

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: FOREST PARK ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Suzanne Matuella

SAC Chair: Gloriamarie Salazar

Superintendent: Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 10/29/2012

Gerard Robinson, Commissioner  
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.*

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Suzanne Matuella	BS Elementary Education MA Educational Leadership ESOL Endorsement	2	10	<p>Forest Park earned a C in the SY12 There was an increase in Writing Proficiency of about 7%. There was an increase in learning gains in reading of about 9%, math about 14%. There was also an increase in our students' gains at the lowest 25%, in reading it was about 10% and in math it was about 20%.</p> <p>Forest Park earned a C in the SY 11. There was an increase in Writing Proficiency by 14 Points and in Science by 22 points. No AYP subgroups met AYP.</p> <p>While Principal at Pioneer Park, the school continued with a school grade of a "D." They made a six point improvement in the Lowest 25% in Reading, surpassing the requirement for the Improvement Flexibility Rule. They had significant increases in Learning Gains in Reading and Learning Gains in Math.</p> <p>Suzanne Matuella, Principal of Pioneer Park in Dec. 2008-Present.</p>

					<p>Pioneer Park-Grade D Reading Mastery: 56%, Math Mastery: 53%, Science Mastery: 25%, No subgroups made AYP.</p> <p>Prior to Dec. 2008, Ms. Matuella was Assistant Principal at Forest Park Elementary School. They received a C grade since FY2004. Forest Park Elementary has not made AYP.</p>
Assis Principal	Pamela Buckman	BA Elementary Education MA Educational Leadership	4	4	<p>Forest Park earned a C in the SY12 There was an increase in Writing Proficiency of about 7%. There was an increase in learning gains in reading of about 9%, math about 14%. There was also an increase in our students' gains at the lowest 25%, in reading it was about 10% and in math it was about 20%.</p> <p>Forest Park earned a C grade during the SY2011 which was a decrease from the previous year. In writing, there was a 14 point increase and in Science an increase of 22 points. No subgroups met AYP.Forest</p> <p>Park earned a B grade in SY2010 which improved from a grade of D in FY2009. During FY2010, learning gains increased 23% and number of students in the lowest 25% increased to 63% in the area of reading.</p> <p>Prior to FY2009, the school had earned a C grade since FY2004. In FY2009, Mrs. Buckman was a specialist on assignment at JFK. JFK Middle earned the grade of a C in FY2009 and prior to that, the school was a D. In reading FY2009. High standards: 35% Reading gains: 62%; Lowest 25% Reading gains; 76% J.F. Kennedy did not make AYP, although the percent of criteria met increased to 90%.</p>

## INSTRUCTIONAL COACHES

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

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	Laura Orlove	BS in Early Childhood Education (Pre-k-3) BS in Specific Learning Disabilities (K-12) MS in Reading with certification as a consultant (K-12) National Board Certification in Early Childhood Gifted endorsement ESOL endorsement	3	2.5	<p>Forest Park earned a C in the SY12 There was an increase in Writing Proficiency of about 7%. There was an increase in learning gains in reading of about 9%, math about 14%. There was also an increase in our students' gains at the lowest 25%, in reading it was about 10% and in math it was about 20%.</p> <p>Forest Park earned a C in the SY 11. There was an increase in Writing Proficiency by 14 Points and in Science by 22 points. No AYP subgroups met AYP.</p> <p>Prior School: Morikami Park Elementary School Grade A Made AYP From 2001-2010</p>
					<p>Forest Park earned a C in the SY12 There was an increase in Writing Proficiency of about 7%. There was an increase in learning gains in reading of about 9%, math about 14%. There was also an increase in our students' gains at the lowest 25%, in reading it was about 10% and in math it was about 20%.</p>

Math	Gloriamarie Salazar	BS Elementary Education ESOL Endorsement	3	2	<p>Forest Park earned a C in the SY 11. There was an increase in Writing Proficiency by 14 Points and in Science by 22 points. No AYP subgroups met AYP.</p> <p>Ms. Salazar has been a third grade teacher at Forest Park for one year. During the FY2011 school year a high percent of her students proved proficient in Math scoring a 3 or above on the FCAT.</p> <p>Previous to being a teacher at Forest Park, Ms. Salazar taught Third Grade for 3 years And 1 year teaching both second and third grade concentrating onl in Math and Science at Forest Park Elementary.</p>
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## 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	5. Hire highly qualified teachers.	Principal	Ongoing	
2	1. Partner new teachers with mentor staff	Assistant Principal	August 2012	
3	2. Soliciting referrals from IB organization	IB Coordinator	Ongoing	
4	3. Work with Area recruitment specialist to recruit new staff	Principal	Ongoing	
5	4. Participate in District Job Fairs	Principal	May/June 2012	

## 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
	To provide instructional staff with support to complete necessary components to become highly qualified.

## 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
56	35.7%(20)	66.1%(37)	48.2%(27)	28.6%(16)	41.1%(23)	178.6% (100)	37.5%(21)	1.8%(1)	98.2%(55)

## 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

<p>Karla J. Branch New Teacher Center Instructional Mentor Department of Professional Development</p>	<p>Anika Patel- Kindergarten</p>	<p>Mrs. Branch, district support from the Department of Professional development, will provide support over a two year period.</p>	<p>To support mentee in preparing lessons and demonstrating in the classroom as needed. Time will be given for coaching, planning and feedback.</p>
<p>Susan McGill</p>	<p>Colleen Webster- Kindergarten</p>	<p>Mrs. McGill has been teaching for many years and has extensive training in the primary grades</p>	<p>To support mentee in preparing lessons and demonstrating in the classroom as needed. Time will be given for coaching, planning and feedback.</p>
<p>Karla J. Branch New Teacher Center Instructional Mentor Department of Professional Development</p>	<p>Desirea Walter- Kindergarten</p>	<p>Mrs. Branch, district support from the Department of Professional development, will provide support over a two year period.</p>	<p>To support mentee in preparing lessons and demonstrating in the classroom as needed. Time will be given for coaching, planning and feedback.</p>
<p>Laura Orlove</p>	<p>Ginnette Ellin</p>	<p>Mrs. Orlove has been teaching for many years and has extensive training in the primary grades. She has also been the reading coach at Forest Park for a little over 2 years.</p>	<p>To support mentee in preparing lessons and demonstrating in the classroom as needed. Time will be given for coaching, planning and feedback.</p>
<p>Karla Branch New Teacher Center Instructional Mentor Department of Professional Development</p>	<p>Julie Mahoney-Fifth Grade</p>	<p>Mrs. Branch, district support from the Department of Professional development, will provide support over a two year period.</p>	<p>To support mentee in preparing lessons and demonstrating in the classroom as needed. Time will be given for coaching, planning and feedback.</p>
<p>Karla Branch New Teacher Center Instructional Mentor Department of Professional Development</p>	<p>Ashlee Sullivan-Fifth Grade</p>	<p>Mrs. Branch, district support from the Department of Professional development, will provide support over a two year period.</p>	<p>To support mentee in preparing lessons and demonstrating in the classroom as needed. Time will be given for coaching, planning and feedback.</p>
<p>Gloriamarie Salazar</p>	<p>Torey Torsiello-Fifth Grade</p>	<p>Ms. Salazar has been teaching for over 5 years and has extensive training in the intermediate grades. She has also been Forest Park math coach for a little over 1 year.</p>	<p>To support mentee in preparing lessons and demonstrating in the classroom as needed. Time will be given for coaching, planning and feedback.</p>

## 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

Forest Park Elementary receives additional funds from Title I for personnel, supplies, staff development, parent involvement and tutoring.

#### Title I, Part C- Migrant

District Migrant Liaison provides additional services and support to students and parents.

#### Title I, Part D

District receives funds to provide support services. The services are coordinated with the district Drop-out prevention programs.

#### Title II

The District receives supplemental funds for the improvement and development of staff for professional growth. District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement educational programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

#### Title III

Services are provided through the District for education materials and ELL District support services to improve the education of immigrant and English Language Learners.

#### Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

#### Supplemental Academic Instruction (SAI)

Funding from the district for an SAI teacher gives additional instruction to our third grade students in reading

#### Violence Prevention Programs

District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity.

#### Nutrition Programs

A free breakfast program is offered to all students, regardless of socio economic status

#### Housing Programs

#### Head Start

#### Adult Education

#### Career and Technical Education

#### Job Training

#### Other

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

### School-based MTSS/RTI Team

Identify the school-based MTSS leadership team.

**Role of Principal:** Ensure the use of data when making decisions; Ensure that RTI Leadership team attends appropriate professional development; Communicates with parents regarding RTI plans and strategies as needed; Communicates with team her expectations.

**RTI Facilitator:** Help develop plans for interventions; Implement Tier 3 interventions; Monitor interventions are being administered as scheduled; Assist with data collection.

**School-Based Team Leader (Karen Lubin, School Speech Pathologist):** Facilitates SBT meetings; Assists with the development of intervention plans; Assists with data collection; Records minutes from the meetings.

**Classroom Teachers:** Serves on the RTI team as appropriate; Comes to the meeting with data prepared to discuss student's needs; Collects in developing plans for interventions; Assists with data collection and turns in plans to the RTI Facilitator as scheduled; Monitors the progress of students plans.

**Guidance Counselors:** Coordinates school activities with outside social agencies; Provide small group and individual counseling as needed. Serves as a team member as appropriate.

**Reading and Math Coaches:** Help develop plans for interventions as needed; Assist with data collection; Support the implementation of Tier 1, 2, and 3 interventions.

**Intervention Teacher:** Develop plans for interventions; Supports the implementation of Tier 2 and 3 interventions; Assists with data collection.

**School Psychologist:** Assist with the development of intervention plans; Provide professional development and technical assistance for data collection, data analysis, intervention planning, and program evaluation.

**ESE Contact/Teacher:** Develop plans for interventions; Assists with data collection; Supports the implementation of Tier 1, 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 team will meet regularly with the School-based Team Leader and School-based team to review baseline, diagnostic and progress monitoring data at the grade, classroom and student level to identify students who are having difficulty with mastering benchmarks or have behavioral needs. The team will develop a plan for intervention that identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist and report back on all data collected for further discussion at future meetings. Tier 1 interventions: the core instruction in reading and math in the classroom; implementation of school discipline plan. Tier 2 interventions: iii (30 minutes of individual/small group interventions) by teachers; mentoring programs; in school counseling; behavior plans Tier 3 interventions: iii plus an additional 30 minutes of pull out intensive instruction using Fast Track for Reading and/or Wilson by the intervention teacher and SAI teacher; referrals to counseling

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 RTI Leadership Team will meet with the School Advisory Council (SAC) and will help develop the FY2011 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed. Topics for discussion will include: FCAT scores, including the lowest 25%; AYP and subgroup performance; strengths and weaknesses of intensive programs; mentoring, tutoring, and other services

### 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: FCAT, Curriculum Based Measurement; Progress Monitoring and Reporting Network (PMRN), Florida Assessments for Instruction in Reading (FAIR); Fall SSS Diagnostic Test; Palm Beach Writes; K-5 Literacy Assessment System; Diagnostic Assessment for Reading (DAR); SRI; Comprehensive English Language Learning Assessment (CELLA; Discipline referrals; retentions; absences.

Midyear: FAIR, DAR; SRI; Winter SSS Diagnostic Test; Palm Beach Writes; PMRN; K-5 Assessments

End of Year: FAIR; SRI; K-5 Assessments FCAT; FCAT Writes

Frequency of Data Days: At least one time within a cycle of instruction

Describe the plan to train staff on MTSS.

Professional development will be provided to the staff on designated Professional Development days, faculty meeting and or common planning time. In addition to whole group trainings, individual conferencing will occur with staff throughout the year.

Describe the plan to support MTSS.

Support will be established through the various intervention programs (i.e.: Fountas and Pinnell Leveled Literacy Intervention, Foundations, Passport), through LTM, data chats, and faculty meetings.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Suzanne Matuella, Principal  
Pamela Buckman, Assistant Principal  
Laura Orlove, Literacy Coach  
Susan McGill, Literacy Resource  
Gloriamarie Salazar, Math Coach  
Simone Green, IB Coordinator  
Debra Schiener, Learning Team Facilitator  
Karen Lubin, ESE Contact/RTI Facilitator  
Paula Lester, ESOL Coordinator  
Noelle Smallman, Media Specialist  
Roz Meadow, SAI Teacher  
Kristy Klein, Teacher  
Charles Navarra, Teacher  
Denise Goren, Teacher  
Ryan Ogilvie, Teacher

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

The LLT meets at least one time per month to focus on building a culture of literacy throughout the school and support the learning needs of students, teachers, and school community. The team was opened to all instructional staff. The meetings are run by the Reading Coach and the agendas are driven by the needs of the school and district initiatives. The team identifies the school's deficiencies and works collaboratively to develop plans to increase student achievement, motivation and learning amongst students and staff.

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

The major initiatives for the FY2012 will be to continue to deepen the staff's understanding of both Reader's Workshop K-5 and Writer's Workshop K-4, and provide ongoing professional development in small group instruction (guided reading, literature circles, performance based grouping). The team will reflect on programs previously implemented to ensure fidelity.

## Public School Choice

Supplemental Educational Services (SES) Notification

### \*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.

At Forest Park Elementary, we will provide the following services to which parents from surrounding early childhood programs will be invited:

- Literacy Night, Math Night, Science Night, Curriculum Night
- Kindergarten Round-up

Forest Park will invite preschool students from local preschools to tour the school and participate in activities with current kindergarten students. Each child will receive a packet of activities to help prepare him/her for kindergarten. The packet will include suggestions for reading and math. Students and parents will be invited back to attend Kindergarten round-up.

Kindergarten teachers along with our IB Coordinator will visit area preschools to introduce themselves and discuss Forest Park's programs to the prospective students and their teachers.

Within the first 30 days of kindergarten, all students will be assessed using FAIR and the Fountas and Pinnell Assessment Kit. Data will be used to appropriately plan academics and social instruction for students. Core kindergarten academic and behavioral instruction will be included through guided and independent practice and modeling.

A staggered start will be utilized for Kindergarten. During the first week of school, only a third of the Kindergarten students will report to school on a given day according to his/her last name. This will help to provide students with a smooth transition into kindergarten.

Our IB Coordinator will schedule tours with any incoming students and parents interested in attending Forest Park. During the tour, students and parents will have an opportunity to see the unique programs and state of the art technology Forest Park has to offer.

### \*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:	By June 2013, the students achieving proficiency in reading will increase to 29%
2012 Current Level of Performance:	2013 Expected Level of Performance:
19%(48)	29% (53)

#### 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	Introduce common core standards across all grade levels with full fidelity in K-1.	During learning team meetings and common planning, teachers will work together to correlate the NGSS to the Common Core Standards.	Principal Assistant Principal LTF Literacy Coaches	Learning Team Meetings Grade level planning	Reading Running Records Diagnostics data SRI data Fountas and Pinnel assessments FAIR data
2	Struggling with Tier 1 and 2 vocabulary development due to the lack of background knowledge and language development.	School-wide students will be exposed to Tier 1 and Tier 2 vocabulary words during read aloud that will coincide with the IB curriculum	Principal Assistant Principal Literacy Coaches	Mini-conferences with students during walk-troughs with administration and literacy coach.	Fall and Winter Diagnostics FAIR data SRI data
3	Teachers struggle identifying complex level appropriate texts	During learning team meetings, and professional development teachers will work together to identify complex leveled text to use during	Principal Assistant Principal LTF Literacy Coaches	Classroom walk-through by administration and literacy coach.	Reading Logs Fall and Winter Diagnostics FAIR data SRI data Fountas and Pinnel 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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	In grades 3 to 5, all students will continue to achieve a Level 4-6 on the 2012 Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

#### 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	Aligning standards, content materials in a variety of formats and assessments	Access Points will be used to assess student achievement of the benchmark. Reading Running Records and FAIR will also be used to monitor student achievement.	Administration and Literacy Coaches ESE Contact ESE Teachers	Data from the assessments and monitoring of IEP goals will be discussed at SBT /IEP meetings.	Lesson plans classroom walkthrough tool will be utilized Access Points will be monitored, student work samples, progress reports, and report cards. RRR FAIR

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:	By June 2013, students achieving above proficiency in reading will focus on the application and synthesis of knowledge through concept-based projects.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12% (30)	22%(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	Stakeholders are resistant to selecting higher level text for a more rigorous approach to reading.	Stakeholders will be provided with professional resources and training on how to chose more rigorous text.  Lesson plans will include grade level appropriate text based on new complexity levels in Common Core standards.	Principal Assistant Principal Literacy Coaches Teachers	Classroom walk-through by administration and literacy coach. Principal Data Chats Teacher Data Chats	IB planners and curriculum Lesson Plans Classroom observations
2	Insufficient amount of training for teachers.	Provide professional development for acceleration and enrichment students will include literature circles, inquiry based learning, Common Core text complexities and rigorous activities.	Principal Assistant Principal Literacy Coaches	Classroom walk-through by administration and literacy coach. Principal Data Chats	Professional Development agenda/minutes Implementation of lesson plans Professional Development attendance records.
3	Consistently incorporating higher order questions in lesson plans and lesson plans implementation.	Teachers will use research based questioning strategies to incorporate into all content areas. Also to include accountable talk. High order questioning will be included into every lesson plan.	Principal Assistant Principal Literacy Coaches	Lesson plans Classroom observations Principal Data Chat	Lesson plans Classroom observations

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	
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reading. Reading Goal #2b:	By June 2013 we expect to keep our 100% scoring for level 7 and above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Appropriate assessments aligned to FAA	Practice FAA testing strategies throughout the school year	ESE Contact and Administration Literacy Coach ESE Teacher	Lesson plans, practice testing schedule, testing results	The classroom walkthrough tool will be utilized.

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:	Learning gains will be increased to 78% at Forest Park by utilizing a strategic Immediate Intensive Intervention plan (iii) and a remediation plan
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (117)	78% (129)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time constraints to implement programs with fidelity.	Create a strategic differentiated iii plan per grade level, utilizing all instructional staff. Specific programs and strategies before, during or after the instructional day	Principal Assistant Principal Literacy Coaches	Classroom walk-through Coaching model Principal Data Chats	Diagnostic reports EDW reports FAIR data SRI data
2	Insufficient time for remediation during the school day.	Pending budget approval, before school, afterschool, and weekend tutorial will be provided EDW/Diagnostics data will be used to identify student for tutorial	Administration Tutorial coordinator	Weekly attendance and walk-through	Fall and Winter Diagnostic data
3	Inability to remediate students more than a year's growth in a year's time.	Professional Development on Fountas and Pinnell Continuum of Learning.	Administration Literacy Coaches	Professional Development Days Learning Team Meetings	Assessment Reports

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.	By June 2013 students making gains in reading for the Florida Alternate Assessment .
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Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing small group iii instruction focusing on Access Points with consistency and fidelity	Reading iii will be an additional 30 minutes of reading instruction (outside of the 90 minute reading block).	Principal and Assistant Principal ESE Contact Literacy Coach ESE Teacher	Lesson plans will be reviewed during classroom walk-through	The classroom walkthrough tool will be utilized.
2	Time to progress monitoring on a regular basis with the ESE team.	Determine core instructional needs by reviewing all assessment data and IEP goals. Plan differentiated instruction using evidence based instructions/ interventions within the 90 minute reading block.	Administration ESE Contact Literacy Coach	Student progress is assessed using Reading Running Records, progress reports, lesson plans and student work folder.	The classroom walkthrough tool will be utilized

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:	By June 2013, the learning gains in the lowest 25% will be increased to 83% utilizing our Supplemental Academic Instruction teacher and our Intervention teacher. A strategic and data driven plan will be created for the teachers to utilize.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (40)	83% (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	Students struggle with the foundations of letter sound recognition and phonemic awareness	During small group instruction and iii groups teachers will implement the vowel pattern chart and other research based interventions to accelerate students reading.	Principal Assistant Principal Literacy Coaches	Small group/iii lesson plans Principal data chats Modeling through the coaching model	Fountas and Pinnell assessments Diagnostic Data FAIR Data SRI Data EDW Reports
2	A struggle with prescribing students with appropriate student's intervention based on students academic data.	During LTM and Coaching teacher will analyze data and see what resources are available to use for that particular student or group of students.	Principal Assistant Principal Literacy Coaches	Learning Team Meetings Coaching Model	EDW REPORTS Diagnostic DATA Fountas and Pinnell assessments FAIR data SRI Data
3	Consistently including higher-order questions in lesson plans and lesson plan implementation.-	Depth of Knowledge Training	Principal, Assistant Principal and Literacy Coaches	Classroom observations and walk- through	Lesson Plans

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 our school will reduce the achievement gap by 50% 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	38%	43%	49%	55%	60%	

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:	By June 2013 the percentage of students not making satisfactory progress in reading will reduce by 12%. Hispanic students will reduce to 52%, Black 62%, and White 7%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
All: 69% Hispanic: 63% (33) Black: 73% (130) White: 56%	All: 57% Hispanic: 52% Black: 62% White: 40%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	White, Black, and hispanics: teachers face the challenge of utilizing data for differentiated instruction	Analyze data in grade level teams for the Hispanic and Black subgroup delineating students who are below proficiency level and who have not made sufficient gains. Each group will be tracked after each diagnostic assessment.	Principal Assistant Principal Literacy Coaches	Observation and monitoring by Literacy Coach and Administration	Data chats and analysis of Diagnostic reports provided by EDW
2	Whites, Blacks, and Hispanics: Programs implemented without fidelity	Identify students who would benefit from programs designed for ELL students and monitor progress to ensure the correct program is being implemented with fidelity.	Principal, Assistant Principal, Literacy Coaches, ELL Contact	Observation and monitoring by Literacy Coach, ELL contact and Administration	Data chats and analysis of Diagnostic reports, RRR, FAIR, SRI, CORE K-12 assessments and classroom assessments provided
3	Insufficient time for remediation during the school day.	Pending budget approval before school and weekend tutorial.  EDW (diagnostics) will be used to identify students for tutorial.  Tutoring Coordinator will plan lessons to include whole group and small group instructions using a variety of resources	Administration Tutorial Coordinator	Weekly Attendance Walk-through	Fall and Winter Diagnostics
	Insufficient background knowledge on books in the classroom libraries	When planning teachers will plan with more multicultural text. Also	Team Leaders Literacy Coaches administration	Classroom walk-through Lesson plan checks	Data chats, analysis of district approved

4		the librarian will make books lists to help teachers get more multicultural text in the classroom libraries.		assessments
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	By June 2013 the percentage of English Language Learners not making satisfactory progress in reading will reduce by 17%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79%	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	Programs implemented without fidelity	ESOL teachers will utilize the BRIM instructional model during sheltered instruction.	ESOL Contact and Administration	Classroom Walk-through by administrations, classroom observation and follow up by ESOL Contact	Fountas and Pinnell, CELLA
2	Remediation Programs isn't specifically formatted for ELL learners	Utilize Passport for iii and RTI	ESOL Contact and Administration	Classroom observation and follow up by ESOL Contact	Fountas and Pinnell, CELLA
3	Struggling with language acquisition.	Utilizing Rosetta Stone during iii or after school tutorial for those students needing that program	Administration ESOL Contact Tutoring Coordinator	Walk-through Data Chats	Fall and Winter Diagnostics CELLA

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:	By June 2013 the percentage of students with disabilities not making satisfactory progress in reading will reduce by 9%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81%	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	Program not implemented with Fidelity	Teachers in grades three through five will implement the Wilson program with targeted students	ESE contact, Assistant Principal and Principal	Team meetings, classroom observations	Fall and Winter Diagnostic tests, Fountas and Pinnell Assessment System
	Lack of professional development which	Create a learning team consisting of Alternate	ESE Contact, Principal, and	Student progress is assessed using common	mini-assessments and Diagnostics

2	focuses on FAA data analysis	Assessment teachers focusing on FAA data analysis and best practices	Assistant Principal	assessment data	
3	Adequate time for professional development to educate teachers on how to appropriately create student targets and rubrics	Increase time on task through the use of schedules, clear student friendly targets and the use of Marzano's research based strategies	Principal, Assistant Principal and Learning team Facilitator	Formative and summative assessments	Lesson plans and I observation

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:	By June 2013 the percentage of students that are economically disadvantaged not making satisfactory progress in reading will reduce by 12%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71%(172)	59%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Meeting the needs of all learners	Teachers in grades Kindergarten through fifth grade will implement Reader's Workshop with fidelity	administration literacy coaches	Classroom walkthroughs by Principal, weekly team planning meeting, and follow up by coach	Fall and Winter Diagnostic tests, Fountas and Pinnell Assessment System
2	Consistently including higher-order questions in lesson plans and lesson plan implementation.	Provide professional development on Depth of Knowledge to classroom teachers and special area teachers.	Assistant Principal and Literacy Coaches	Lesson Plan review, classroom walk through	Lesson Plans
3	Making distinctions between learning goals and learning activities or assignments	Setting and Communicating Learning Goals to establish clear learning targets	Learning Team Facilitator and Principal	Data from the mini-assessments and Common Assessments will be discussed at PLC meetings using the Data-Feedback-Strategy form	The classroom walkthrough tool will be utilized.

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
Vowel Pattern Chart Training	K-2	Literacy Coaches	Teachers in K-2, ESE and ELL	LTM Team Meetings	Lesson Plan Collection and CWT by administration and reading coach	Principal

Reader's Workshop	K-5	District Personnel and Literacy Coaches	School-wide	Early Release October Team Meetings	Observations by Literacy Coach and Administration	Principal
Using Small group instruction to meet individual student needs	Kindergarten through fifth grade	Literacy coaches	School-wide	LTM, Faculty meetings, grade level meetings.	Observations by reading coach and administration Lesson Plan checks	Principal, Assistant Principal and literacy coach
How to use RRR and other data to provide small group instruction while matching text to students' reading ability.	Kindergarten through fifth grade	Literacy Coaches	School-wide	LTM, Faculty meetings, grade level meetings.	Observations by reading coach and administration Review of Running Reading Record and feedback Lesson Plan checks	Principal, Assistant Principal and literacy coach
Wilson and Foundations training	K-2	District Training provided through Curriculum	Select teachers in grades K-2	As offered by District personnel (two teachers will be trained during preschool, two in the month of October) others as accepted into district trainings.	Observations by reading coach and administration Lesson Plan checks	Principal, Assistant Principal and literacy coach
Leveled Literacy Intervention training	k-3	District Personnel	School-Wide	continous through the year	Observations by reading coach and administration	Principal, Assistant Principal and literacy coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Invention for Tier III students	.5 Resource Teacher	Title I	\$31,822.00
Teachers in grades Kindergarten through fifth will continue implementation of Reader's Workshop	Classroom supplies for Reader's Workshop. Chart paper, copy paper, pens, etc.	Title I	\$1,000.00
			Subtotal: \$32,822.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Improve reading skills for students not meeting proficiency	RAZ Kids License	Title I	\$500.00
			Subtotal: \$500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Students struggle with the foundations of letter sound recognition and phonemic awareness.	LLI and Foundations	Title I	\$4,000.00
Teachers in grades Kindergarten through fifth grade will continue implementation of Readers Workshop, LLI and Foundations	Subs for teachers to attend workshops on Readers Workshop, LLI and Foundations	Title I	\$2,500.00
Teachers in grades Kindergarten through fifth grade will continue implementation of Readers Workshop, LLI and Foundations	K-2 Literacy Coach	Title I	\$67,588.00
			Subtotal: \$74,088.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount



No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Grand Total: \$107,410.00			

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:			By June 2013, the Students scoring proficient on the CELLA will increase by 10%.		
2012 Current Percent of Students Proficient in listening/speaking:					
29% (75)					
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 oral language development	Bilingual aide, CLF, to assist in Daily Oral Language activities for selected students K-5 in the early stages of language acquisition (ELDC, b and L1)	Principal Assistant Principal ESOL Coordinator	Classroom walk-through  Learning Team meetings	CELLA
2	Insufficient time to enhance students' language acquisition during the school day.	After school Language Club to assist students and their families in language acquisition using Rosetta Stone Language Learning program	Principal Assistant Principal ESOL Coordinator	Classroom walk-through  Learning Team meetings	CELLA

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal #2:			By June 2013, the Students scoring proficient on the CELLA will increase by 10%.		
2012 Current Percent of Students Proficient in reading:					
18% (45)					
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
	Lack of vocabulary development and prior	Reading strategies training for ESL and	Administration ESOL Coordinator	Classroom walk - through	CELLA

1	knowledge	regular teachers using Readers and Writers workshop and the learning continuum		Learning Team meetings	
2	The ability to bridge the gap between limited speakers and proficient readers.	Encourage collaboration between the classroom teachers and the ESOL teachers by creating opportunity during LTMs to identify low performing area and strategies for remediation and differentiation instruction	Administration ESOL Coordinator	Classroom walk-through Learning Team meetings	CELLA

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

3. Students scoring proficient in writing.

CELLA Goal #3:

By June 2013, the Students scoring proficient on the CELLA will increase by 10%.

2012 Current Percent of Students Proficient in writing:

11% (28)

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 teacher training of implementing Writers Workshop incorporating strategies that will increase ELL student performance.	Writing strategies training for ESL and regular teachers	Administration ESOL Coordinator	Classroom walk-through Learning Team meetings	CELLA
2	Insufficient training on how to use the anchor papers to Increase the number of ELL students reaching proficiency	Create targeted small group Writing instruction opportunities for 4th grade ELL students according to language proficiency levels and writing performance levels	Administration ESOL Coordinator	Classroom walk-through Learning Team meetings	CELLA

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Improve reading skills for students not meeting proficiency	Oral Language, LLI Rosetta Stone	Title I	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

Subtotal: \$0.00

**Professional Development**

Strategy	Description of Resources	Funding Source	Available Amount
ESOL teachers will continue implementation of Oral Language, LLI and Rosetta Stone	Subs for teachers to attend workshops for Oral Language, LLI Rosetta Stone	Title I	\$648.00

Subtotal: \$648.00

**Other**

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

Subtotal: \$0.00

**Grand Total: \$1,148.00**

*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:	By June 2013 students achieving proficiency in math will increase to 35%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (63)	35% (57)

### 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 time during rotational Math block to review previous taught Big Ideas.	Teachers will utilize a daily problem of the day using as much math vocabulary as possible.	Administration, Coach	Observation, Monitoring, And Feedback	Diagnostics, classroom walkthroughs
2	Analyzing student performance and assessment data and used as a basis for providing specific levels of differentiated instruction	Create and implement Instructional Focus Calendar (IFC) for all math classes	Principal Assistant Principal Math Coach	The administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walk-throughs.	Effectiveness will be determined through the printout of results of assessments (Common CORE Assessments, mini-assessments, SSS Fall and Winter Diagnostics).
3	Aligning Go math curriculum with the rigor of the FCAT assessments	Math coach will make chapter tests for grades 3-5 in CORE k-12 using the FCAT test maker. Aligning with curriculum and the FCAT assessments.	Administration Math Coach	Observation, Monitoring, Modeling & Feedback	Diagnostics and data analysis of Common CORE assessments.
4	Lack of time during block to review previous taught Big Ideas.	Teachers will utilize a problem of the day daily and incorporate Math vocabulary.	Administration Math Coach	Observation, Monitoring, and Feedback	Diagnostics, 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 Levels 4, 5, and 6 in mathematics.  Mathematics Goal # 1b:	In grades 3 to 5, an increase in achievement levels of Level 4-6 on the 2013 Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The use appropriate manipulatives	Increased hands-on activities and the use of manipulatives to reinforce mathematics concepts	Administration Math Coach ESE Contact ESE teachers	Math resource teacher will assist teachers in the creation of centers, stations, and administration will ensure activities are implemented	Progress of students on 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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	By June of 2013, the students reaching high standards will maintain or increase their level of proficiency 22%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12%(31)	22% (28)

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	Consistently including higher-order questions in lesson plans and lesson plan implementation	Team planning with higher order questions identified to used during lesson delivery.  Unpack benchmark standards	Administration Coach	Observation, Monitoring, Modeling & Feedback	Lesson Plans
2	The comprehensive support services for specific students are limited (providing targeted support services)	Teacher will provide support to these students.	Administration, Coach	Observation, Monitoring, Modeling & Feedback	Fall and Winter Diagnostics
3	Aligning word problems to Test Item Specifications	Word problems are incorporated into every mathematics lesson and all homework sets	Principal Assistant Principal Math Coach	Lesson plans will be reviewed during classroom walk-throughs	The Classroom Walkthrough tool will be utilized  CORE k-12

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 to 5, an increase in achievement levels of Level 7 and above on the 2013 Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Using strategies to solve word problems.	As a single school culture, implement a problem Solving strategy called RUPSE. These are steps taken to solve a word problem.	Administration Math Coach ESE contact ESE teachers	Lesson plans will be reviewed during classroom walk-throughs	The classroom walkthrough tool will be utilized.

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal # 3a:	By June 2013 the students that achieve learning gains will increase by 10 percent
2012 Current Level of Performance:	2013 Expected Level of Performance:
69%(120)	79% (108)

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' lack of mathematics vocabulary	Math word walls, versatile, implement a school wide color coding system with word walls so that students become familiar with how to read word walls. Word walls in Cafeteria and Atrium to give the most exposure possible.	Math Coach	Observation, Monitoring, Modeling & Feedback	Coaches Log, Classroom walkthroughs
2	The use of appropriate manipulatives	Increased hands-on activities and the use of manipulatives to reinforce mathematics concepts	administration math coach	Observation, Monitoring, and FTSM	Coaches log, Classroom walk-throughs
3	Consistent attendance of tutorial students	Afterschool tutorial will be provided for struggling students.	Tutorial Contact Principal Assistant Principal	Student progress is assessed using the CORE k-12 Assessments/Diagnostic data each month.	CORE K-12 Assessment data will be analyzed using the Data Feedback Strategy method.

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 3 to 5, an increase in achievement levels making gains on the 2013 Florida Alternate Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The use appropriate manipulatives	Increased hands-on activities and the use of manipulatives to reinforce mathematics concepts	Administration Math Coach ESE contact ESE teachers	Math resource teacher will assist teachers in the creation of centers, stations, and administration will ensure activities are implemented	Progress of students on 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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	By June 2013 students in the lowest 25% will increase their learning gains to 83%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73%(40)	83% (36)

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 prior knowledge to real world experiences that would help problem solving.	Implement virtual field trips through the use of technology, and build professional learning communities	Administration, Coach, Mentor Teachers	Observation, Use of Distant Learning Labs and Mentoring Teachers	Galvanizing Change in Mathematics and Science Education Grant
2	Lack of time for remediation during the school day. Provide after-school tutorial.	Pending budget approval before school and weekend tutorial.	Administration, coaches	Weekly attendance and walkthroughs.	Fall and Winter Diagnostics
3	the comprehensive support services for specific students are limited (providing targeted support services)	Identify students that are L25% in just math and provide iii services during the day by one grade level teacher, math tutorial	Math Coach	Observation and Follow Up	Data Notebooks, Lesson Plans

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 the school will reduce their gap in achievement by 50%					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	39%	44%	50%	55%	61%	

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	By June 2013 the percentage of students not making
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satisfactory progress in mathematics. Mathematics Goal #5B:	satisfactory progress in math will reduce by 6%. Hispanic students will reduce to 46%, Black students 58%, White students 40%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White - 53% (11) Black - 68% (122) Hispanic - 48% (25)	White - 40% Black - 58% (110) Hispanic - 46%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of understanding of how to use manipulatives to teach concepts.	Training for use of math manipulatives	Math Coach and District Support Team	Observation and Follow Up	Coaches Log, Classroom Walkthroughs
2	Not enough time in math block to utilize new math series and implement differentiated instruction.	Modeling of math block to utilize it effectively	Math Coach Administration	Observation, Monitoring, Modeling and Feedback	Observation, Monitoring, Modeling and Feedback.
3	Lack of time for remediation during the school day.	Pending budget approval before school and weekend tutorial. EDW (diagnostics) will be used to identify students for tutorial. Math Coach will plan lessons to include whole group and small group instructions using a variety of resources.	Administration Math Coach	Weekly attendance and walkthroughs	Fall and winter diagnostics
4	Lack of time for remediation during the school day.	Pending budget approval before school and weekend tutorial. EDW (diagnostics) will be used to identify students for tutorial. Math Coach will plan lessons to include whole group and small group instructions using a variety of resources.	Administration, Math coach	Weekly attendance and walk-throughs.	Fall and Winter Diagnostics

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:	By June 2013 the percentage of English Language Learners students not making satisfactory progress in math will reduce by 8%
2012 Current Level of Performance:	2013 Expected Level of Performance:
69%	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
	Insufficient	Training for use of math	Math Coach and	Observation and Follow	Coaches Log,



1	understanding of how to use manipulatives to teach concepts.	Manipulatives	District Support Team	Up	Classroom Walkthroughs
2	Lack of prior knowledge to real world experiences that would help problem solving.	Implement virtual field trips through the use of technology, and build professional learning communities.	Administration, Coach, Mentor Teachers ESOL coordinator	Observation, Use of Distant Learning Labs and Mentoring Teachers	Galvanizing Change in Mathematics and Science Education Grant
3	Knowing when to adjust instruction	Make adjustments in instruction (e.g., pace, modality, questioning, and collaborative structures) for all ELL students in the classroom based on students' engagement throughout a lesson.  Making learning goal rubrics to better reach student needs.	Principal Assistant Principal Math Coach ESOL coordinator	Math coach will assist teachers in the creation of lessons, stations, and administration will ensure activities are implemented.	Progress on student progress

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:	By June 2013 the percentage of students with disabilities not making satisfactory progress in math will reduce by 8%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70%	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	Not enough time in math block to utilize new math series and implement differentiated instruction	Modeling of math block to utilize it effectively	Math Coach District Support Team	Observation, Monitoring, Modeling & Feedback	Coaches Log, CWT
2	Students' lack of mathematics vocabulary	Math word walls, versatile, color coded word walls, and word walls in the Cafeteria and atrium.	Math Coach, District Support Team and Administration.	Observation, Monitoring, Modeling & Feedback	Coaches Log, Classroom Walkthroughs
3	The comprehensive support services for specific students are limited (providing targeted support services)	ESE teacher to support these students with hands on manipulatives	Administration, Coach, ESE Coordinator	Observation, Monitoring, Modeling & Feedback	Fall and Winter Diagnostics IEP goals

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:	By June 2013 the percentage of students who are economically disadvantaged not making satisfactory progress in math will reduce by 7%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

63%						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	Parents do not have prior knowledge of the curriculum or language to help their children with homework.	Math Night Flash Cards to assist at home	Administration Math Coach Classroom Teacher	Observations	Fall & Winter Diagnostics and FCAT	
2	Insufficient time for remediation during the school day.	Pending budget approval before and weekend tutorial.  EDW (diagnostics) will be used to identify students for tutorial.  Math Coach will plan lessons to include whole and small group instructions using a variety of resources.	Administration, coaches	Weekly attendance and walkthroughs	Fall and & Winter Diagnostics	
3	Parents do not have the education or language to help their children with homework	FCAT Parent Nights	FCAT Parent Nights	Observations	Fall and Winter Diagnostics and FCAT	
4	Students' lack of mathematics vocabulary	Color Coded Word walls and versatiles. More exposure to vocabulary with word walls in cafeteria and atrium.	Math Coach and District support team	Observation, Monitoring, Modeling & Feedback	Coaches Log and classroom walkthroughs	

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
Unpacking the standard	K-5	Area I Math Specialist	K-5 homeroom teachers	LTM September	Coaches Observations, Monitoring, Modeling and Feedback	Administration Math Coach
Galvanizing	K-5	District Personnel, Galvanizing lead teachers, Coach	K-5	Early Release	Coaches Observations, Monitoring, Modeling and Feedback	Administration Math Coach
Math Manipulatives (Grab & Go kits) Grouping of students to provide small group instruction	K-5	Math Coach	K-5 Homeroom teachers	By Grade Level through LTM and afterschool trainings.	Coaches Observation, Monitoring, Modeling and Feedback	Administration Math Coach
Rotational Model	K-5	Area I Math Specialist, Math Coach	K-5	LTM September	Coaches Observation Monitoring and Feedback	Administration, Math Coach
		District Math		As provided	Classroom walkthroughs, Lesson	

Strategies Training	K-5	Specialist in the Curriculum Department	K-5 (1 teacher per grade level)	through district's curriculum department	plans, Team notes documenting the facilitation of information	Administration Math Coach
Common Core	K-5	District Math Specialist in the Curriculum Department	K-5	As provided through district's curriculum department	Coaches Observation, Monitoring, Modeling and Feedback	Administration Math Coach

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
Math series training, modeling by coach and capacity support team planning.	Math Coach	Title I	\$67,588.00
			Subtotal: \$67,588.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Working with students in the lower 25% in math	tutorial	title I	\$9,000.00
			Subtotal: \$9,000.00
			<b>Grand Total: \$76,588.00</b>

End of Mathematics Goals

## Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.		In grade 5, an increase of 10% of students will score a Level 3 or above on the 2013 Science FCAT.			
Science Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
22% (18)		32% (20)			
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
	Providing lab experiments on a	Utilize hands-on laboratory experiments	Administration IB Coordinator	Every K-5 class will conduct at least two	The classroom walkthrough tool

1	regular and consistent basis.	(in the classroom setting). Participate in the district Science Fair.	5th Grade Team Leader	hands-on lab lessons weekly.  Participation in the District Science Fair	will be utilized, progress on student assessments, and lesson plans.
2	Students have no prior knowledge of concepts or vocabulary.	Hands on experiments, differentiated instruction, teaching for conceptual understanding, science notebooks, tutoring and incorporate science literature that will enhance students' vocabulary. Also a Science Word Wall.	Administration IB Coordinator 5th Grade Team Leader	Classroom walkthroughs by Principal, classroom observations and follow up by IB Coordinator	Coaches Log, discussion in team meetings
3	Provide real world experiences relevant to student's gender, ethnicity, age and culture.	Provide real world science experiences and engaging activities	Administration IB Coordinator 5th Grade Team Leader ESE Contact	Lesson plans will be reviewed during classroom walkthroughs	The classroom walkthrough tool will be utilized.

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, students will increase in achievement levels scoring a Level 4-6 on the 2013 Science Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Provide real world experiences relevant to student's gender, ethnicity, age and culture.	Provide real world science experiences and engaging activities.	Administration ESE Contact IB Coordinator ESE Teacher	Lesson plans will be reviewed during classroom walkthrough	The classroom walkthrough tool will be utilized.

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:	By June 2013 the amount of students proficient in science will increase to 14%
2012 Current Level of Performance:	2013 Expected Level of Performance:
4% (3)	14% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Consistently including higher-order questions and key concepts in lesson plans and lesson plan implementation	Plan with coach and team and identify higher order questions that can be used during lesson delivery	Administration IB Coordinator 5th grade team leader	Classroom walkthroughs by Principal, classroom observation and follow up by IB Coordinator	Discussion in team meetings
2	insufficient time to incorporate more in class hands on experiments.	School-wide participation school and district Science Fair.	IB Coordinator 5th Grade Team Leader Teachers	Approval guide and school science fair	science fair projects with rubric of guidelines.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.  Science Goal #2b:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Analyzing student performance and assessment data and used as a basis for providing specific levels of differentiated instruction.	Plan targeted intervention for student. Interventions will be matched to individual student needs, be evidence based, and provided in addition to the core.	Administration ESE Contact IB Coordinator	Data from the Science Assessments	The classroom walkthrough tool will be utilized.

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
Structured and guided inquiry based instruction and use of PYP best practice strategies	K-5	Literacy coach and IB Coordinator	K-5	Team Meetings after school	Observation and feedback	IB Coordinator
Science NGSSS	K-5 (new staff and all 5th grade teachers)	District Support Staff	K-5 (new staff and all 5th grade teachers)	Team Early Release		
Science Notebooks	K-5 (new staff)	Administration, IB Coordinator District Support	K-5 (new staff)	Team Early Release/one time	Observation and feedback of science notebooks and teacher strategies of utilizing	IB Coordinator 5th Grade Team Leader

					notebooks	
Gizmos	5	IB Coordinator	Grade 5 New Teachers	Team Meeting after school	Observation and feedback of use of gizmos during lesson delivery.	5th Grade Team Leader

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.		By June 2013 the students achieving level three and higher will increase to 93%.			
Writing Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
92% (69)		93% (70)			
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	Increased grading standards with a focus on conventions	Renewed focus in writing conventions in addition to organization and support. Peer and teacher	Fourth Grade Team Leader Principal Assistant Principal	Data chats and goal setting/reflections with staff and students.	FCAT Writes 2013 Palm Beach Writes Writer's Notebook

		conferencing.			
2	Lower base line levels for incoming students	Differentiated and data driven instruction Use of anchor papers and scoring rubric during instruction.	Fourth Grade Team Leader Principal Assistant Principal		FCAT Writes 2013  Palm Beach Writes Writers Notebook

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Insufficient amount of professional development which focuses on FAA data analysis.	Create a learning team consisting of Alternate Assessment teachers focusing on FAA data analysis and best practices	ESE Contact LTF Administration IB Coordinator	Student progress is assessed using common assessment data.	Improvement on common assessments.

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

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

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

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Renewed focus in writing conventions in addition to organization and support	Supplies for Writer's Workshop, paper, chart paper, pens	Title I	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Lack of differentiated instruction training for instructional staff	Subs for staff to attend Writer's Workshop	title I	\$1,150.00
			Subtotal: \$1,150.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Integrating writing throughout other subject areas and provide assistance through tutoring before and after school.	Tutorial	Title I	\$5,500.00
			Subtotal: \$5,500.00
			<b>Grand Total: \$7,150.00</b>

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 2013 school year, the number of students in attendance on a daily bases at Forest Park Elementary will increase to a 100% and decreasing the number of student with excessive tardiness by 50%			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
82%		100%			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
118		59			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
95		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	Ensuring that staff is actively following the plan for absent students	Teacher will call home after a child is absent for two consecutive days and or three tardies. Calls will be documented on the attendance sheet.	Attendance Clerk Guidance Counselor / Assistant Principal	Daily review of attendance by the attendance clerk and weekly review of absences by the Assistant Principal	Weekly attendance reports
	Student contact information changes	A letter will be sent home requesting	Assistant Principal, Data	Communication between school and	Terms



2	without being update with the school.	updated contact information when contact information is no longer accurate.	Processor and Guidance	home	
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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
Attendance Procedures	K-5	Assistant Principal Guidance Counselor	School-wide	Faculty Meeting	Follow up training for individuals will be provided if a need is found based on failure to follow the procedures.	Guidance Counselor Assistant Principal

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	During the 2012-2013 school year, it is expected that the number of days a student is suspended (in school or out of school) will decrease.

2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
4	2
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
3	1
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
83	53
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
51	31

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	Consistent implementation school wide	Implement a single school culture for behavioral expectations (line walking, lining up in number order, agendas as a means for home to school communication, etc).	Assistant Principal Principal Positive Behavior Support Team	Informal observations	Discipline reports
2	Teachers consistency and students reaction to the plan.	Implement a school behavior management plan to include consequences for appropriate and inappropriate behavior, ROARS.	Assistant Principal, Guidance, Principal, Positive Behavior Support Team	Analysis of discipline referrals and in and out of school suspensions	Discipline reports
3	Insufficient positive reinforcement for students exhibiting IB profile.	Implement a plan, using tiger paws, to catch students demonstrating the IB traits	Assistant Principal, Guidance, Principal, Positive Behavior Support Team	Decrease in the number of student referrals	Discipline reports

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

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

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

Single School Culture and School Wide management plan.	All subjects and grade levels	Principal Assistant Principal	School Wide	Pre-School	Analysis of discipline data will determine which staff members need follow up training in addition to tweaks that need to be made to the plan.	Principal Assistant Principal
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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:		By June 2013, the number of volunteers, whether parental or community business partners, will increase their time spent volunteering at Forest Park by at least 20 percent.			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
Last school year (2011-2012), there was a total of 6,400 volunteer hours logged		Our goal for the 2012-2013 school year is at least 7000 volunteer hours.			
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
	Many of our parents from within our SAC boundary work several jobs. Therefore it is not	Coordinator will recruit, train, and "match up" potential volunteers with teachers who	IB Coordinator	Sign In sheets from school events.  Track volunteer hours	Volunteer hours logged into VIPS  Sign In sheets

1	easy for them to volunteer.	want them. Also, through the use of student agendas and sending flyers home in English, Spanish, and Creole			from school events.  Student agendas
2	Low interest from community business members willing to support the school	Continue to recruit and strengthen our PTA and "Parents of IB" Committee, as well as utilize local clubs such as the Boynton Chamber of Commerce and Rotary Club	IB Coordinator	Monitor the membership of the PTA and Parents of IB Committee. Also continue to refine and develop our "Recruitment and Volunteer" plans.	Volunteer hours logged onto VIPS.  Also agendas and attendance forms from PTA and Parents of IB meetings.
3	Forest Park has a very high ESOL population which, in turn, makes communication difficult with parents.	Add a "Volunteer Link" onto our school web page via EdLine	IB Coordinator, ITSA, and EdLine Contact at school site	Ask potential volunteers how they found out about our volunteer program	Volunteer hours logged onto VIPS. Also the use of a "tracker" to count the number of "hits" on the volunteer link on our web site (if possible)
4	Many of our parents rarely have time to come in and conference with teachers. And their lack of knowledge with how to understand the District report cards.	All parents will be required to attend Mandatory Report Card Conferences each trimester. There will be a week window in which parents must set up a conference with teacher. And during that week there will be one night assigned to each grade where the teachers will volunteer their time and stay later for those working parents.	Administration	Sign-In Sheets for each teacher.	Sign In Sheets
5	Parents failure to understand how Title 1 funds and resources support the school	At least two times per year the school will hold a meeting to discuss Title 1 programs. Parents will be invited via school notices, school marquee, phone call home in native language. Parents will be asked to provide input based on the review of the Title I survey results to assist with the development of the School-Parent-Compact and the Parent Involvement Plan.	Assistant Principal	Sign In Sheets, minutes and Agenda	Sign In Sheets and minutes.
6	Lack of parental feedback regarding areas of strengths and weaknesses	SAC members will complete two feedback forms (mid year and end of the year) regarding areas such as school to home communication, implementation of programs, curriculum support, etc.	Administration and SAC President	Information will be analyzed in order to improve areas of concern as addressed on the feedback form	Feedback Form

(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
Edline Training	School-wide	Edline Liaisons	School-wide and Parents	September 2012	Monitoring of monthly updates by instructional staff	Principal
Report Card Conference Night	School-wide	Administration / Teachers	School-wide and parents	One time every trimester	Sign in sheets	Administration
Curriculum Nights	School-wide	Coaches	School-wide and Parents	Monthly starting in September.	Feedback forms, sign in sheets, attendance	Academic coaches and Administration
Building Ties between home and school. Train the trainer	K-5	Assistant Principal	All staff	November Faculty Meeting	Conference notes, agendas	Assistant Principal & Principal
Cultural Sensitivity	K-5	Guidance Counselors	All Staff	January PDD	Conference notes, agendas	Guidance Counselors, Assitant Principal and Principal
How to form a Family Friendly School	K-5	Assistant Principal	All staff	March PDD	Conference notes, agendas, monitoring	Assistant Principal and Principal

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
Increase parent communication through newsletters, flyers, edline, and parentlink, student handbook and folders	Supplies for newsletters, parent meetings	Title I	\$3,250.00
			Subtotal: \$3,250.00
			<b>Grand Total: \$3,250.00</b>

End of Parent Involvement Goal(s)

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

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

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

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

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

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

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

STEM Budget:

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

End of STEM Goal(s)

## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Invention for Tier III students	.5 Resource Teacher	Title I	\$31,822.00
Reading	Teachers in grades Kindergarten through fifth will continue implementation of Reader's Workshop	Classroom supplies for Reader's Workshop. Chart paper, copy paper, pens, etc.	Title I	\$1,000.00
CELLA	Improve reading skills for students not meeting proficiency	Oral Language, LLI Rosetta Stone	Title I	\$500.00
Writing	Renewed focus in writing conventions in addition to organization and support	Supplies for Writer's Workshop, paper, chart paper, pens	Title I	\$500.00
				Subtotal: \$33,822.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Improve reading skills for students not meeting proficiency	RAZ Kids License	Title I	\$500.00
				Subtotal: \$500.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Students struggle with the foundations of letter sound recognition and phonemic awareness.	LLI and Foundations	Title I	\$4,000.00
Reading	Teachers in grades Kindergarten through fifth grade will continue implementation of Readers Workshop, LLI and Foundations	Subs for teachers to attend workshops on Readers Workshop, LLI and Foundations	Title I	\$2,500.00
Reading	Teachers in grades Kindergarten through fifth grade will continue implementation of Readers Workshop, LLI and Foundations	K-2 Literacy Coach	Title I	\$67,588.00
CELLA	ESOL teachers will continue implementation of Oral Language, LLI and Rosetta Stone	Subs for teachers to attend workshops for Oral Language, LLI Rosetta Stone	Title I	\$648.00
Mathematics	Math series training, modeling by coach and capacity support team planning.	Math Coach	Title I	\$67,588.00
Writing	Lack of differentiated instruction training for instructional staff	Subs for staff to attend Writer's Workshop	title I	\$1,150.00
				Subtotal: \$143,474.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Working with students in the lower 25% in math	tutorial	title I	\$9,000.00
Writing	Integrating writing throughout other subject areas and provide assistance through tutoring before and after school.	Tutorial	Title I	\$5,500.00
Increase parent				



Parent Involvement	communication through newsletters, flyers, edline, and parentlink, student handbook and folders	Supplies for newsletters, parent meetings	Title I	\$3,250.00
				Subtotal: \$17,750.00
				Grand Total: \$195,546.00

## 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.

[View uploaded file](#) (Uploaded on 9/25/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Purchase LLI kits, teacher incentives and supplies.	\$4,500.00

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

As a team will go out into the local businesses and outreach the importance of their continued support. also at any other extracurricular activity we will have a School Advisory Council table in where parents can ask questions about the SAC.

# 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 FOREST PARK ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	52%	50%	85%	43%	230	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	60%	56%			116	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	66% (YES)	57% (YES)			123	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					469	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District FOREST PARK ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	55%	63%	71%	22%	211	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	63%	73%			136	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?	63% (YES)	85% (YES)			148	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					495	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested