

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: GOLDEN GROVE ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Kathryn M. Koerner

SAC Chair: Teresa Stanco

Superintendent: E. Wayne Gent

Date of School Board Approval: January 2011

Last Modified on: 10/15/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Kathryn M. Koerner	BS- Elementary Education, University of Central Florida; Master of Education- Educational Leadership, Florida Atlantic University; Principal Certification- State of Florida; Elementary Education; English for Speakers of Other Languages	4	8	Principal of Golden Grove Elementary 2008-2012 Grade: A- 590 total points Assistant Principal of Pierce Hammock 2004-2008 Grade A- all years. Met AYP 2005,2006, 2008. Provisional Status-2007
		BS-Elementary Education with ESOL			Assistant principal of Golden Grove Elementary School 2011

Assis Principal	Philip C. Preddy	Endorsement, Florida Atlantic University; Master of Educational Leadership, Nova Southeastern University.	3	3	Grade A- 590 total points Teacher on Special Assignment as Assistant Principal at Grassy Waters Elementary. Grade A 567 points. 2010 Ayp - 100% met. Grade A 2005-2010. AYP '09 - 92%, '08 - 100%, '07 - 100%, '06 - 96%.
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INSTRUCTIONAL COACHES

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

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

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Build capacity with interim teachers and practicum/internship students for future hire.	Mentor Teachers	On-going	
2	Modeling and mentoring for beginning teachers and any teacher that is teaching a new content area.	Mentor Teachers	On-going	
3	Professional Development Opportunities	PDD Team	On-going	
4	Provide a working environment that is clean, safe, and caring.	Administration, Custodians, and Hospitality Committee	On-going	
5	Provide opportunities for professional collaboration through Learning Team Meetings, Team Meetings, Professional Development Workshops at the school, district, and state level.	Administration, PDD Team, LTM Team Leaders.	On-going	
6	Hire Highly Qualified teachers and paraprofessionals.	Principal	On-going	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Currently, all instructional staff and paraprofessionals are Highly Effective Instructors.	Any instructional staff or paraprofessional that is not highly effective, would receive professional development opportunities to become highly effective. They would be assigned to a teacher mentor to assist with lesson planning and model lessons for them. The non-highly effective instructional staff would

also be supported through professional collaboration such as Learning Team Meetings, Grade Level Meetings, and book studies.

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
42	2.4%(1)	4.8%(2)	31.0%(13)	61.9%(26)	31.0%(13)	100.0%(42)	14.3%(6)	0.0%(0)	95.2%(40)

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
Carol Lenhart	Jennifer Ortiz	1st year teacher	ESP program, observations, lesson support.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Services and materials are provided to ensure students requiring additional remediation are assisted through a variety of additional instruction opportunities and after school programs, tutorial, and/or summer school. Professional Development may be funded through the use of Title I funds with resources needed in Reading and Math classrooms. Also, the district coordinates with Title I schools ensuring staff development needs are provided. Title I funds family involvement activities throughout the year in the core curriculum areas coordinated by the Parent Liaison. A School Resource teacher is a Title I funded position. This resource position will provide additional instruction in a small group setting to those students in need of additional instruction to achieve proficiency in reading and math.

Title I, Part C- Migrant

Not Applicable

Title I, Part D

Not Applicable

Title II

Not Applicable

Title III

Services are provided through the District for educational materials and ELL District Support Services to improve the education of Immigrant and English Language Learners.

Title X- Homeless

The District provides guidance and materials for students attending the school under the McKinney-Vento Act. This provides

students with a free and appropriate education. The school works hard to assist students who register at the school under the "Homeless" designation.

Supplemental Academic Instruction (SAI)

Diane Kinne, SAI Instructor, will provide 30 to 45 minutes of additional reading instruction for second and third grade students whose assessment scores identify as needing intensive immediate intervention in second and third grade.

Violence Prevention Programs

School-wide Bullying Provention, anti-drug, and conflict resolution curriculum will be provided by the Guidance Counselor and/or teachers. School-wide implementation of the SwPBS positive behavior program. Single School Culture and Appreciation for Multicultural Diversity.

Nutrition Programs

The school will participate in the Power Up program, where all students are provided with breakfast at no cost. Teachers and staff will encourage all students to eat a good breakfast and a healthy lunch. The cafeteria staff will monitor students buying lunch to ensure that they are selecting items to create a balanced lunch. The cafeteria bulletin boards will be maintained and will include nutritional information.

Housing Programs

Not Applicable

Head Start

Not Applicable

Adult Education

Not Applicable

Career and Technical Education

The school's Guidance Counselor, Lori Bednarek, organizes a school-wide Career Day. Parents and community members, such as police, fire, and various other community businesses, present break-out sessions informing students about the many different work-related opportunities. There is also a display of different career vehicles in the parking lot for students to see and experience.

Job Training

Not Applicable

Other

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

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

1. Administration: Provides initial and continuing professional development opportunities, provides a common vision for the use of data-based decision making, leads effort to create infrastructure for school-wide implementation of RtI procedures, communicates with parents regarding school-based RtI plans and activities, provides necessary technology, materials, resources, and professional development to staff, ensures the fidelity of RtI implementation through routine scheduling, periodic observation, and discussion with RtI Leadership Team and school staff
2. School Psychologist: Participates in collection, interpretation, and analysis of data, facilitates in data collection and development of intervention plans, provides support for data collection and intervention fidelity and documentation, facilitates data-based decision making activities
3. ESE Teachers: Collect data on individual students, collaborates with general education teachers to assist in data collection an implementation of interventions
4. Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction
5. Select General Education Teachers: Collect data on individual students, provides information about core instruction, collaborates with others staff to implement Tier 2 interventions, administer assessments and chart and evaluate results, provide assessment and student progress information to parents
6. Resource Teachers: Assists in identifying appropriate, evidence-based interventions strategies, assists with whole school screening programs to identify students who may be considered "at risk", provides professional development to school staff, assists in data collection, data analysis, and progress monitoring

7. Nurse: provides information on students who have or may have medical conditions which effect school performance
8. Guidance Counselor and Intervention Resource Teacher - Coordinate meeting, set Agenda, implement Tiers of strategy as needed.
9. ESOL Contact provides information about, and interventions for, ELL students. Serves as a liaison between teachers and ELL students.
10. Parent Liaison - Serve as a link between home and school to equip parents with the tools necessary to help their child succeed through the RtI process.

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

The school-based RtI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team.

The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which 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 (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

The four steps of the Problem Solving Model are:

(1) Problem Identification entails identifying the problem and the desired behavior for the student. (2) Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem. (3) Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented. (4) Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

*Problem Solving & Response to Intervention Project 2008

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

Members of the school-based RtI Leadership Team will meet with the School Advisory Council (SAC) and will help develop the SY13 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 include, but are not limited to, the following:
FCAT scores and the lowest 25%, the 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:

- Florida Comprehensive Assessment Test (FCAT)
- Curriculum Based Measurement
- Florida Assessment for Instruction in Reading (FAIR)
- Palm Beach County Fall Diagnostics
- Palm Beach Writes
- K-3 Literacy Assessment System
- Scholastic Reading Inventory (SRI)
- Diagnostic Assessment for Reading (DAR)
- Progress Monitoring and Reporting Network (PMRN)
- Comprehensive English Language Learning Assessment (CELLA)
- Office Discipline Referrals

Retentions
Absences

Midyear data:

Florida Assessment for Instruction in Reading (FAIR)
Diagnostic Assessment for Reading (DAR)
Palm Beach County Winter Diagnostics
Palm Beach Writes
Progress Monitoring and Reporting Network (PMRN)
Scholastic Reading Inventory (SRI)
K-3 Literacy Assessment System

End of year data:

Florida Assessment for Instruction in Reading (FAIR)
Florida Comprehensive Assessment Test (FCAT)
FCAT Writes

Frequency of required Data Analysis and Action Planning Days: Once within a cycle of instruction (refer to appropriate focus calendar) or as needed on an individual student's needs.

Describe the plan to train staff on MTSS.

Professional development on the RTI procedures will be provided during Learning Team meetings, faculty meetings, and/or Professional Development Days (PDD). The RtI Team will also evaluate the need for additional professional development during the weekly RtI meetings and training will be provided when and if a need is indicated.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The team members include:

Kathryn Koerner Principal;
Philip Preddy Assistant Principal;
Jan Poppert Kindergarten Grade Level Chairperson; Terry Pentz 1st Grade Chairperson; Cheryl Johnson 2nd Grade Chairperson, Terri Haggerty 3rd Grade Chairperson Stephanie Field 4th Grade Chairperson, Connie Black 5th Grade Chairperson, Dora Budd ESE Reading Teacher;

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

The Literacy Leadership Team (LLT) creates capacity of reading knowledge within the school building and focuses on areas of literacy concern across the school. The LLT meets at least once a month.

The principal meets with the LLT at least once a month. Agenda topics include the discussion of the team's goals and progress, as well as identification of new strategies and activities to implement. As additional needs and concerns arise, the LLT investigates the concern, studies and plans a course of action, implements the action, analyzes its effectiveness, and reflects on the process. This is a continuous process throughout the entire school year.

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

The LLT plays an integral role in fostering a rich literacy environment at the school for all students and staff. The team builds professional conversations; promotes collegiality, collaboration, and a literacy culture. Initiatives are on literacy-related data and needs assessments related to the school, including literacy achievement, motivation, and building a community of readers, both at school and home. This is a continuous process throughout the entire school year.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 9/23/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

Golden Grove Elementary has various programs to help children transition from early childhood programs to elementary school. We provide: Kindergarten Roundup Orientation, Meet the Teacher, FLKRS Assessment on all Kindergarten students, and parent/teacher conferences. During Kindergarten Roundup, parents are given packets of information that helps them prepare their child for the transition from early childhood programs to Kindergarten. Staggered start dates are implemented during the first week of school.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Increase the number of students in grades 3-5 that achieve proficiency in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (90)	50%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some students are performing below grade level in reading.	Through LTM, teachers will monitor student progress and remediate areas of deficiency.	Principal, Assistant Principal, and Instructional Staff	Classroom performance, Diagnostics, FCAT, Formative Assessments (Core K12)	Classroom performance, Diagnostics, FCAT, Formative Assessments (Core K12)
2	Student motivation	To increase student motivation implement incentive programs such as Reading Counts certificates and Library Lock-in.	Media Specialist and Classroom teachers.	Media Specialist will monitor student Reading Counts data and communicate student progress to the instructional staff.	Reading Count Reports.
3	Student Attendance	Provide incentives for regular attendance through the Rock the Clock Program.	Guidance Counselor and classroom teachers.	Regular Review of Attendance reports. Letter and phone communication with parents when attendance becomes excessive.	Attendance Reports.
4	Students struggle with the wording of questions on the Reading FCAT 2.0	Include read alouds with accountable talk in daily instruction (K-5), and include FCAT 2.0 question stems throughout the text	Principal, Assistant Principal, Teachers	Conferring Notes, Lesson Plans, Student Work Samples	Progress of students on a variety of assessments
5	Students lack reading volume and stamina	Implement Independent Reading with reading materials on the student's reading level.	Principal, Assistant Principal, Teachers	Reading Running Records, Reading Logs, Conferring Notes, Flexible Grouping, Walkthroughs, Lesson Plans, Student Work Samples	Progress of students on a variety of 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:	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
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Increase the percentage of students in grades 3-5 that will achieve level 4 or 5 on the 2013 FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (93)	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	Students choosing books below their current reading level during independent reading	Monitor student choices of independent reading material to ensure they are reading books at and above their current lexile level.	Principal, Assistant Principal, Instructional Staff	Classroom walkthrough, teacher observation, SRI Scores, Reading Counts Reports.	Diagnostic Tests, FCAT, Formative Assessments (Core K12)
2	Student Motivation	Media Specialist will implement a Florida Sunshine State Reader incentive program	Principal, Assistant Principal, Media Specialist	Classroom & Diagnostic Assessments	Diagnostic & FCAT Reading Assessments.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2)	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
No Data Submitted				

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Increase the percent of students in grades 3-5 making learning gains on the 2013 FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (134)	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	Time Constraints	Student Data Chats and Individual goal setting following assessments.	Principal, Assistant Principal, and Teachers and students.	Diagnostics and Formative Assessments (Core K12)	FCAT Diagnostics, Formative Assessments (Core K12), EDW Data Reports.
2	Students not reading appropriate leveled books.	Students will read books at or above their current lexile level.	Teachers and Students	Scholastic Reading Counts quizzes	SRI, Diagnostic, and FCAT Assessment results.
3	Students are not reading enough books and other reading material	Students in all grades will be encouraged to read Reading Counts books to participate in the Library Lock-in.	Media Specialist, Teachers and Students	Scholastic Reading Counts quiz report.	SRI, diagnostic, and FCAT Assessment results.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Increase the percent of students in grades 3-5 identified as the lowest 25% making learning gains on the 2013 FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (35)	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	Limited personnel	Selected students receive additional intensive intervention from resource teachers and classroom teachers.	Principal, Assistant Principal, Resource Teachers, Classroom Teachers	Monitor implementation through classroom walkthroughs.	Classroom, Diagnostic, and FCAT Assessments.
2	Limited Time and Scheduling	Identify and track students who are in the lowest 25%. Differentiated small group instruction for students identified in the lowest 25%.	Principal, Assistant Principal, Resource Teachers, Classroom Teachers	Review and analyze student data.	Classroom, Diagnostic, and FCAT Assessments.
3	Students lack reading volume and stamina	In addition to an SAI teacher, utilize a Supplemental reading resource Teacher to provide focused support for lowest 25%, Focus iii time for reading support	Principal, Assistant Principal, Teachers	Reading Running Records, Reading Logs, Conferring Notes, Flexible Grouping, Walkthroughs, Lesson Plans, Student Work Samples	Progress of students on a variety of assessments
4	Students performing below grade level need to make more than one year's growth for proficiency, however there is not enough time during the classroom teacher's schedule to provide extra support	Provide after school reading tutorial	Principal, Assistant Principal, Teachers	Lesson Plans, Walkthroughs, Student Grouping	Progress of students on a variety of assessments
5	Students need additional reading instruction in a small group setting, outside of the 90 minute Literacy Block	Teachers and Reading Resource teacher will provide literacy support and small group instruction (iii)	Principal, Assistant Principal, Teachers	Reading Running Records, Walkthroughs, Student Grouping	Progress of students on a variety of assessments

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	Reading Goal #
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by 50%.	5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Increase the percentage of Hispanic students that score a level 3 or higher on the 2013 FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (55)	71%

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 need additional instruction to achieve proficiency.	Students will participate in afterschool tutorial programs.	Principal, Assistant Principal, Instructional Staff	Progress monitoring assessments	2012 FCAT Assessments.
2	Learning team meeting time and facilitation	Monitor and track individual student performance.	Principal, Assistant Principal, Classroom Teachers	Formative Assessments (Core K12) and Diagnostic Reports	Diagnostic & FCAT Assessments.
3	Students lack reading volume and stamina	Increase students' independent reading time	Principal, Assistant Principal, Teachers	Reading Running Records, Reading Logs, Conferencing Notes, Flexible Grouping, Walkthroughs, Lesson Plans, Student Work Samples	Progress of students on a variety of assessments
4	Students need additional reading instruction in a small group setting, outside of the 90 minute Literacy Block	Provide reading instruction outside the 90 minute reading block.	Principal, Assistant Principal, Teachers	Lesson plans, master schedule, Walkthroughs, data analysis from LTMs, Reading Running Records	Progress of students on a variety of 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Increase the percentage of ELL students that score a level 3 or higher on the 2013 FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (2)	27%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Students need additional instructional time.	Students will participate in afterschool tutorial in reading or math.	Principal, Assistant Principal, Instructional Staff	Progress monitoring assessments.	2012 FCAT Assessment
2	Students need additional instruction to achieve proficiency.	Students will participate in afterschool tutorial programs	Principal, Assistant Principal, Instructional Staff	Progress monitoring assessments	FCAT Assessments. Diagnostics, SRI, Reading Running Records
3	Learning team meeting time and facilitation	Monitor and track individual student performance.	Principal, Assistant Principal, Classroom Teachers	Formative Assessments (Core K -12) and Diagnostic Reports , Data Chats	Diagnostic & FCAT Assessments.
4	Students lack reading volume and stamina	Increase student's independent reading time	Principal, Assistant Principal, Teachers	Reading Running Records, Reading Logs, Confering Notes, Flexible Grouping, Walkthroughs, Lesson Plans, Student Work Samples	Progress of students on a variety of assessments
5	Students need additional reading instruction in a small group setting, outside of the 90 minute Literacy Block	Provide reading instruction outside the 90 minute reading block (iii)	Principal, Assistant Principal, Teachers	Lesson plans, master schedule, Walkthroughs, data analysis from LTMs, Reading Running Records	Progress of students on a variety of 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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Increase the percent of SWD students in grades 3 -5 scoring Level 3 or above on the 2013 FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (8)	25%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional instruction in reading and math.	Students will participate in afterschool tutorial in reading or math.	Principal, Assistant Principal, Instructional staff.	Progress Monitoring Assessments.	2012 FCAT Assessment
2	Students within the SWD category need to achieve more than a year's growth to obtain proficiency.	Use of differentiated lessons in small groups based on students abilities and needs.	Principal, Assistant Principal, Teacher, ESE Teacher, Learning Teams	Student progress is assessed using Ongoing Progress Monitoring.	On-going progress monitoring assessments, Diagnostics, and FCAT.
3	Students need additional instruction to achieve proficiency	Students will participate in afterschool tutorial programs	Principal, Assistant Principal, Instructional Staff	Progress monitoring assessments	FCAT Assessments. Diagnostics, SRI, Reading Running Records
4	Students need additional reading instruction in a small group setting, outside of the 90 minute Literacy Block	Provide reading instruction outside the 90 minute reading block (iii)	Principal, Assistant Principal, Teachers	Lesson plans, master schedule, Walkthroughs, data analysis from LTMs, Reading Running Records	Progress of students on a variety of 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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading.	Increase the percent of Economically Disadvantaged students in grades 3-5 achieving a level 3 or above on the
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Reading Goal #5E:	2013 FCAT reading assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (92)	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	Students need additional instruction.	Students will participate in afterschool tutorial in reading or math.	Principal, Assistant Principal, Instructional staff.	Progress Monitoring Assessments.	2012 FCAT Assessment
2	Students that are Economically Disadvantaged have limited resources.	Students will be provided supplies, nutritional meals, tutoring, Data Chats, Media and Technology Night, and community events.	Principal, Assistant Principal, Teacher, and school support staff.	Attendance sign in sheets, parental feedback.	Attendance sign in sheets, parental feedback.
3	Some students are performing below grade level in reading.	Through LTM, teachers will monitor student progress and remediate areas of deficiency.	Principal, Assistant Principal, and Instructional Staff	Classroom performance, Diagnostics, FCAT, Formative Assessments (Core K12)	Classroom performance, Diagnostics, FCAT, Formative Assessments (Core K12)
4	Student motivation	To increase student motivation implement incentive programs such as Reading Counts certificates and Library Lock-in.	Media Specialist and Classroom teachers.	Media Specialist will monitor student Reading Counts data and communicate student progress to the instructional staff.	Reading Count Reports
5	Student Attendance	Provide incentives for regular attendance through the "Rocking Attendance"	Guidance Counselor and classroom teachers.	Regular Review of Attendance reports. Letter and phone communication with parents when attendance becomes excessive. Use Parent Liaison to contact families.	Attendance Reports.
6	Students struggle with the wording of questions on the Reading FCAT 2.0	Include read alouds with accountable talk in daily instruction (K-5), and include FCAT 2.0 question stems throughout the text	Principal, Assistant Principal, Teachers	Conferring Notes, Lesson Plans, Student Work Samples	Progress of students on a variety of 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
Marzano The Art and Science of Teaching Instructional Evaluation	School-wide	Kathryn Koerner, District Personnel	School-wide	Professional Development Days	Lesson Plans, Classroom Walkthroughs, LTM	Principal, Assistant Principal
					Meetings,	

Common Core	School-wide	Kathryn Koerner	School-wide	Pre school Staff Meeting/PDD	Diagnostics, Common Assessments, FCAT	Principal, Assistant Principal
School Grade/Data	School-wide	Kathryn Koerner	School-wide	Pre-school Staff Meeting	Learning Team Meetings, Diagnostics, Common Assessments, FCAT	Principal, Assistant Principal
Targeting students that did not meet goal	School-wide	Kathryn Koerner	School-wide	Pre school Staff Meeting/PDD	Learning Team Meetings, Diagnostics, Common Assessments, FCAT	Principal, Assistant Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide paper, ink, chart paper, pens, post-it notes, FCAT prep resources, instructional resources, and classroom books to enhance reading instruction and tutorial.	Supplies for instruction	Title I	\$6,625.00
			Subtotal: \$6,625.00
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
FDOE Common Core State Conference Summer Institute.	Fees and materials	SAC	\$1,500.00
			Subtotal: \$1,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide additional instruction for students in grades 4 and 5 in reading.	Salary for classroom/resource teacher	Title I	\$63,644.00
Provide tutorial for students that need additional instruction in reading.	Part-time in system for tutorial	Title I	\$2,500.00
Provide tutorial for students that need additional instruction in reading, and enrichment for on grade level students.	Part-time in system for tutorial and enrichment.	Adult and Community Ed K-12 Support Grant, Discretionary Dollars, Business Partner donations, After School Program, and Wester Pines Middle School.	\$6,500.00
			Subtotal: \$72,644.00
			Grand Total: \$80,769.00

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: Increase the number of students that achieving proficiency in Listening/Speaking on the CELLA.

2012 Current Percent of Students Proficient in listening/speaking:

19% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the language skills needed to be successful in academics.	Teachers will utilize ESOL Classroom Intervention Strategies.	Administration, Teachers, Language Facilitator	Lesson plans, Walkthroughs, standards based report card	CELLA, FCAT, EDW Data, and Core K-12
2	Students lack the language skills needed to be successful in academics.	Language Facilitator will work with students in the regular classroom.	Administration, Teachers, Language Facilitator	Lesson plans, Walkthroughs, standards based report card	CELLA, FCAT, EDW Data, and Core K-12

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: Increase the number of students achieving proficiency in Reading on the CELLA.

2012 Current Percent of Students Proficient in reading:

14% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty reading and comprehending due to English as a second language.	Teachers will utilize ESOL Classroom Intervention Strategies.	Administration, Teachers, Language Facilitator	Lesson Plans, classroom walk through, standards based report card.	CELLA test, FCAT, EDW data, and Core K-12.
2	Students have difficulty reading and comprehending due to English as a second language.	Language Facilitator will work with students in the regular classroom.	Administration, Teachers, Language Facilitator	Lesson Plans, classroom walk through, standards based report card.	CELLA test, FCAT, EDW data, and Core K-12.

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

3. Students scoring proficient in writing.
CELLA Goal # 3: Increase the number of students proficient in Writing on the CELLA.

2012 Current Percent of Students Proficient in writing:

10% (2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the language skills that allow them to write with proficiency.	Teachers will utilize ESOL Classroom Intervention Strategies.	Administration, Teachers, Language Facilitator	Lesson Plans, classroom walk through, standards based report card.	CELLA, Palm Beach Writes, FCAT Writes, EDW Data
2	Students lack the language skills that allow them to write with proficiency.	Language Facilitator will work with students in the regular classroom.	Administration, Teachers, Language Facilitator	Lesson Plans, classroom walk through, standards based report card.	CELLA, Palm Beach Writes, FCAT Writes, EDW Data

CELLA Budget:

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

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	Increase the percentage of students that achieve Level 3 or above on the 2013 FCAT math assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (84)	32%

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 transition from the SSS to the NGSSS.	Teachers will utilize the new math series and Learning Village to instruct, remediate, and enrich students.	Principal, Assistant Principal, Instructional Staff	Learning Teams will disaggregate student assessments to target areas of weaknesses.	Benchmark assessments, common assessments, diagnostics, and FCAT
2	Students lack mathematical fluency	Implement Math vocabulary journals, Math Word Walls with Color Vocabulary Cards.	Principal, Assistant Principal, Teachers	Lesson Plans, Walkthroughs, Flexible Grouping, Student Work Samples	Progress of students on a variety of assessments
3	Students need more time to actively engage with math concepts being taught	Incorporate small groups/centers into the 60 minute math block	Principal, Assistant Principal, Teachers	Lesson Plans, Walkthroughs, Student Work Samples	Progress of students on a variety of 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 mathematics. Mathematics Goal # 1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Increase the percentage of students in grades 3 - 5 that achieve a level 4 or 5 on the 2013 FCAT math assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (81)	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	Gaps in student mastery of standards due to transition to the NGSSS	Utilize Enrichment activities in the new Go Math core mathematics curriculum.	Principal, Assistant Principal, and Instructional Staff	Learning Teams will review classroom assessments.	Benchmark assessments, Common Assessments, Diagnostics, FCAT
2	Students performing above grade level did not make significant Learning Gains	Implement enrichment activities	Principal, Assistant Principal, Teachers	Lesson Plans, Walkthroughs, Flexible Grouping, Student Work Samples	Progress of students on a variety of assessments
3	Students performing above grade level need rigorous instruction, in order to make academic gains	Implement small group activities within the 60 minute instruction	Principal, Assistant Principal, Teachers	Lesson Plans, Walkthroughs, Flexible Grouping, Student Work Samples	Progress of students on a variety of assessments.
4	Students performing above grade level need rigorous instruction, in order to make academic gains	Utilize enrichment activities through "V Math"	Principal, Assistant Principal, Teachers	Master schedule, Lesson Plans, Walkthroughs, data analysis from LTM's	Students progress on a variety of assessments
5	Students need motivation	Data Chats with Principal and Assistant Principal	Principal, Assistant Principal	Student Work Samples, Classroom Assessments, Diagnostic and Formative Assessments.	Formative Assessments (Core K12), Diagnostics, and FCAT

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Increase the percentage of students in grades 3 -5 that make learning gains on the 2013 FCAT math assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (123)	69%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New Standards	Students will participate in Data Chats after assessments to set individual learning goals.	Principal, Assistant Principal, Instructional Staff and students.	Review of common assessments during Learning Team Meetings	Common Assessments, Diagnostics, FCAT
2	Students lack mathematical fluency	Implement vocabulary Journals, Word Walls, and use of Vmath on the computer.	Principal, Assistant Principal, Teachers	Lesson Plans, Walkthroughs, Flexible Grouping, Student Work Samples	Progress of students on a variety of assessments
3	Students don't always realize how much progress they have made, and how much more is needed and/or possible	Conduct data chats regularly throughout the school year	Principal, Assistant Principal, Teachers	Lesson Plans, Walkthroughs, Data Chat forms, LTMs,	Progress of students on a variety of assessments
4	Students struggle with complex, multi step problems	Implement strategies, procedures, and graphic organizers for solving word problems	Principal, Assistant Principal, Teachers	Lesson Plans, Walkthroughs, Data Chat forms, LTMs	Progress of students on a variety of 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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (1)	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
No Data Submitted				

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

of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Increase the percentage of the students in the Lowest 25% of grades 3 -5 that make learning gains on the 2013FCAT math assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (35)	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	Poor student attendance, limited support personnel	Targeted intervention for students not responding to core Curriculum plus supplemental instruction using the continuous improvement model to drive instruction.	Principal, Assistant Principal, Instructional Staff	On-going Progress Monitoring.	Common Assessments, Diagnostic, and FCAT
2	Students don't always realize how much progress they have made, and how much more is needed and/or possible	Conduct data chats regularly throughout the school year	Principal, Assistant Principal, Instructional Staff	Lesson Plans, Walkthroughs, Data Chat forms, LTMs,	Common Assessments, Diagnostic, and FCAT
3	Students lack mathematical fluency	Implement vocabulary journals, word walls, and Vmath.	Principal, Assistant Principal, Instructional Staff	Lesson Plans, Walkthroughs, Data Chat forms, LTMs,	Common Assessments, Diagnostic, and FCAT
4	Students struggle with complex, multi step problems	Implement strategies, procedures, and graphic organizers for solving word problems	Principal, Assistant Principal, Instructional Staff	Lesson Plans, Walkthroughs, Data Chat forms, LTMs,	Common Assessments, Diagnostic, and FCAT

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

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Increase the percentage of Hispanic students in grades 3-5 that achieve level 3 or above on the 2013 FCAT math assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (56)	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	Students need additional instruction to achieve proficiency.	Students will participate in afterschool tutorial programs.	Principal, Assistant Principal, Instructional Staff	Progress monitoring assessments	2012 FCAT Assessments.
2	Emphasizing and demonstrating strong collaborative process	Increase use of cooperative learning strategies to promote academic growth and intergroup relations.	Principal, Assistant Principal, instructional Staff	On-going progress monitoring, Walk through	Formative Assessments (Core K12) Diagnostics, and FCAT

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Increase the percentage of ELL students in grades 3-5 that achieve level 3 or above on the 2013 FCAT math assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (1)	22%

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 need additional instructional time.	Students will participate in afterschool tutorial in reading or math.	Principal, Assistant Principal, Instructional Staff	Progress monitoring assessments.	2012 FCAT Assessment
2	Math lessons do not explicitly include ELL strategies	Implement ELL strategy lessons from the Go Math! series.	Principal, Assistant Principal, Instructional Staff	Progress monitoring assessments	FCAT Assessment
3	Students struggle with complex, multi step problems	Provide extra practice during an after school Math Club (tutoring). Teacher provide practice with problems by breaking them down into steps.	Principal, Assistant Principal, Instructional Staff	Progress monitoring assessments	FCAT Assessment
4	Students lack mathematical fluency	Implement vocabulary Journals, Word Walls, and use Fast Math and Vmath computer programs.	Principal, Assistant Principal, Teachers	Lesson Plans, Walkthroughs, Flexible Grouping, Student Work Samples	Progress of students on a variety of assessments
5	Students don't always realize how much progress they have made, and how much more is needed and/or possible	Conduct data chats regularly throughout the school year	Principal, Assistant Principal, Instructional Staff	Progress monitoring assessments	FCAT Assessment
6	Students struggle with complex, multi step problems	Implement strategies, procedures, and graphic organizers for solving word problems	Principal, Assistant Principal, Instructional Staff	Progress monitoring assessments	FCAT Assessment

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	
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satisfactory progress in mathematics. Mathematics Goal #5D:	Increase the percentage of SWD that achieve level 3 or above on the 2013 FCAT math assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (12)	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	Students need additional instruction in reading and math.	Students will participate in afterschool tutorial in reading or math.	Principapal, Assistant Principal, Instructional staff.	Progress Monitoring Assessments.	2012 FCAT Assessment
2	Time constraints and personnel shortage	Use of cooperative learning groups to conduct differentiated lessons based on students abilities and needs.	Principal, Assistant Principal, Instructional Staff.	Learning teams will use formative assessments (Core K12), and diagnostics to drive instruction.	Common Assessments, Diagnostics, and FCAT
3	Students lack mathematical fluency	Implement vocabulary Journals, and or Word Walls, Vmath	Principal, Assistant Principal, Instructional Staff.	Learning teams will use formative assessments (Core K12), and diagnostics to drive instruction.	Common Assessments, Diagnostics, and FCAT
4	Students don't always realize how much progress they have made, and how much more is needed and/or possible	Conduct data chats regularly throughout the school year	Principal, Assistant Principal, Instructional Staff.	Learning teams will use formative assessments (Core K12), and diagnostics to drive instruction.	Common Assessments, Diagnostics, and FCAT
5	Students struggle with complex, multi step problems	Implement strategies, procedures, and graphic organizers for solving word problems by breaking them down into steps.	Principal, Assistant Principal, Instructional Staff.	Learning teams will use formative assessments (Core K12), and diagnostics to drive instruction.	Common Assessments, Diagnostics, and FCAT

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Increase the percentage of Economically Disadvantaged students that achieve level 3 or above on the 2013 FCAT math assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (76)	51%

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 need additional instruction.	Students will participate in afterschool tutorial in reading or math.	Principal, Assistant Principal, Instructional staff.	Progress Monitoring Assessments.	2012 FCAT Assessment
	Students that are Economically	Students will be provided free breakfast, and	Principal, Assistant Principal,	Learning teams will use formative assessments	Common Assessments,

2	Disadvantaged have limited resources.	needed supplies. They will also participate in differentiated small groups to achieve mastery of NGSSS.	Instructional Staff	(Core K12), and diagnostics to drive instruction.	Diagnostics, FCAT
3	Students lack mathematical fluency	Implement vocabulary Journals, and or Word Walls. Journals may be provided if needed.	Principal, Assistant Principal, Instructional Staff	Learning teams will use formative assessments (Core K12), and diagnostics to drive instruction.	Common Assessments, Diagnostics, FCAT
4	Students don't always realize how much progress they have made, and how much more is needed and/or possible	Conduct data chats regularly throughout the school year	Principal, Assistant Principal, Instructional Staff	Learning teams will use formative assessments (Core K12), and diagnostics to drive instruction.	Common Assessments, Diagnostics, FCAT
5	Students struggle with complex, multi step problems	Implement strategies, procedures, and graphic organizers for solving word problems	Principal, Assistant Principal, Instructional Staff	Learning teams will use formative assessments (Core K12), and diagnostics to drive instruction.	Common Assessments, Diagnostics, FCAT

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
Think Central	K-5 Math	Learning Team & Professional Development Facilitators.	All math teachers k-5	Leadership meetings, grade Level meetings, learning Team meetings (twice per month)	Teachers will use the Think Central Resources to teach and assess students.	Principal, Assistant Principal, Instructional Staff
Common Core Standards	K-5 Math	Learning Team & Professional Development Facilitators.	All math teachers K-5.	Leadership Meetings, Learning Team Meetings, District Professional Development Opportunities, and PDD Days.	Classroom Observations and Lesson Plans	Principal, Assistant Principal.

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
FDOE Common Core State Conference Summer Institute.	Fees and materials	SAC	\$1,500.00
			Subtotal: \$1,500.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
Provide Tutorial for students that are in need of additional math instruction.	Part-time in system for tutorial	Title I	\$2,500.00
Provide Tutorial for students that are in need of additional math instruction and enrichment for on grade level students.	Part-time in system for tutorial	Adult and Community Ed K-12 Support Grant, Discretionary Dollars, Business Partner donations, After School Program, and Wester Pines Middle School.	\$3,500.00
			Subtotal: \$6,000.00
			Grand Total: \$7,500.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	Increase the percentage of 5th grade students that achieve level 3 or above on the 2013FCAT science assessment.				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
40% (36)	42%				
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	Reading Skills	Classroom reading teachers will incorporate science articles into reading lessons	Reading Teachers	Lesson Plans, Classroom Walk throughs	OPM, Diagnostics, FCAT
2	Implementing NGSSS in Science.	Science Notebooks/ Word Walls to reinforce science vocabulary	Teachers	Science Notebooks, Classroom Walk Throughs, Lesson Plans,	OPM, Diagnostics, FCAT
3	Understanding the Scientific Process	Students will participate in Science Fair and or in Science Safari	Science Teachers	Science Fair and or Science Safari Projects	FCAT Science
4	Students are not properly reflecting on science concepts and investigations	Implement science notebooks	Instructional Staff	Science Notebooks, Classroom Walk Throughs, Lesson Plans,	OPM, Diagnostics, FCAT
5	Students need to increase content knowledge by reading books at their independent reading level	Increase the volume of nonfiction leveled text for grades K-5 (Leveled Readers)	Instructional Staff	Lesson Plans, Classroom Walk throughs	OPM, Diagnostics, FCAT

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Increase the percentage of 5th grade students achieving levels 4 or 5 on the 2013 FCAT science assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (31)	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	Understanding the scientific process	Students will participate in Science Fair and or in Science Safari	Science Teachers	Science Fair and or Science Safari Projects	FCAT Science
2	Students need to increase content knowledge by reading books at their independent reading level	Increase the volume of nonfiction leveled text for grades K-5 (Leveled Readers)	Instructional Staff	Lesson Plans, Walkthroughs, Flexible Grouping, Student Work Samples, Science Notebooks	Progress of students on a variety of assessments
3	Students and their families do not always recognize the many science concepts that exist in their daily lives.	During Family Involvement Night, include science activities/games in order to reinforce science concepts	Science Teachers, Parent Involvement Liaison, Title I Contact	Parent Survey	Sign-in Sheets, Parent Survey
4	Students need a variety of resources that contain content in a user friendly way	Provide resources parents may check out to use with their child at home for reinforcement / enrichment activities.	Parent Liaison, Title I Contact	Tracking of resources used by parents	Sign In/Out sheets

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:	
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Students scoring at or above Achievement Level 7 in science.	N/A			
Science Goal #2b:				
2012 Current Level of Performance:	2013 Expected Level of Performance:			
100% (1)	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
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
Think Central Training	K-5 Science	Learning Team & Professional Development Facilitators	All K-5 Science Teachers	District Professional Development Schedule	Teachers will use Think Central to teach and assess students.	Principal, Assistant Principal
Elementary Science Gizmos	K-5 Science	Learning Team & Professional Development Facilitators.	All K-5 Science Teachers	District Professional Development Schedule	Teachers will use Gizmos to teach students.	Principal, Assistant Principal

Science Budget:

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

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

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Increase the percentage of students in grade 4 that achieve level 3.5 or above on the 2013 FCAT Writing Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
89% (84)	91%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not understand the writing process.	The revision and editing process will be explicitly taught and seen in student writing drafts.	Teachers and Administration	Progress between the Pretest Prompt and Mid-year Prompt.	PB and FCAT Writes, and Gator Writes
2	Students have varied levels of writing ability	Small group or individual conferencing with students on their own writing	Teachers and Administration	Progress between the Pretest Prompt and Mid-year Prompt	PB and FCAT Writes, and Gator Writes
3	Students do not understand the writing process.	Writing teachers will by implementing Mary Lewis writing curriculum.	Teachers and Administration	Progress between the Pretest Prompt and Mid-year prompt.	PB Writes, Gator Writes, and FCAT Writes.
4	Students may struggle with English spelling and conventions	Small group instruction implemented on an as need basis with various students.	Teachers and Administration	Progress between the Pretest Prompt and Mid-year prompt.	PB Writes, Gator Writes, and FCAT Writes.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FCAT Writes Scoring and Instructional Practices	3-5 Grades	District Professional Development	3-5 Writing Teachers	District Professional Development Calendar	Lesson Plans, Writing Samples, FCAT Writes	Principal, Assistant Principal, and Learning Teams
Elementary Narrative Writing Scoring and Instructional Practices	K-5	District Professional Development	K-5 Writing Teachers	District Professional Development Calendar	Lesson Plans, Writing Samples, FCAT Writes	Principal, Assistant Principal, and Learning Teams
Elementary Informative/Explanatory Writing Scoring and Instructional Practices.	K-5	District Professional Development	K-5 Writing Teachers	District Professional Development Calendar	Lesson Plans, Writing Samples, FCAT Writes	Principal, Assistant Principal, and Learning Teams

Writing Budget:

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

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:	The school will increase the attendance rate from 96% (624) to 98% (588).
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96% (624)	98% (588)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
26% 171 students	15% 100 students
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
16% 103 students	6% 39 students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parental support is the barrier in the attendance issue.	Communication with the parents via the school newsletter and parent informational bulletins about the importance of school attendance and appropriate reasons for absences.	Attendance Clerk Guidance Counselor	Daily attendance is documented and checked by persons responsible for monitoring.	Attendance reports
2	Through letters from the school the parents are encouraged to bring their students to school on time.	The Golden Clock is give to one class in each grade level that has no tardies during the week.	Lori Bednarek Guidance Counselor	Attendance is checked and frequent absent and tardy students are targeted.	Attendance reports are used for the evaluation and doumentation
3	Students are absent from school.	Attendance is checked daily and classes with perfect attendance recieve a Rock Star.	Attendance Clerk guidance Counselor	Attendance is checked and frequent absent students are targeted.	Attendance reports are used for the evaluation and documentation.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School-wide Positive Behavior	School-wide Positive Behavior Team	District Training	School-wide Positive Behavior Team staff members	District Professional Development Calendar	Attendance Reports	Principal, Assistant Principal, School-wide Positive Behavior Team.

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:	Golden Grove's Out of School Suspensions will decrease from 2%(16) to 1.5% (12) for the 2011 school year.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
Zero	Zero
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
Zero	Zero
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

2% (16 students)	1.5% (12 Students)
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
2% 16 Students	1.5% (12 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parental Support	The guidance counselor will have ongoing class lessons and targeted support groups	Philip Preddy Assistant Principal	Discipline reports sent in by the teachers should decrease.	Suspension reports
2	Parent Support	Empowering families by providing resources to support their child's cognitive development, healthy behaviors and success in life.	Family involvement liaison, Assistant Principal, Guidance counselor.	Discipline reports sent in by the teachers should decrease	Suspension 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
No Data Submitted						

Suspension Budget:

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

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Increase the percentage of parents who agree that information is provided about Title I and how it improves student achievement will increase.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
On the FY 2012 Title I Family Involvement Survey, 48% of parents agreed that they were provided information about Title I and how it improves student achievement.	On the FY 2013 Title I Family Involvement Survey, at least 80% of parents will agree that they are provided information about Title I and how it improves student achievement.

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 will not be able to participate in school activities because of their personal schedules	Provide parents with regular opportunities at various dates and times.	Administration, Instructional Staff, Parent Liaison, Volunteer Coordinator, and PTO.	Sing-in sheets will be used at each event that parents are invited to.	Sign-in sheets Event Evaluations
2	Limited accessible resources	Provide a Parent Resource Center	Parent Liaison	Sign-in logs for the Parent Resource Room.	Volume of parents using the Parent Resource Room by monitoring Sign-in logs.
3	Parents not sure how to be involved in school activities.	Invite parents to school activities through the use of newsletters, school Facebook page, teacher phone calls, and flyers sent home in the student backpack.	Administration, Instructional Staff, Parent Liaison, Language Facilitator	Sign-in sheets	Parent Event Evaluation after each Involvement Opportunity.
4	Parents do not understand how their child is doing in school.	Ensure parents are getting information home about student progress through the use of Progress Reports, SAL-P reports, Reading Counts Progress Reports, conferences.	Instructional Staff	Parent Signed, progress reports, SAL-P, Reading Counts Progress Reports, conference forms.	Parent survey at the end of the school year.
5	Parents do not know how to be involved in development of schoolwide programs.	Parents will be invited and encouraged to attend SAC meetings, Title I information meeting, parent	Administration, Instructional Staff, Parent Liaison.	Sign-in sheets	Parent feedback will be solicited for each program.

		trainings, and curriculum night through newsletters, call-outs, and flyers.			
6	Parents of lowest 35% of student population do not attend schoolwide programs.	Personalized invitations to attend parent trainings for students falling in the lowest 35%.	Administration, Instructional Staff, Parent Liaison.	Sign-in sheets	Parent feedback will be solicited for each program.
7	There are not many businesses in area of our school.	Business Partnership Coordinator will seek out partnerships with local businesses.	Administration, Business Partnership Coordinator	Partnership agreements with local businesses.	Track number of partnership agreements with local businesses.
8	Parents are unsure of how to support academics at home.	Conduct Parent Workshops in the core content areas.	Administration, Instructional staff, and Parent Liaison.	Parents that attend the workshop will be asked to complete an evaluation.	Parent Evaluations will be monitored for positive and constructive feedback.
9	Parents are not aware of school-related activities due to language barriers.	Documents sent home will be translated into Spanish for appropriate families. Oral communication in native language will be provided as much as possible.	Language Facilitator	Newsletters, documents, phone calls, etc.	Improved ratings on Title 1 Family Involvement Survey; Increased student achievement as indicated on EDW 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
Effective Communication with Parents	K-5	Administration & Parent Liaison	School Staff	Monthly Faculty Meetings, and LTM meetings	Documentation of strategies in conference notes	Administration

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Food and condiments for parent training, paper for newsletter, and materials for parent trainings.	Supplies	Title I	\$1,000.00
			Subtotal: \$1,000.00
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
Provide supervision of Parent Resource Center, assistance with preparation and presentation of parent training.	Parent Liaison	Title I	\$6,250.00
			Subtotal: \$6,250.00
			Grand Total: \$7,250.00

End of Parent Involvement Goal(s)

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

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

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

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

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

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

STEM Budget:

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

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

End of STEM Goal(s)

Additional Goal(s)

Appreciation of Multicultural Diversity Goal:

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:					
1. Appreciation of Multicultural Diversity Goal					
Appreciation of Multicultural Diversity Goal #1:			Increase awareness of cultural diversity and acceptance		
2012 Current level:			2013 Expected level:		
3rd grade drama department produced an Ancient civilization which highlighted ancient civilization culture.			Maintain or increase multicultural activities on campus		
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	Challenge of utilizing data for differentiated instruction and best practices	Analyze disaggregated data for subgroups delineating students who are below proficiency level and or students who have not made sufficient gains. Each identified student in the subgroup will be tracked after each diagnostic test.	Principal, Assistant principal, Instructional staff	Classroom performance, Formative Assessments (Core K12) Diagnostic assessments, and FCAT.	Classroom performance, Formative Assessments (Core K12) Diagnostic assessments, and FCAT.

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

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

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

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 Appreciation of Multicultural Diversity Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide paper, ink, chart paper, pens, post-it notes, FCAT prep resources, instructional resources, and classroom books to enhance reading instruction and tutorial.	Supplies for instruction	Title I	\$6,625.00
Parent Involvement	Food and condiments for parent training, paper for newsletter, and materials for parent trainings.	Supplies	Title I	\$1,000.00
				Subtotal: \$7,625.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	FDOE Common Core State Conference Summer Institute.	Fees and materials	SAC	\$1,500.00
Mathematics	FDOE Common Core State Conference Summer Institute.	Fees and materials	SAC	\$1,500.00
				Subtotal: \$3,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide additional instruction for students in grades 4 and 5 in reading.	Salary for classroom/resource teacher	Title I	\$63,644.00
Reading	Provide tutorial for students that need additional instruction in reading.	Part-time in system for tutorial	Title I	\$2,500.00
Reading	Provide tutorial for students that need additional instruction in reading, and enrichment for on grade level students.	Part-time in system for tutorial and enrichment.	Adult and Community Ed K-12 Support Grant, Discretionary Dollars, Business Partner donations, After School Program, and Wester Pines Middle School.	\$6,500.00
Mathematics	Provide Tutorial for students that are in need of additional math instruction.	Part-time in system for tutorial	Title I	\$2,500.00
Mathematics	Provide Tutorial for students that are in need of additional math instruction and enrichment for on grade level students.	Part-time in system for tutorial	Adult and Community Ed K-12 Support Grant, Discretionary Dollars, Business Partner donations, After School Program, and Wester Pines Middle School.	\$3,500.00
Parent Involvement	Provide supervision of Parent Resource Center, assistance with preparation and presentation of parent training.	Parent Liaison	Title I	\$6,250.00
				Subtotal: \$84,894.00
				Grand Total: \$95,519.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/1/2012)

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
Reading FDOE Common Core State Conference Summer Institute. Fees and materials SAC \$1,500.00 Mathematics FDOE Common Core State Conference Summer Institute. Fees and materials SAC \$1,500.00	\$3,000.00

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

The SAC will participate in the following activities;

- * Review Title I program, requirements, and budget
- * Review School Improvement Plan
- * Review SEQ Surveys and discuss plans for improvement
- * Discuss and vote on budgetary decisions that support the School Improvement Plan
- * Improve community and business involvement and volunteer participation
- * Educate parents about school-related activities such as Common Core Standards and Standards Based Report Card (Gr. 1 and 23.
- * Provide funds for items such as workshops, materials/programs to support academics (i.e. tutorial), Just Say No to Drugs, Field Day, Career Day, Attendance, etc.*.
- * Review and analyze data from sources such as Diagnostics, Core K-12, FAIR, FCAT, Running Records, etc.
- * Encourage mutual support, trust and communication between school staff and parents.

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 GOLDEN GROVE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	82%	95%	77%	337	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	69%	62%			131	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	57% (YES)	64% (YES)			121	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					589	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District GOLDEN GROVE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	85%	87%	70%	325	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	66%	70%			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?	56% (YES)	68% (YES)			124	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					585	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested