional strategies.	Mentor will provide support and will conduct meetings as required to meet the needs of the teacher. She will do classroom observations, model lessons, and provide opportunities to discuss evidence-based strategies for the specific domains of the teacher for whom the ESP process is required.
Jennifer Colasanti	Ellen Spartz	Mentor is an experienced teacher who is Clin. Ed. certified. Mentor is a highly experienced teacher and is well versed in the instructional strategies.	Mentor will provide support and conduct meetings as required to meet the needs of the teacher. The Mentor will discuss evidence-based strategies for each domain not previously covered. Mentor will conduct classroom observations, model lessons and provide instructional resources as needed to fully develop instructional capabilities of the mentee.
Kellee Kluthe	Drew Dennis	Mentor and mentee both work in the EBD program and work well as a team. The mentor teacher is a highly experienced teacher and is well versed in the instructional strategies.	Mentor works daily with mentee in a classroom situation. Mentor will provide support, conduct classroom observations, and model lessons. Mentor will provide instructional resources as needed.
		Mentor is experienced	

Yvonne Kearns	Jennifer Cotzin	in speech development and working with special needs children. Both mentor and mentee work together with Pre-K special needs children.	Daily communications, as needed, since they work as a team. Mentor's proximity allows for observations and opportunities to discuss evidence-based strategies for each domain not previously covered.
Beth Simmer	Kathryn Morrison	Mentor is experienced in speech development and working with special needs children. Both mentor and mentee work together with Pre-K special needs children.	Daily communications, as needed, since they work as a team. Mentor's proximity allows for observations and opportunities to discuss evidence-based strategies for each domain not previously covered.
Toni McMillan	Lauren Sullivan	Mentor and mentee are at the same grade level and work well as a team. Mentor is Clin. Ed. certified and is currently in the Assistant Principal pool. trained and is well versed in instructional strategies	Mentor will provide support and will conduct meetings as required to meet the needs of the teacher. She will do classroom observations, model lessons, and provide opportunities to discuss evidence-based strategies for the specific domains of the teacher for whom the ESP process is required.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

Single School Culture and Appreciation for Multicultural Diversity

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

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.

The administration provide the common vision for the use of data-based decision-making and ensure that the team implement the RtI process with fidelity to the district plan. They assure adequate professional development is provided to staff and that communication of the RtI process is provided to parents.

SBT/RtI chairperson(s) and the assistant principal will provide leadership in the process, work closely with staff to implement Tier 1 and Tier 2 interventions and develop models to implement Tier 3 interventions. The RtI chairperson(s) will provide training to staff and provide guidance in the successful application of research-based instructional support.

The school psychologist will participate in collection, interpretation and analysis of data; facilitate the development of intervention plans and data-based decision making activities, and provide support for intervention fidelity, appropriate documentation and both professional development and technical assistance.

The ESE contact works with team members to develop appropriate interventions for students referred to the RtI/School Based Team and maintains the process for special education evaluations when RtI is not sufficient to meet the student's needs.

The guidance counselor provides guidance support and links child-serving and community agencies to the school and family to support the child's academic, emotional, behavioral and social success.

The Speech Language Pathologist educates the team in the role that language plays in instructional success and assists in the selection of speech, language screening measures.

ESOL Contact/Resource Teacher (as needed) assists with ESOL strategies and instructional methodologies and provides information regarding second language acquisition and development, use and analysis of ESOL testing data and implications for instruction.

Select General Education teachers, both primary and intermediate, provide information about core instruction, participate in student data collection, deliver Tier 1, Tier 2 and Tier 3 instruction/intervention.

Exceptional Student Educations (ESE) Teachers assist in student data collection and collaborate with general education teaches to develop and/or provide Tier 2 and 3 interventions.

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

The RtI/SBT meets weekly to review universal screening data, diagnostic data and progress monitoring data. In addition, the RtI/SBT meets with teachers who have referred students to the team. The team uses the Problem Solving Model (problem identification, analysis, intervention design/development and evaluation) to conduct meetings. The team identifies a student's specific areas of weakness and appropriate research-based interventions to address these deficiencies. Appropriate resources are provided and the fidelity of the intervention(s) are monitored. Each case will be assigned a case liaison to

support the interventionist (ie. teacher, guidance counselor) and report back on the progress. When interventions are successful, students are dismissed from the process. If the interventions are not successful, students can be referred for further evaluations. The RtI chairperson conducts all meetings members and can be assigned as a case liaison as appropriate. The RtI chairperson works closely with the Literacy Leadership Team and is invited to all meetings to develop a close working relationship. The assistant principal is also a member of both LLT and RtI/SBT which further supports communication.

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

The RtI/SBT Leadership team met with administration and SAC representatives to review the strength and/or problems related to the process during the 2011-2012 school year. They provided input regarding programs and supports for the coming year which are reflected in the School Improvement Plan. Team members met on an ongoing basis with administration and go directly to the School Advisory Committee with recommendations for materials and programs.

MTSS Implementation

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

Baseline data is obtained from varied sources including, but not limited to FCAT results, curriculum based measures, Palm Beach County Diagnostic tests in reading, math and science, Palm Beach Writes, K-4 Literacy Assessment System, CELLA, SRI tests, discipline referrals, attendance reports and retention information. Midyear data include Palm Beach County Winter Diagnostic testing, Palm Beach Writes, SRI tests and K-4 Literacy Assessments. End of year data will include FCAT test results, FCAT writes, SRI tests and grade two Palm Beach County Diagnostic Tests.

Describe the plan to train staff on MTSS.

Overview training and any new changes to the process will be provided by the RtI chairperson(s) and/or psychologist at staff meetings at the beginning of the school year since the vast majority of the staff has previously been trained. Grade and content specific trainings will be conducted at grade level and/or content specific meetings. New staff will receive specific support in understanding the process as part of the new teacher orientation. As new information is provided from outside resources, including County and State leaders, information will be provided to staff and implemented by the team.

Describe the plan to support MTSS.

Our plan to support MTSS, the administration will make certain that each week the team will meet afterschool. The team as well as administration will provide all necessary resources and materials to ensure that interventions are completed with fidelity. The team will monitor monthly that our plan in place is effective and is meeting the needs of the teachers and students.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Jennifer Colasanti, SAI teacher; Bonnie Austin, Gr. 1 teacher; Kellee Kluthe, EBD teacher; Toni McMillan, Gr.5 reading teacher; Susan Howard, Gr.1 teacher; Karen Wolf, ESOL contact; Alison L'Etoile, Assistant Principal; Donna Venski, ESE teacher; Lydia Carreiro, Gr. 4 reading teacher and Carol Polin, Gr.2 teacher.

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

The Literacy Learning Team will meet monthly or more often depending on need. They will be responsible to review assessment data, diagnostic information and progress monitoring data; visit classrooms and model lesson, when requested. They will be the conduit for direct teacher input regarding the progress of students, effectiveness of programs and the classroom needs that will lead to success for all students. The Team will make recommendations for support materials, instructional support within the classrooms and assist teachers in interpretation and utilization of data. They will also provide suggestions and support for those teachers who are working with students who score in the lowest 25% and will assist the teachers in monitoring the progress of these students.

Ms. McMillan and Ms. Colasanti will co-chair the Team, develop agendas and keep the staff informed of crucial information

through email or staff/grade level meetings. The team will follow a problem solving model to address issues that are negatively impacting student progress.

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

Major initiatives will be 1) supervise the full implementation of the Foundations Program in grade K-2 and provide support to new staff at those grade levels.. This was started several years ago on a voluntary basis and now the LLT will work on making this a part of the primary reading instructional program; 2)compliance with the K-4 Literary Assessment System (LAS) in grade 4 and the training/retraining of K-4 teachers new to the process. 3)targeting our lowest 25% of reading students to monitor and ensure that appropriate support and services are being provided to those students.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In grades 3-5, 80% of the students will achieve mastery on the 2013 FCAT Reading test, which is a 5% increase from 2012.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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75%(335) of students achieved proficiency in Reading.	80% of students will achieve proficiency in Reading.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Outreach to parents to support instruction. 2. Lack of funding for after school tutorial	1. All messages sent home to parents in their home language. 2. Implement the 90 minute Literacy block with fidelity. 3. Implement the Reading Plus computer program.	Principal, Assistant Principal, SAI teacher	1. Classroom Walk throughs 2. Grade Chair Meetings with administration 3. Literacy Leadership Team Meetings	1. Diagnostic Tests 2. Classroom Assessments 3. FCAT Data
2	Ensuring we are accommodating the different learning styles	Use differentiated instruction to ensure that the needs of all students is met.	Principal and Assistant Principal	1. Classroom walk throughs 2. Assessments 3. RRR	1. Assessments 2. RRR

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:	In grades 3-5, 90% of students taking the Florida Alternate Assessment will score a level 4 or higher in reading, which is a 2% increase from the previous year.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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88% (7) of students who took the Florida Alternate Assessment scored a level 4 or higher on reading.	In grades 3-5, 90% of students taking the Florida Alternate Assessment will score a level 4 or higher in reading.
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Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In grades 3-5, 61% of the students will achieve a level 4 or 5 on FCAT, which is a 10% increase from the previous year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51%(229)of the students achieved level 4 or 5 in Reading	61% of students will achieve a level 4 or 5 in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Lack of funding for enrichment after school. 2. From grade to grade, the complexity level of the questions changes; thus making it difficult for the students to maintain a 4 or 5.	1. Provide enrichment strategies for students to be incorporated into the daily lesson. 2. Explore opportunities for student mentoring after school. 3. Use a vertical strategy to prepare students for the next year's testing.	1. Principal 2. Assistant Principal 3. SAI teacher	1. Classroom walk throughs 2. Grade Chair meetings with administration 3. Reviews by Literacy leadership Team meetings	1. Diagnostic Tests 2. Classroom Assessments 3. FCAT Data

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:	In grades 3-5, 30% of students taking the Florida Alternate Assessment will score a level 7 or higher in reading, which is a 5% increase from 2011.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% of students taking the Florida Alternate Assessment will score a level 7 or higher in reading.	In grades 3-5, 30% of students taking the Florida Alternate Assessment will score a level 7 or higher in reading.

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In grades 4-5 and third grade retainees, 75% of the students will make learning gains, which is a 4% increase from the previous year.
2012 Current Level of Performance:	2013 Expected Level of Performance:

71%(217) of the students made learning gains in Reading.			75% of the students will make learning gains in Reading.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Lack of funding for tutoring after school. 2. From grade to grade, the complexity level of the questions changes; thus making it difficult for the students to maintain a 4 or 5.	1. Include higher order questions during instruction. 2. Reading strategies implemented including Foundations, Wilson and Reading Plus.	1. Principal 2. Assistant Principal 3. SAI teacher	1. Classroom walk throughs 2. Grade Chair meetings with administration 3. Literacy Leadership Team meetings	1. Diagnostic Tests 2. Classroom Assessments 3. FCAT Data

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:	In grades 3-5, 30% of students taking the Florida Alternate Assessment will make learning gains in reading, which is a 5% increase from 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25%(2)of students taking the Florida Alternate Assessment made learning gains in reading.	In grades 3-5, 30% of students taking the Florida Alternate Assessment make learning gains in reading.

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

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:	In grades 3-5, 70% of the lowest 25% will achieve mastery in 2013, which is a 2% increase from the previous year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (50)of students in the lowest 25% made learning gains in Reading.	70% of the students in the lowest 25% will make learning gains in Reading.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1. Lack of funding for tutorial after school.	1. Include higher order questions during	1. Principal 2. Assistant	1. Classroom walk-throughs	1. Diagnostic Tests 2. Classroom

1	2. From grade to grade, the complexity level of the questions changes; thus making it difficult for the students to make learning gains	instruction. 2. Reading strategies implemented such as Foundations, Wilson and Reading Plus. 3. Implement the 90 minute Literacy block with fidelity 4. Implement iii with fidelity, focusing on targeted achievement areas 5. Implement RTI Tier 2 and Tier 3 as determined by SBT.	Principal 3. RTI facilitator	2. Grade Chair meetings with administration 3. Literacy Leadership meetings	Assessments 3. FCAT Data
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # In six years ours school will reduce the achievement gap by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	73%	76%	78%	81%	83%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The following subgrupus did not meet 2012 Reading Targets: Black, Hispanic, ELL, SWD, and EC DIS. All Subgroups will meet the 2013 Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black 49%, Hispanic 39%, ELL 69%, SWD 67%, EC DIS 44%	By 2013,Black 41%, Hispanic 26%, ELL 53%, SWD 54%, EC DIS 36%, will not make satisfactory progress

Problem-Solving Process to I ncrease Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Lack of funding for tutorial after school. 2. Variety of ethnicities under Black group. 3. Language barrier.	1. Include higher order questions during instruction. 2. Reading strategies implemented such as Foundations, Wilson and Reading Plus. 4. Implement iii with fidelity, focusing on targeted achievement areas 5. Correspond with parents in native language.	1. Principal 2. Assistant Prinicpal 3. SAI teacher 4. ELL Coordinator	1. Classroom walkthroughs 2. Meeting with grade chairs 3. Data review by Literacy Leadership team	1.Diagnostic Tests 2.Classroom Assessments 3. FCAT Data

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	
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satisfactory progress in reading. Reading Goal #5C:	In grades 3-5 25% of the English Language Learners (ELL) will score at or above grade level in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17%(7)of the English Language Learners (ELL) scored at or above grade level in Reading.	25% of the English Language Learners will score at or above grade level in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Outreach to parents to support instruction 2. Lack of funding for after school tutorial	1. All messages sent home to parents in home language 2. Include higher order thinking questions	Administration, ELL teacher	1. Classroom walk throughs 2. ESOL team meetings	1. RRR 2. ELL data 3. CELLA data 4. Classroom assessments 5. Diagnostic Tests.
2					

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	In grades 3-5, 30% of the Students with Disabilities (SWD) group will score at or above grade level in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (17) of the Students with Disabilities (SWD) group scored at or above grade level in Reading.	30% of the Students with Disabilities (SWD) group will score at or above grade level in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Outreach to parents to support instruction. 2. Lack of funding for after school tutorial 3. Accomodate different learning styles	1. All messages sent home to parents in their home language. 2. Include higher order questions during instruction. 3. Use differentiated instruction in the classrooms	Administration, ESE teachers, ESE coordinator	1. Classroom walk throughs 2. ESE team meetings	1. Classroom assessments 2. Diagnostic tests 3. RRR

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:	61% of the Economically Disadvantaged students will score at or above grade level in Reading, which is an 5% increase from the previous year.
2012 Current Level of Performance:	2013 Expected Level of Performance:

56% (117) of the Economically Disadvantaged students scored at or above proficiency in Reading.			61% of the Economically Disadvantaged will score at or above mastery level.		
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	1. Lack of funding for tutorial after school. 2. From grade to grade, the complexity level of the questions changes; thus making it difficult for the students to make learning gains. 3. Financial hardships create other issues and affects parental support.	1. Include higher order questions during instruction. 2. Reading strategies implemented as a school wide initiative including Foundations, Wilson and Reading Plus. 3. Implement the 90 minute Literacy block with fidelity 4. Implement iii with fidelity, focusing on targeted achievement areas 5. Implement RTI Tier 2 and Tier 3 as determined by SBT.	1. Principal 2. Assistant Principal 3. SAI teacher	1. Classroom walk throughs 2. Grade Chair meetings with administration 3. Literacy Leadership Meetings	1. Diagnostic Tests 2. Classroom Assessments 3. FCAT Data

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

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

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

Reading Budget:

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

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		In grades 3-5, 40% of students taking the CELLA will score at or above proficiency in listening/speaking, which is a 2% increase from the previous year.			
2012 Current Percent of Students Proficient in listening/speaking:					
38% (36) of students taking the CELLA scored at or above proficiency in listening/speaking.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Outreach to parents to support instruction 2. Lack of funding for after school tutorial	1. All messages sent home to parents in their home language. 2. Include higher order questions during instruction	Principal, Assistant principal and ELL contact	1. Classroom walk throughs 2. Leadership meetings	1. Diagnostic Tests 2. Classroom Assessments 3. CELLA data

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:		In grades 3-5, 30% of students taking the CELLA will score at or above proficiency Reading, which is a 7% increase from the previous year.			
2012 Current Percent of Students Proficient in reading:					
23% (22) of students taking the CELLA scored at or above proficiency in Reading.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Outreach to parents to support instruction 2. Lack of funding for after school tutorial	1. All messages sent home to parents in their home language. 2. Include higher order questions during instruction	Principal, Assistant principal and ELL contact	1. Classroom walk throughs 2. Leadership meetings	1. Diagnostic Tests 2. Classroom Assessments 3. CELLA data 4. FCAT data

	3. Implement the 90 minute Literacy block with fidelity.		
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Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	In grades 3-5, 25% of students taking the CELLA will score at or above proficiency in Writing, which is a 3% increase from the previous year.
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2012 Current Percent of Students Proficient in writing:

22% (22) of students taking the CELLA scored at or above proficiency in Writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Outreach to parents to support instruction 2. Lack of funding for after school tutorial 3. DOE has increased the criteria for scoring the Writing test.	1. All messages sent home to parents in their home language. 2. Teacher training in the new scoring criteria so that the enhanced expectations are known.	Writing contacts, Assistant Principal	Review scoring criteria with the use of anchor papers.	Scores on PB Writes and other in-class writing prompts. Classroom Walk throughs

CELLA Budget:

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

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	75% of all students will achieve proficiency in Mathematics on the Florida Comprehensive Assessment Test which is an increase of 6% from the previous school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (303) of all students achieved proficiency in Mathematics on the Florida Comprehensive Assessment Test	75% of all students will achieve proficiency in Mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers are still trying to adjust to the math series and new teachers teaching the program.	Teacher will have opportunities to attend workshops and trainings. Teachers will implement iii for small group instruction More experienced teachers will mentor the less experienced.	Principal and Assistant Principal	Classroom Walkthroughs Teacher/student data chats/review Administrator/Teacher data review Meeting with subject level teams	Diagnostic Tests Classroom assessments FCAT Data

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	In grades 3-5, 65% of students taking the Florida Alternate Assessment will score a level 4 or higher in Mathematics, which is a 2% increase from the previous year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (5) of students taking the Florida Alternate Assessment will score a level 4 or higher in Mathematics.	In grades 3-5, 65% of students taking the Florida Alternate Assessment will score a level 4 or higher in Mathematics.

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.	In Grades 3-5, 50% of all students will achieve a level 4 or 5
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Mathematics Goal #2a:	on the FCAT which is a 4% increase from last year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46%(202) of all students achieved a proficiency level of 4 or 5 on the FCAT.	50% of all students will achieve a proficiency level of a 4 or 5 on the FCAT Mathematics.

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	Teacher proficiency with the new math series	Monitoring and mentoring opportunities through peer leadership. Hands on math through the use of the provided manipulatives.	Principal and Assistant Principal	Classroom Walkthroughs Teacher/student data chats/review Administrator/Teacher data chats/review Meeting with grade level teams	Diagnostic Tests Classroom Assessments FCAT Data
2	Lack of funding for Enrichment Programs.	Family Math nights hosted at school. Monitoring and mentoring opportunities through peer leadership. Hands on math activities. Computer enrichment opportunities	Principal and Assistant Principal	Classroom Walkthroughs Teacher/student data chats/review Administrator/Teacher data chats/review Meeting with grade level teams	Diagnostic Tests Classroom Assessments FCAT Data

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:	In grades 3-5, 43% of students taking the Florida Alternate Assessment will score a level 7 or higher in Mathematics, which is a 5% increase from the previous year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (3) of students taking the Florida Alternate Assessment scored a level 7 or higher in Mathematics.	In grades 3-5, 43% of students taking the Florida Alternate Assessment will score a level 7 or higher in Mathematics.

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning	
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gains in mathematics. Mathematics Goal #3a:	In grades 4-5 and third grade retainees, 80% of the students will make learning gains, which is a 6% increase from the the previous year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (227) of all students in grades 4-5 made learning gains in Mathematics.	80% of the students will make learning gains in Mathematics.

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	Teacher and student adjustments to the new GO Math Series.	<p>Teacher will model for understanding through the use of manipulatives.</p> <p>Teachers will attend district Mathematics trainings.</p> <p>Teachers will implement iii for small group instruction within fluid groups to promote a more concrete understanding of the skills.</p>	Principal and Assistant Principal	<p>Classroom Walkthroughs</p> <p>Teacher/student data/review chats</p> <p>Administrator/Teacher review chats</p> <p>Meetings with grade level teams.</p>	<p>Diagnostic Tests</p> <p>Classroom Assessments</p> <p>FCAT Data</p>

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	In grades 4-5, 30% of students taking the Florida Alternate Assessment will make learning gains in Mathematics, which is a 5% increase from the previous year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (2) of students taking the Florida Alternate Assessment made learning gains in Mathematics.	In grades 4-5, 30% of students taking the Florida Alternate Assessment will make learning gains in Mathematics, which is a 5% increase from the previous year.

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	70% of students in the lowest 25% of grades 3-5 will make learning gains in Mathematics which is a 4% increase from the previous school year.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (54) of the lowest students in grades 3-5 made learning gains in Mathematics.	70% of the students in the lowest 25% will make learning gains in Mathematics this school year.

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	Teacher adjustments to the new Math series	<p>Teacher will model through the use of manipulatives for a better understanding of the content.</p> <p>iii small groups will be implemented for fluency</p> <p>GO Math series will be utilized to promote a more concrete understanding of the concepts.</p> <p>ESE teacher will focus on grades 3 and 4 students in the lowest 25 percentile.</p>	Principal and Assistant Principal	<p>Classroom Walkthroughs</p> <p>Teacher/student data review/chats</p> <p>administrator/teacher data review/chats</p> <p>Meetings within grade level teams.</p>	<p>Diagnostic Tests</p> <p>classroom Assessments</p> <p>FCAT data</p>
2	Lack of math support for ELL students who receive pull-out services for reading	Increase CLF support within the math instructional time	ELL contact, Assistant Principal	<p>Classroom walkthroughs</p> <p>Data chats with students/teachers and administrators/teachers</p>	<p>Diagnostic tests, chapter tests, FCAT data</p>

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 #					
	In six years our school will reduce the achievement gap by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	65%	68%	72%	75%	78%	

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.	The following subgroups did not meet 2012 Math Targets: Black, ELL, SWD, and EC DIS.
Mathematics Goal #5B:	All subgroups will meet 2013 Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black 68%, ELL 78%, SWD 77%, and EC DIS 55%.	By 2013, Black 53%, ELL 63%, SWD 57%, and EC DIS 47%, will not make satisfactory progress

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Limited teacher experience with Go Math! program and the remediation support provided.	Teacher will be encouraged to attend training and workshops with focus of remediation. Training on use of manipulatives and model drawing will be provided as requested by teachers. Small group instruction will be implemented in addition to large group instruction.	Principal and Assistant Principal	Content area meetings classroom walkthroughs Administrator/Math teacher data review/chats	Diagnostic test scores Classroom assessments FCAT data
2	ELL students in regular math classes have difficulty with content and language.	Increase time that CLF's are assigned to math classes to provide instructional support.	ELL contact, Assistant Principal	Classroom walkthroughs, comments from CLFs, teacher/administration data chats	Diagnostic test scores Classroom assessments FCAT data

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:	25% of ELL students will make learning gains in Mathematics which is a 10% increase from the previous school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15%(6) of ELL students in grades 3-5 were proficient in on FCAT Mathematics during the 2011-2012 school year.	25% of ELL students will score at or above mastery level.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of math support for ELL students who receive pull-out services for reading.	Increase CLF support within the math instructional time.	ELL contact, Assistant Principal	Classroom walk throughs Data chats with students/teachers and administrators/teachers	Diagnostic tests, chapter tests, FCAT data
2	NA	NA			

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:	In grades 3-5, 20% of Students With Disabilities (SWD) will achieve mastery on the 2013 FCAT Mathematics test, which is a 5% increase from 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15%(9) of Students with Disabilities (SWD) in grades 3-5 made learning gains in Mathematics in the 2011-2012 school year.	20% of Students With Disabilities will achieve proficiency in Mathematics.

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	1. Lack of funding for tutorial after school. 2. Student adjustment to the GO Math series.	1. Teacher will attend district Math trainings 2. Teacher will model for understanding through the use of manipulatives.	Principal and Assistant Principal	Classroom Walk throughs Teacher/student data/review chats Administrator/Teacher review chats Meetings with grade level teams.	Diagnostic Tests Classroom Assessments FCAT Data

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	50% of Economically Disadvantaged students will score at or above proficiency in Mathematics which is an increase of 5% from the previous year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45%(94) Economically Disadvantaged students scored at or above proficiency in Mathematics	50% of the Economically Disadvantaged students will score at or above proficiency

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	Limited teacher experience with the Go Math! remediation components	Provide opportunities for addition math training at district level Provide manipulatives and model drawing strategies through peer coaching and support.	Assistant Principal	Classroom walkthroughs, data chats	Diagnostic tests, chapter tests, FCAT data

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
No Data Submitted						

Mathematics Budget:

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:		In grade 5, 80% of students will achieve proficiency in science, which is a 3% increase from the previous year.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
77% (111) of students achieved proficiency in science.		80% of students will achieve proficiency in science.			
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	1. Time and schedule constraints and loss of science lab due to increased enrollment and class size reduction. 2. Students enter fifth grade lacking prior fundamental knowledge.	1.Utilize hands-on experiments in the classroom. 2. Increase emphasis on science instruction in the lower grades. 3. Departmentalization in grade 5 4. Collobration between grade 5 science teachers and feeder grades K-4 teachers	Principal and Assistant Principal	1. Grade 5 science teachers will demonstrate lab experiments on a weekly basis and require students to record findings in science journals. 2. Classroom walkthroughs.	1.Improvement on fall/winter diagnostics. 2. FCAT scores

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	In grade 5, 100% of students taking the Florida Alternate Assessment will score a level 4 or higher in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2)of students taking the Florida Alternate Assessment achieved a level 4 or higher in Science.	In grade 5, 100% of students taking the Florida Alternate Assessment will score a level 4 or higher in science.

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	In grade 5, 35% of students will achieve above proficiency in science, which is a 3% increase from the previous year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32%(47) of students achieved level 4 or 5 on the FCAT.	35% of students will achieve above proficiency in science.

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	1. Time and schedule constraints and loss of the science for instruction 2. Students enter fifth grade lacking prior fundamental knowledge.	1. Utilize hands-on experiments in the classroom. 2. Provide real world science experiences. 3. Departmentalization in grade 5 4. Increase science instruction in earlier grades	Principal and Assistant Principal	1. Grade 5 science teachers will demonstrate lab experiments on a weekly basis and require students to record findings in science journals. 2. Classroom walkthroughs	Improvement on fall/winter diagnostics. 2. FCAT scores

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	In grade 5, 60% of students taking the Florida Alternate Assessment will score a level 7 or higher in Science, which is a 10% increase from the previous year.
2012 Current Level of Performance:	2013 Expected Level of Performance:

50% (1) of students taking the Florida Alternate Assessment scored a level 7 or higher in Science.		In grade 5, 60% of students taking the Florida Alternate Assessment will score a level 7 or higher in science.		
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						

Science Budget:

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

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	On the 2013 administration of the FCAT Writing Test, the percentage of students scoring a level 3 or above will be 93%, which is a 5% increase from 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
88% (124) of students met proficiency at level 3 and above; 45% (64) scored level 4 or above.	For the 2013 school year, it is expected that 93% of students will score a level 3 or above in writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	DOE has increased the criteria for scoring the Writing test.	Have teachers trained in the new scoring criteria so that the enhanced expectations are known.	Writing contacts, Assistant Principal	Review scoring criteria with the use of anchor papers.	Scores on PB Writes and other in-class writing prompts, classroom walkthroughs

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:	In grade 4, 60% of students taking the Florida Alternate Assessment will score a level 4 or higher in Writing, which is a 10% increase from the previous year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (1) of students taking the Florida Alternate Assessment scored a level 4 or higher in Writing.	In grade 4, 60% of students taking the Florida Alternate Assessment will score a level 4 or higher in Writing, which is a 10% increase from the previous year.

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						

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Student attendance rates will improve by 1 percent for students, while students absent 10 or more days or are tardy 10 or more days will decrease by 5 percent.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
Attendance is at 97% with a rate of 98% for White; 96% for Black; and 97% for Hispanic students.	It is expected that all subgroups will achieve a minimum attendance rate of 97%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
There were 247 students who were considered absent 10 or more days. This data is highly skewed due to the manner in which the data is collected.	The number of students who are absent 10 or more days will be 240 or fewer utilizing similar data collection methods.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

The number of students with tardies in excess of 10 days was 160 students.		The number of students tardy 10 or more days will decrease to 140 students.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Communication with parents needs to improve to increase the understanding of the importance of regular attendance and promptness in the academic success of each student.	Discuss the importance of attendance/timeliness at parent meetings including PTA, SAC and open houses. Include reminders about the importance in classroom news letters and school correspondances. Make sure this information is conveyed in multiple languages.	Assistant Principal	Increase in overall attendance and decrease in tardies and absences beyond ten days.	Differentiated Accountability Report RKOOA0197

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

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

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

Attendance Budget:

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

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension Suspension Goal #1:		The goal is to decrease the number of out-of-school suspensions by two students or 15%.			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
During the past year there were 0 in-school suspensions for a total of 0 days.		It is expected that the number of in-school suspensions remain the same as the number is insignificant based on the total population of the school.			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
Zero students were suspended in-school.		It is expected that the number of students will remain the same as the number is insignificant based on the total school population.			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
There were 55 out-of-school suspensions during the previous year.		It is expected that the number of students suspended out-of-school will be 50 or less, a 9% decrease.			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
There were 21 students suspended out-of-school during the past year.		It is expected that the number of students suspended out-of-school will decrease from 21 to 18, a decrease of 14%.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The availability of alternatives to out-of-school suspensions is a barrier.	Develop alternate procedures for students considered for out-of-school suspensions.	ESE Contact, Assistant Principal	Count of out-of-school suspensions.	Differentiated Accountability Report RXOOA0197.

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		Parent involvement will increase at all grade levels through attendance at teacher meetings, school functions and through written and telephone communications.			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
Based on the number of families represented at the preschool open house which was 653, 70% of our families in grades K-5 attended the meeting.		It is expected that the number of families represented at school conferences/functions will increase to 750(80%)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	NonEnglish speaking or ESOL parents are reluctant to attend school functions.	Provide outreach to our parents through our Facilitators in both Creole and Spanish.	ESOL contact	Increase in number of ESOL parents attending school functions.	Attendance sheets indicating number of ESOL parents attending school functions.
2	Parents have difficulty meeting with staff during school hours.	Provide communication with parents before 8am and after 3pm using the aftercare director has the conduit for information.	After care director	Number of parents who take advantage of this conference time.	List of parent conferences.
3	Child care issues make attendance at meetings difficult for parents.	Provide baby sitters for SAC/PTA meetings	SAC chairperson	Determine number of parents attending meetings.	List of attendance at school sponsored 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
No Data Submitted						

Parent Involvement Budget:

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

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

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

Based on the analysis of school data, identify and define areas in need of improvement:

1. STEM STEM Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

STEM Budget:

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

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 9/18/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

Activities for SAC will be to ensure that the needs of the teachers, students and classrooms are met. Banyan Creek Elementary's vision is to make certain that we support lifelong learning and encourage all students to reacher their highest potential and succeed in all life situations.



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 BANYAN CREEK ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	87%	80%	82%	71%	320	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	74%	57%			131	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?	57% (YES)	38% (NO)			95	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					546	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District BANYAN CREEK ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	86%	81%	81%	66%	314	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%	59%			127	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?	55% (YES)	44% (NO)			99	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					540	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested