FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: PINE JOG ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Fred J. Barch

SAC Chair: Jessica Rocco

Superintendent: Wayne Gent

Date of School Board Approval: December, 2012

Last Modified on: 9/24/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Fred J. Barch	Masters Degree in Science, Masters in School Administration	5	5	2011-2012 = A 2010-2011 = A, 72% met AYP 2009-2010 = A, 92% met AYP 2008-2009 = A, 82% met AYP
Assis Principal	Patricia Bagan	MS Elementary Education and MS in School Administration	5	13	2011-2012 = A 2010-2011 = A, 72% met AYP 2009-2010 = A, 92% met AYP 2008-2009 = A, 82% met AYP

INSTRUCTIONAL COACHES

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

			# of	# of Years as	Prior Performance Record (include prior School Grades, FCAT/Statewide

Subject Area	Name	Degree(s)/ Certification(s)	Years at Current School	an Instructional Coach	Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Frances Frye	Professional Educator's Elementary Ed. 1-6; ESOL endorsement; Reading endorsement	5	4	2011-2012 = A 2010-2011 = A, 72% met AYP 2009-2010 = A, 92% met AYP 2008-2009 = A, 82% met AYP

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	Set up booth at PBC Job Fair to access the greatest number of highly qualified teachers. Promote Pine Jog as a wonderful place to teach.	Principal	On-going	
2	Partnering new teachers with veteran teachers, thus allowing a fresh flow of instructional ideas.	Assistant Principal	On-going	
3	Teams of teachers will plan together to assist new or struggling teachers and also to bring new ideas from recent college graduates.	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
0	N/A

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
65	0.0%(0)	13.8%(9)	46.2%(30)	40.0%(26)	35.4%(23)	100.0%(65)	7.7%(5)	7.7%(5)	73.8%(48)

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
			Palm Beach County Educator Support Program: Monthly meeting to review walk through data, common planning time provided Share best practices of Iobservation/Marzano's Art of Teaching and Learning Village with teachers to align teaching

			practices to learning goals.

ADDITIONAL REQUIREMENTS

Coordination and Integration

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

Title I, Part A

Title I funded creation of a Math Resource teacher and a Reading Coach to work in collaboration with the staff on the implementation of best practices via professional developments. The Math Resource teacher will work on primary and secondary benchmarks with the students as they rotate to math lab on the fine arts wheel. The Reading Coach will collaborate with administration and staff to analyze and monitor data to help drive instruction.

Title I, Part C- Migrant

Support services are provided to ensure students requiring additional remediation are assessed through after-school or summer school programs.

Title I, Part D

N/A

Title II

Support services are provided by district personnel.

Title III

Services provided through the district for educational materials and ESOL district support services (ESOL Coordinator, LTF's) to improve the education of English Language Learners.

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title 1 funds to provide tutorial programs.

Violence Prevention Programs

Eight Week "Roots and Wings" program available to all parents. Jeffrey Johnson Anti-bullying program implementation. District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity.

Nutrition Programs

Pine Jog is a "Commit to be Fit" school and won the Bronze Award for Healthy Schools in SY12.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Required Instruction Listed in 1003.42(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.

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

Select General Education Teachers: (Primary/Intermediate): Provide information about core instruction, participate in student data collections, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions and integrate Tier 1 materials/instruction with tier 2/3 activities.

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

Instructional Coach(Reading): Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with the district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervention services for children to be considered "at-risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Reading Instruction Facilitator: Provides guidance on K - 12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Technology Specialist: Develops or provides technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

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

Student Services Personnel/Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the school and families to support the child's academic, emotional, behavioral, and social success.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation.

ESOL Contact: ESOL contact will participate in meetings that require input when meeting with ELL parents. The ESOL contact will provide information on services provided to the students and the progress of the student.

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 MTSS Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system that brings out the best in our school, our teachers, and in our students.

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

Review universal screening data and link to instructional decision; review progress monitoring data at the grade level and classroom level to identify students who are at moderate risk or at high risk for not meeting benchmarks. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

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

The MTSS Leadership Team will meet with the School Advisory Council (SAC) and principal to review the development of the School Improvement Plan. The team will provide data on Tier 1, 2, and 3 targets; academic and social/emotional areas to be addressed; help set clear expectations for instruction (Rigor, Relevance, Relationship); facilitate the development of a systemic approach to teaching; and aligned processes and procedures.

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:
Assessment and Information Management System (AIMS web)
DIBELS,
Florida Comprehensive Assessment Test (FCAT)

Progress Monitoring:
Assessment and Information Management System (AIMS web)
Curriculum Based Measurement (CBM)
FCAT Simulation

Midyear:
Diagnostic Assessment for Reading (DAR)
Early Reading Diagnostic Assessment (ERDA)

End of year:
Assessment and Information management System (AIMS web)
Florida Comprehensive Assessment Test (FCAT)

Frequency of Data Days: twice a month for data analysis

Describe the plan to train staff on MTSS.

Professional development will be provided during teachers' common planning time, facilitated by team leaders, and small sessions that will occur throughout the year.

The MTSS team will also evaluate additional staff Professional Development needs during the weekly MTSS Leadership Team meetings.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal; AP; SAI; Reading Coach; Selected Teachers

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

To discuss students considered at-risk in reading and writing.

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

Develop specific strategies for instructional staff to implement when working with at-risk students; develop components that would increase literacy in the home (such as Literacy Night and a Parent Resource Center as well as access to online resources)

Public School Choice

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

*Elementary Title I Schools Only: Pre-School Transition

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

The Kindergarten round up is presented to all kindergarten parents four months before school so that parents can enroll their incoming Kindergarteners and receive information that will assist them in preparing their children with readiness skills for Kindergarten. Notice of this event is posted in community centers, feeder pattern Pre-k units, grocery stores and the local newspaper.

Pine Jog Kindergarten students will enter based upon a staggered start schedule during the first week of school. Kindergarten students and their parents will be able to visit their classrooms and the school at Meet the Teacher during the pre-school week. Baseline data will be collected once students enter Kindergarten. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or the Skills Streaming Curriculum and will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior.

Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains and in order to determine the need for changes to the instructional/intervention programs.

*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:	To increase the number of students who will achieve proficiency (level 3) on the Reading FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
29%	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 may not have appropriately leveled books or necessary materials. Differentiated instruction may not be implemented with fidelity.	Teachers will use "just right" books at the level of the student, engage the students with high complexity questions and enrichment activities including book clubs, literature circles, reading response journals, and accountable talk.	Reading Coach, Grade Level Teachers, Leadership Team	Administration will monitor implementation through classroom walkthroughs.	Literacy Assessments, Scholastic Reading Inventory Results and Palm Beach County Diagnostic Test
2	Motivate students to practice reading on their own.	Provide incentives to encourage and motivate students to participate in our School Wide Reading Counts Program.	Administration, Reading Coach, Media Teacher, Grade Level Teachers	Reading Counts reports	Scholastic Achievement Manager
3	Teaching practices may not be properly aligned to student achievement needs to assure that the appropriate goals are being met.	Share best practices of Iobservation/Marzano's Art of Teaching and Learning Village with teachers to align teaching practices to learning goals.	Administration	Administration will monitor implementation through classroom walkthroughs	Results will be determined through on-going formal and informal assessments, Diagnostic Testing, and FCAT data.
4	NGSSS may not be implemented with fidelity. Teachers may have difficulty effectively using new resources.	Students will receive daily instruction and practice with classroom tasks and assessments that match the format and rigor of FCAT.	Administrators, resource teachers, coach	Focused walkthroughs by administration will be used to ensure all teachers are using manipulatives and reteaching logs to monitor instruction.	On-going assessments and FCAT data
5	Instruction does not meet the individual needs of students.	Teachers will differentiate their instruction using small group instruction.	Administrators, resource teachers	Focused walkthroughs by administration will be used to ensure all teachers are differentiating their instruction using small groups.	Classroom walkthrough data
6	Students may not learn concepts at the same rate or may require alternative methods of instruction.	Provide differentiated instruction using district "learning tools" via computer based learning	Principal, Assistant Principal,resource teachers, classroom teachers,	Classroom walkthroughs	Ongoing assessments and FCAT data

			computer lab fine arts teacher		
7	ELL students have failed to meet proficiency each of the previous 3 years	Increased collaboration between ELL, ESE, SAI, and Gen Ed instructors; increased data awareness of formal and informal assessments	Principal and Reading Coach	Review data reports to ensure teachers are assessing students according to the created schedule.	Print out of Common Assessments, and Diagnostic test reports

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

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 number of students who will score at or above a level 4 on the Reading FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
31%	35%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited independent ability as well as low stamina of students in reading	Increased collaboration between ELL, ESE, SAI, and Gen Ed instructors to promote more rigorous assignments; increased data awareness of formal and informal assessments	Principal and Reading Coach	Review data reports to ensure teachers are assessing students according to the created schedule.	Print out of Common Assessments, Diagnostic test reports and EDW Reports

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

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:
N/A	N/A

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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 number of students making learning gains in Reading.

2012 Current Level of Performance:	2013 Expected Level of Performance:
73%	77%

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Students may require additional time and differentiated instruction to ensure adequate progress towards grade level targets.</td><td>Differentiated instruction and small group instruction will be implemented in the classroom.</td><td>Classroom Teacher</td><td>Classroom Walkthroughs</td><td>Principal, Assistant Principal, Resource Teachers</td></tr>
<tr><td>2</td><td>Limited student background knowledge in subject area</td><td>Students will receive small group instruction through our iii (triple i) interventions.</td><td>Reading instructor, or HR teacher</td><td>Results of iii assessments</td><td>Print out of iii Assessment</td></tr>
<tr><td>3</td><td>Lack of time in the school day to provide students with remediation to accelerate student learning.</td><td>Tutorial services will be offered to students who are not meeting proficiency</td><td>Administrators, Teachers, Reading Coach, Literacy Leadership Team</td><td>Teachers will collaborate during Learning Team Meetings to assess their current reading data. Teachers will participate in data chats with the administrators.</td><td>FCAT, ongoing formal and informal assessments</td></tr>
</table>

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 number of students in the lowest 25% making learning gains in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82%	86%

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 to be continuously monitored in order to adjust instruction and meet their needs.	Identify and track students who scored in the lowest 25%. Teachers will have data chats with students and set individual goals. Teachers will tailor instructional practices to meet the needs of targeted students.	Classroom teachers,Principal, AP	Review and analyze tracking charts to determine instructional practices to meet the needs of the students.	Tracking charts,SAL-P,informal assessments
2	Limited independent student ability with regards to reading	Students in this subgroup will receive small group instruction through our iii (triple i) interventions every school day.	iii teacher,SAI teacher, or Gen. Ed. teacher	Results of reading probes or other reading assessments	Print out of reading probes or other reading assessments
3	Lack of time in the school day to provide students with remediation to accelerate student learning.	Tutorial services will be offered to students who are not meeting proficiency	Administrators, Teachers, Reading Coach, Literacy Leadership Team	Teachers will collaborate during Learning Team Meetings to assess their current reading data. Teachers will participate in data chats with the administrators.	FCAT, ongoing formal and informal 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 by 50%.	Reading Goal # 5A :

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Ethnic subgroups will increase proficiency in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Percent Proficient: White: 72% Black : 49% Hispanic: 60% Asian: 67% American Indian: 60%	Percent Proficient: White: 76% Black : 53% Hispanic: 64% Asian: 71% American Indian: 64%

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 may require additional practice with vocabulary and concepts related to testing format.	Students will receive instruction and practice each week with classroom tasks and assessments that are the format and rigor of FCAT.	Administrators, resource teachers, ESOL Contact, classroom teachers	Focused walkthroughs by administration will be used to ensure all teachers are focusing on academic and vocabulary development through research based strategies such as cooperative learning groups. Also, the staff will conduct learning team meetings on a scheduled basis to perform data analysis in order to monitor student progress. The progress of students will be monitored using the SSS Diagnostic Test and ongoing assessments.	Informal and formal assessments, reports generated from walkthroughs, and lesson plans
2	Providing instruction that develops independent readers and enhances comprehension.	Utilize the Reading Coach to provide professional development on: Using Reciprocal Teaching to Develop Independent Readers and Enhance Comprehension.	Principal, Assistant Principal, Reading Coach and Intermediate Teachers who attended training.	Monitor Assessment and Classroom Walkthroughs.	K-4 Literacy Assessments, Scholastic Reading Inventory Results and Palm Beach County Diagnostic Test.
3	Providing differentiated instruction.	Utilize the Reading Coach and District Support to provide professional development for teachers that focuses on providing differentiated instruction.	Principal, Assistant Principal, Reading Coach	Monitor Assessments and Classroom Walkthroughs	K-4 Literacy Assessments, Scholastic Reading Inventory Results and Palm Beach County Diagnostic Test
4	Motivating students to practice reading on their own.	Provide incentives to encourage and motivate students to participate in our School Wide Reading Counts Program.	Principal, Assistant Principal, Reading Coach and Media Specialist.	Monitor Assessments	Scholastic Achievement Manager
5	Lack of time in the school day to provide students with remediation to accelerate student	Tutorial services will be offered to students who are not meeting proficiency	Administrators, Teachers, Reading Coach, Literacy Leadership	Teachers will collaborate during Learning Team Meetings to assess their current reading data.	FCAT, ongoing formal and informal assessments

| | | | Team | Teachers will participate in data chats with the administrators. | |

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 number of ELL students who are proficient in Reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
18%	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 may require additional practice with vocabulary and concepts related to testing format.	Students will receive instruction and practice each week with classroom tasks and assessments that are the format and rigor of FCAT.	Administrators, resource teachers, ESOL Contact, classroom teachers	Focused walkthroughs by administration will be used to ensure all teachers are focusing on academic and vocabulary development through research based strategies such as cooperative learning groups. Also, the staff will conduct learning team meetings on a scheduled basis to perform data analysis in order to monitor student progress. The progress of students will be monitored using the SSS Diagnostic Test and ongoing assessments.	Informal and formal assessments, reports generated from walkthroughs, and lesson plans
2	Literacy in the home setting	Families will be invited to attend parent trainings designed to promote and increase literacy in the home	reading coach; outreach organizations	Student assessments: formal and informal	print outs of assessments
3	Lack of time in the school day to provide students with remediation to accelerate student learning.	Tutorial services will be offered to students who are not meeting proficiency	Administrators, Teachers, Reading Coach, Literacy Leadership Team	Teachers will collaborate during Learning Team Meetings to assess their current reading data. Teachers will participate in data chats with the administrators.	FCAT, ongoing formal and informal 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 number of SWD who are proficient in Reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
27%	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	Lack of time in the school day to provide students with sufficient remediation to accelerate student learning.	Students performing below a proficient level will receive small group instruction within the classroom setting, iii services, ESE support services and Tier 3 support if applicable.	Principal, AP, Classroom teacher, ESE teacher, ESE contact	Results from formal and informal assessments.	Assessment results, 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:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Increase the number of ED students who are proficient in Reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
54%	58%

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may require additional practice with vocabulary and concepts related to testing format.	Students will receive instruction and practice each week with classroom tasks and assessments that are the format and rigor of FCAT.	Administrators, resource teachers, ESOL Contact, classroom teachers	Focused walkthroughs by administration will be used to ensure all teachers are focusing on academic and vocabulary development through research based strategies such as cooperative learning groups. Also, the staff will conduct learning team meetings on a scheduled basis to perform data analysis in order to monitor student progress. The progress of students will be monitored using the SSS Diagnostic Test and ongoing assessments.	Informal and formal assessments, reports generated from walkthroughs, and lesson plans
2	Parents may have limited educational materials at home	Motivate and encourage parents to utilize the Title I Parent Resource Center available to them on campus.	Guidance Counselor, Reading Coach	Monitor parental participation	Sign -in sheets
3	Provide small group strategy work to their Economically Disadvantaged students in grades K-5	Intervention (iii) for students failing to master primary benchmark. Student grouping is adjusted as needed.	Teachers	Student shows mastery when retested on the targeted benchmark for SWDs receiving iii supplemental instruction.	K- 4 data will be used to determine student success as they progress through the reading benchmarks .
	Lack of time in the school day to provide students	Tutorial services will be offered to students who	Administrators, Teachers, Reading	Teachers will collaborate during Learning Team	FCAT, ongoing formal and informal

| 4 | with remediation to accelerate student learning. | are not meeting proficiency | Coach, Literacy Leadership Team | Meetings to assess their current reading data. Teachers will participate in data chats with the administrators. | 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
AIMS Web training; Progress Monitoring Tools	K-5	SAI teacher	K-5	PDD, LTM	Progress Monitoring Improvement Report	Principal, AP, iii teachers, Reading Coach, Resource Teachers
Effective Implementation of the Instructional Focus Calendar	K-5	Reading Coach	Reading and iii teachers	On-going, during LTM's, PDD's, and other selected dates	lesson plans and classroom walkthroughs	Principal and Reading Coach
ELL Strategies for ESOL Students	K-5	ESOL Coordinator/Resource Teachers	K-5	PDD, LTM	lesson plans and classroom walkthroughs	Principal, AP, ESOL Resource Teachers
RTI/MTSS Process and iii updates	K-5	SBT members	K-5	PDD, LTM	SBT Meetings	SBT Meetings
Secondary Benchmarks Calendar; Portfolio Progress Monitoring	K-5	Reading Coach	K-5	PDD, LTM	Lesson Plans and Classroom Walkthroughs	Principal, AP

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase learning gains through increased literacy opportunities	Classroom Libraries	Title I	$1,277.39
Increase student accountability with learning gains through data chats and use of portfolios	Student Portfolio Folders	Title I	$151.16
			Subtotal: $1,428.55
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Track student growth and provide differentiated instruction while increasing student proficiency using learning tools and computer based literacy	2 Mac Student Computers and apple care	Title I	$2,236.00
			Subtotal: $2,236.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

Increase student proficiency on FCAT. A reading coach will observe, model, coach and provide professional development to teachers. The reading coach will also provide teachers with feedback and assist students with intervention/support.	Reading Coach	Title I	$70,200.00
Share best practices and align them to learning goals	Amazon Staff Development Books	Title I	$355.86
			Subtotal: $70,555.86

Other

Strategy	Description of Resources	Funding Source	Available Amount
Promote rigorous assignments through formal and informal assessments	Ink Cartridges	Title I	$822.00
Increase student performance through monitoring and analyzing student performance data	Toner Cartridges	Title I	$199.00
Increase durability of teacher and student made visual aids and anchor charts to increase proficiency	Laminating Film	Title I	$503.92
Increase student work productivity	Pencils and Sharpener	Title I	$20.85
			Subtotal: $1,545.77
			Grand Total: $75,766.18

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 ELL students who are proficient in listening and speaking

2012 Current Percent of Students Proficient in listening/speaking:
54%

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 may reside in an environment where only the native language is spoken	Families will be invited to attend parent trainings designed to promote and increase literacy in the home	Reading Coach, ESOL coordinator, Administrators	Student assessments, both formal and informal	assessment results, CELLA
2	Students lack exposure to the English language	Sheltered ESOL students will receive additional instruction within a small group setting. ESOL services will also be provided in the classroom by the CLF if applicable.	ESOL coordinator, Administrators	Informal and formal student assessments	assessment results, CELLA, classroom observations

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 ELL students who are proficient in Reading

2012 Current Percent of Students Proficient in reading:

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	Lack of time in the school day to provide students with remediation to accelerate student learning	Tutorial services will be offered to students who are not meeting proficiency	Principal, AP, Reading Coach, Literacy Leadership Team, ESOL coordinator	Teachers will collaborate during LTM to assess current reading data and will participate in data chats with the Principal and AP.	CELLA, ongoing formal and informal assessments
2	Students lack exposure to the English language in their literature	Sheltered ESOL students will receive additional instruction within a small group setting. ESOL services will also be provided in the classroom by the CLF if applicable.	Administrators, ESOL coordinator	Formal and informal assessments	Assessments, CELLA, classroom observations

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 ELL students who are proficient in Writing

2012 Current Percent of Students Proficient in writing:

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	Students may require additional practice with vocab and conventions of the English language	Students will receive instruction and practice each week with classroom tasks and assessments	Principal, AP, ESOL Coordinator, classroom teachers	Walkthroughs, ongoing assessments	CELLA, formal and informal assessments
2	Students have limited exposure to the English language in print form	Sheltered ESOL students will receive additional instruction within a small group setting. ESOL services will also be provided in the classroom by the CLF if applicable.	Administrators, ESOL Coordinator	Formal and informal assessments	CELLA, classroom observations, assessments

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

End of CELLA Goals

Elementary School Mathematics Goals

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	Students will increase level 3 proficiency in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33%	37%

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	Teaching practices may not be properly aligned to student achievement needs to assure that the appropriate goals are being met.	Share best practices of Iobservation/Marzano's Art of Teaching and Learning Village with teachers to align teaching practices to learning goals.	Administration	Administration will monitor implementation through classroom walkthroughs	Results will be determined through on-going formal and informal assessments, Diagnostic Testing, and FCAT data.
2	NGSSS may not be implemented with fidelity. Teachers may have difficulty effectively using new resources.	Students will receive daily instruction and practice with classroom tasks and assessments that match the format and rigor of FCAT.	Administrators, resource teachers, coach	Focused walkthroughs by administration will be used to ensure all teachers are using manipulatives and reteaching logs to monitor instruction.	On-going assessments and FCAT data
3	Instruction does not meet the individual needs of students.	Teachers will differentiate their instruction using small group instruction.	Administrators, resource teachers	Focused walkthroughs by administration will be used to ensure all teachers are differentiating their instruction using small groups.	Classroom walkthrough data
4	Students may not learn concepts at the same rate or may require alternative methods of instruction.	Provide differentiated instruction using district "learning tools" via computer based learning	Principal, Assistant Principal,resource teachers, classroom teachers, computer lab fine arts teacher	Classroom walkthroughs	Ongoing assessments and FCAT data
5	Implementation of a new Math series and New Standards	Continuous professional development and monitoring of said implementation; Development of an Instructional Focus Calendar for Math	Principal; AP; and Team Leaders	Classroom walkthroughs; disaggregate data on formal and informal assessments	print outs of observations and data reviews on formal and informal 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:	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 mathematics. Mathematics Goal #2a:	Students will increase their proficiency at or above a level 4 in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27%	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	Implementation of a new Math series and New Standards	Continuous professional development and monitoring of said implementation; Development of an Instructional Focus Calendar for Math; professional development on increasing rigor of assignments and activities	Principal; AP; and Team Leaders	Classroom walkthroughs; disaggregate data on formal and informal assessments	print outs of observations and disaggregate data on formal and informal 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 mathematics. Mathematics Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		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:	There will be an increase in the number of students making learning gains in Math
2012 Current Level of Performance:	2013 Expected Level of Performance:
83%	87%

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 may require additional time and differentiated instruction to ensure adequate progress towards grade level targets.	Differentiated instruction and small group instruction will be implemented in the classroom.	Classroom Teacher	Classroom Walkthroughs	Principal, Assistant Principal, Resource Teachers
2	Students may require instruction using various modalities to understand and master math concepts.	Increase the use of manipulatives and hands-on activities to reinforce mathematics concepts.	Assistant principal, math resource teacher, math teachers	Classroom Walk-throughs, common assessments	Fall and Winter Diagnostics, common assessments, portfolios/work samples.
3	Implementation of a new Math series and New Standards	Continuous professional development and monitoring of said implementation; Development of an Instructional Focus Calendar for Math; professional development on increasing rigor of assignments and activities	Principal; AP; District Math consultants; and Team Leaders	Classroom walkthroughs; disaggregate data on formal and informal assessments	print outs of observations and disaggregate data on formal and informal assessments
4	Lack of time in the school day to provide students with remediation to accelerate student learning.	Tutorial services will be offered to students who are not meeting proficiency	Administrators, Teachers, Math Resource Teacher	Teachers will collaborate during Learning Team Meetings to assess their current math data. Teachers will participate in data chats with the administrators.	FCAT, ongoing formal and informal 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:	
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 mathematics. Mathematics Goal #4:	Increase the number of students in the lowest 25% making learning gains in math
2012 Current Level of Performance:	2013 Expected Level of Performance:
81%	85%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need to be continuously monitored in order to adjust instruction and meet their needs.	Identify and track students who scored in the lowest 25%. Teachers will have data chats with students and set individual goals. Teachers will tailor instructional practices to meet the needs of targeted students.	Classroom teachers,Principal, AP	Review and analyze tracking charts to determine instructional practices to meet the needs of the students.	Tracking charts,SAL-P,informal assessments
2	Implementation of a new Math series and New Standards	Continuous professional development and monitoring of said implementation; Development of an Instructional Focus Calendar for Math; professional development on increasing rigor of assignments and activities; professional development on differentiated instruction techniques	Principal; AP; and Team Leaders	Classroom walkthroughs; disaggregate data on formal and informal assessments	Print outs of observations and disaggregate data on formal and informal assessments
3	Lack of time in the school day to provide students with remediation to accelerate student learning.	Tutorial services will be offered to students who are not meeting proficiency	Administrators, Teachers, Math Resource Teacher	Teachers will collaborate during Learning Team Meetings to assess their current math data. Teachers will participate in data chats with the administrators.	FCAT, ongoing formal and informal 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 by 50%.	Elementary School Mathematics Goal # 5A :

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Increase the number of students by ethnicity who are making learning gains in math
2012 Current Level of Performance:	2013 Expected Level of Performance:
Percent Proficient: White: 74% Black: 47% Hispanic: 58% Asian: 67% American Indian: 60%	Percent Proficient: White: 78% Black: 51% Hispanic: 62% Asian: 71% American Indian: 64%

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 may require additional practice with vocabulary and concepts related to testing format.	Students will receive instruction and practice each week with classroom tasks and assessments that are the format and rigor of FCAT.	Administrators, resource teachers, ESOL Contact, classroom teachers	Focused walkthroughs by administration will be used to ensure all teachers are focusing on academic and vocabulary development through research based strategies such as cooperative learning groups. Also, the staff will conduct learning team meetings on a scheduled basis to perform data analysis in order to monitor student progress. The progress of students will be monitored using the SSS Diagnostic Test and ongoing assessments.	Informal and formal assessments, reports generated from walkthroughs, and lesson plans
2	Implementation of a new Math series and New Standards	Continuous professional development and monitoring of said implementation; Development of an Instructional Focus Calendar for Math; professional development on increasing rigor of assignments and activities; Math resource teacher	Principal; AP; District Math consultants; and Team Leaders	Classroom walkthroughs; disaggregate data on formal and informal assessments	Print outs of observations and disaggregate data on formal and informal assessments
	Lack of time in the school day to provide students with remediation to	Tutorial services will be offered to students who are not meeting	Administrators, Teachers, Math Resource Teacher	Teachers will collaborate during Learning Team Meetings to assess their	FCAT, ongoing formal and informal assessments

3	accelerate student learning.	proficiency		current math data. Teachers will participate in data chats with the administrators.	

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 number of ELL students who are proficient in Math
2012 Current Level of Performance:	2013 Expected Level of Performance:
24%	28%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may require additional practice with vocabulary and concepts related to testing format.	Students will receive instruction and practice each week with classroom tasks and assessments that are the format and rigor of FCAT.	Administrators, resource teachers, ESOL Contact, classroom teachers	Focused walkthroughs by administration will be used to ensure all teachers are focusing on academic and vocabulary development through research based strategies such as cooperative learning groups. Also, the staff will conduct learning team meetings on a scheduled basis to perform data analysis in order to monitor student progress. The progress of students will be monitored using the SSS Diagnostic Test and ongoing assessments.	Informal and formal assessments, reports generated from walkthroughs, and lesson plans
2	Lack of time in the school day to provide students with remediation to accelerate student learning.	Tutorial services will be offered to students who are not meeting proficiency	Administrators, Teachers, Math Resource Teacher	Teachers will collaborate during Learning Team Meetings to assess their current math data. Teachers will participate in data chats with the administrators.	FCAT, ongoing formal and informal assessments
3	Students may have difficulty acquiring language skills	ELL Students instruction will focus on academic and vocabulary development through research based strategies including cooperative learning groups.	Administrators, Math Teachers, Math Resource Teacher	Focused walkthroughs by administration will be used to ensure all math teachers are focusing on academic and vocabulary development through research based strategies such as cooperative learning groups.	Ongoing assessments and FCAT data
	Teachers may not implement with fidelity	Students will receive instruction and practice each week with classroom tasks and assessments that are the format and rigor of FCAT.	Administrators, Mathematics teachers, Math Resource teacher	Focused walkthroughs by administration will be used to ensure all math teachers are focusing on academic and vocabulary development through research based strategies such as cooperative learning	Informal and formal assessments, reports generated from walkthroughs, and lesson plans

			groups. Also, the staff will conduct learning team meetings on a scheduled basis to perform data analysis in order to monitor student progress. The progress of students will be monitored using the SSS Diagnostic Test and ongoing assessments.	
4				

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Increase the number of SWD who are proficient in Math
2012 Current Level of Performance:	2013 Expected Level of Performance:
48%	52%

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Lack of time in the school day to provide students with sufficient remediation to accelerate student learning.</td><td>Students performing below a proficient level will receive small group instruction within the classroom setting, ESE support services and Tier 3 support if applicable.</td><td>Principal, AP, ESE contact</td><td>Formal and informal assessment scores</td><td>FCAT, assessments</td></tr>
</table>

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Increase the number of ED students who are proficient in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54%	58%

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td></td><td>Students may require additional practice with vocabulary and concepts related to testing format.</td><td>Students will receive instruction and practice each week with classroom tasks and assessments that are the format and rigor of FCAT.</td><td>Administrators, resource teachers,

ESOL Contact, classroom teachers</td><td>Focused walkthroughs by administration will be used to ensure all teachers are focusing on academic and vocabulary development through research based strategies such as cooperative learning</td><td>Informal and formal assessments, reports generated from walkthroughs, and lesson plans</td></tr>
</table>

1					groups. Also, the staff will conduct learning team meetings on a scheduled basis to perform data analysis in order to monitor student progress. The progress of students will be monitored using the SSS Diagnostic Test and ongoing assessments.
2	Teachers may have difficulty differentiating their instruction	Teachers will assist students who are not proficient in a small group or one-on-one setting.	Principal, Assistant Principal, Math Teachers, Math Resource Teacher	Classroom walkthroughs	Ongoing assessments and FCAT data
3	Teachers may not implement with fidelity	Teacher will teach math concepts in depth. Implement best instructional practices such as use of manipulatives, applying mathematics to the world, journal writing, small group instruction, think aloud problem solving process.	Principal, Assistant Principal, Math Teachers, Math Resource Teacher	Classroom walkthroughs	Ongoing assessments and FCAT data
4	Lack of time in the school day to provide students with remediation to accelerate student learning.	Tutorial services will be offered to students who are not meeting proficiency	Administrators, Teachers, Math Resource Teacher	Teachers will collaborate during Learning Team Meetings to assess their current math data. Teachers will participate in data chats with the administrators.	FCAT, ongoing formal and informal assessments

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
Questioning techniques for Math	3-5, Use of Gizmos, FCAT Explorer, FOCUS, EDW, Riverdeep	Math Resource Teacher	Math teachers	LTM, PDD, and as needed	EDW, data reports, classroom walk throughs	Principal, AP,
Secondary Benchmarks calendar, Portfolio progress monitoring	K-5	Math Resource Teacher	Math teachers	LTM, PDD	Lesson Plans, Classroom walk throughs, portfolios	Principal, AP

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
A math resource teacher will assist and provide professional development to teachers. The math resource teacher will also provide teachers with feedback on student progress and assist students with intervention and support.	Math Resource Teacher	Title I	$66,690.00

			Subtotal: $66,690.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increase proficiency on word problems as associated with higher level thinking on FCAT	9 Dell student computers	Title I	$5,628.15
			Subtotal: $5,628.15

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: $72,318.15

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:	As a science based school, we strive for academic success in this area and will increase our level 3 proficiency in Science
2012 Current Level of Performance:	2013 Expected Level of Performance:
42%	46%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
---	---	---	---	---	---
1	Teaching practices may not be properly aligned to student achievement needs to assure that the appropriate goals are being met.	Share best practices of Iobservation/Marzano's Art of Teaching and Learning Village with teachers to align teaching practices to learning goals.	Administration	Administration will monitor implementation through classroom walkthroughs	Results will be determined through on-going formal and informal assessments, Diagnostic Testing, and FCAT data.
2	NGSSS may not be implemented with fidelity. Teachers may have difficulty effectively using new resources.	Students will receive daily instruction and practice with classroom tasks and assessments that match the format and rigor of FCAT.	Administrators, resource teachers, coach	Focused walkthroughs by administration will be used to ensure all teachers are using manipulatives and reteaching logs to monitor instruction.	On-going assessments and FCAT data
3	Instruction does not meet the individual needs of students.	Teachers will differentiate their instruction using small group instruction.	Administrators, resource teachers	Focused walkthroughs by administration will be used to ensure all teachers are	Classroom walkthrough data

			differentiating their instruction using small groups.	
4	Critical thinking with regards to the scientific method	Analyze data from assessments and diagnostic test; Implement FAU's Science Ideas Model; Utilize Science Lab for instruction/demonstration lessons and hands-on/kinesthetic activities; integrate Project WILD, Picture Perfect Science, and other science curricula with district mandated instruction; Develop an Instructional Focus Calendar for Science;	Principal, Science Lab teacher, science teachers	Review data reports to ensure teachers are teaching and assessing students according to their weaknesses and following district created schedule; Science lab will be a part of the Fine Arts wheel; Administration will monitor implementation;	Assessment data and Curriculum Based Measurement; Classroom walkthroughs and log

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Increase the number of students scoring at or above a level 4 in Science
2012 Current Level of Performance:	2013 Expected Level of Performance:
32%	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
	Critical thinking skills with regards to the	Analyze data from assessments and	Principal, Science Lab	Review data reports to ensure teachers are	Assessment data and Curriculum

		scientific method	diagnostic test; Implement FAU's Science Ideas Model; Utilize Science Lab for instruction/demonstration lessons and hands-on/kinesthetic activities; integrate Project WILD, Picture Perfect Science, and other science curricula with district mandated instruction; Develop an Instructional Focus Calendar for Science	teacher,science teachers	teaching and assessing students according to their weaknesses and following district created schedule; Science lab will be a part of the Fine Arts wheel; Administration will monitor implementation	Based Measurement; Classroom walkthroughs and log
2		Reading skills limiting understanding of situational questions on FCAT with regards to scientific method	Increased focus on science vocabulary; integration of literature and science	Principal, Science Lab teacher,science and reading teachers	Review data reports to ensure teachers are teaching and assessing students according to their weaknesses and following district created schedule; Science lab will be a part of the Fine Arts wheel; Administration will monitor implementation	Assessment data and Curriculum Based Measurement; Classroom walkthroughs and log

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

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

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

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

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

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

| Debriefing from Learn GREEN conference | K-5 | PD committee and conference attendees | K-5 | Conference Oct 19, 2012 | Earn additional Green School Awards | PD committee, science resource teacher |
| Picture Perfect science, science notebooks, Project WILD, Aquatic WILD, Science IDEAS | K-5 | Science Resource Teacher, Selected Staff | K-5 science teachers | on going, PDD, LTM | Classroom walkthroughs, lesson plans, student work, PDD components | Principal, Science resource teacher |

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 number of students who are proficient in Writing
2012 Current Level of Performance:	2013 Expected Level of Performance:
91%	95%
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Limited academic time for writing instruction	Focus calendar; departmentalization; subject integration to increase amount of time spent writing as well as topics written about. Incorporate a school-wide writing program.	Select Staff members	Teachers will maintain a work folder for each student. Progress will be assessed monthly using scores from Palm Beach and Pine Jog Writes	FCAT rubric. Teachers will use one LTM period monthly to evaluate progress

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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
Utilize writing strategies in daily instruction	K-5	Select Staff Members	Language Arts and Writing teachers	LTM, PDD	Monitored through progress on Palm Beach Writes, Pine Jog Writes and informal writing assessments	Language Arts teachers, Principal

Writing Budget:

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

			Subtotal: $0.00

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

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Pine Jog Elementary will continue to utilize various methods to increase attendance and decrease tardiness
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
79%	90%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
197 Students	180 students (20%) or less
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
116 Students	90 students (10%) or less

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	Transportation; Earlier start time	Daily Automated phone call system for students marked as absent or tardy; Perfect Attendance Award recognition;	Attendance Clerk & designee; Data Processor (for report printouts); Principal; AP	Monitoring of current SY attendance report	End of year attendance report

Professional Development (PD) aligned with Strategies through Professional Learning Community

(PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Sharing attendance data with staff	K-5	Principal, AP, Data Processor	K-5	per semester	Periodic updates from attendance clerk	Principal, AP

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:	The goal is for all students to remain on-task through a school-wide positive behavior reinforcement plan
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0

2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
30	Less than 25
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
16	Less than 15

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increased number of High-Needs students	Implementation of a School-Wide Positive Behavior Support program (PBiS)	PBiS Team; District liaison	District discipline reports from liaison	End of Year discipline data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PBiS	K-5	PBiS Team	K-5	on going, faculty meetings, PDD, LTM	Monitoring of discipline data	PBiS liaison, AP

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
PBiS	Rewards for students exhibiting positive behavior throughout each day	PTA	$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
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Pine Jog Elementary strives to collaborate with families and community organizations. We welcome input from all stakeholders.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
50%	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	Communication with parents	Provide student planners and communication folders to all students that require parents signature; provide call outs, flyers, and marquee updates for parents in their native language; provide meaningful parent involvement nights	Principal; selected staff	Collect data and survey parents and teachers; sign-in sheets from parent involvement meetings	Collect data and survey parents and teachers; sign-in sheets from parent involvement meetings
2	Language barrier, lack of transportation	Parents will be encouraged to attend Meet the Teacher, Title I meetings, open house and curriculum nights. Notices will be sent home in English, Spanish and Creole. Such opportunities will provide parents the opportunity to be informed of curriculum, assessment and expected proficiency levels, as well as participate in decision making regarding their child's education	Administrators, Classroom teachers and Support staff	Collect participation data and annual family surveys	Parent attendance sign in sheets
3	Lack of transportation	Parents will be encouraged to attend SAC meetings and PTA meetings to help design, implement and evaluate schoolwide programs. Advance notice may be given	SAC chair, Principal, PTA liaisons, LTF	Participation data, SAC minutes, surveys	Sign-in sheets, SAC minutes

		through the following methods: school marquee, phone blasts, flyers (in all 3 languages)				
4	Loss of business partners	Maintain main community business partner, Pine Jog Environmental Center/FAU, through implementation of environmental curriculum and facilities. Invite and involve business partners to SAC meetings.	SAC chair, Principal, Community Business Partner Liaison, Classroom teachers	Participation data	Sign-in sheets

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
Offer curriculum nights, Annual Title I meeting, and other parent involvement for our K-5 students	K-5	Principal, Learning Team Leaders	K-5 teachers, students, and parents	on-going throughout the year	Collect data and survey parents and teachers; sign-in sheets	Title I coordinator, classroom teachers
SAC meetings to offer decision making opportunities to parents and community members in regards to the Family Involvement Plan and School compacts	K-5	SAC chair and committee	SAC, any and all staff, families, and community members	First Friday of Each Month at 7:30 am	SAC minutes	SAC chair

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase parent communication by providing student planners to all students that require parent signatures	School Mate Planners	Title I	$1,416.21
Increase parent communication by providing communication folders to all students for informational letters from the school and district	Communication Folders	Title I	$945.00
Increase parent communication of school rules and expectations to promote a positive learning environment	Parent Insert for Gr 3-5 Planners	Title I	$266.80

			Subtotal: $2,628.01

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increase student proficiency through using at-home reading resources	Books Youth Light	Title I	$181.88
			Subtotal: $181.88

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

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Increase parent communication via delivery of time-sensitive materials	Postage	Title I	$500.00
			Subtotal: $500.00
			Grand Total: $3,309.89

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:	To develop rigorous, hands on STEM activities to involve students and parents in an annual STEM Family Night. There are common content standards in STEM education for grades K-12. We will design strategies to increase the participation and success of underrepresented populations, develop innovative STEM assessment practices that measure higher order thinking skills, problem solving, analysis, and synthesis; and create curriculum tools and professional development that foster innovation and inventiveness.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Funding	Design a Family STEM Night with 20 - 30 STEM related activities that will engage parents and students in the fields of STEM.	Principal, AP, Science Resource Teacher and representatives from each grade level.	Parent and student sign in sheets, completion of a STEM follow up evaluation	Title 1 School Effectiveness Survey.

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)

Green 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. Green Goal Green Goal #1:	Teachers will integrate "green" lessons and earn the Green School of Excellence Award. Teach students characteristics of the Pine Jog Elementary facility and why it's a "Green" School.
2012 Current level:	2013 Expected level:
100%	100%

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 who enroll from other schools may not be aware of our Green school attributes or be aware of how to keep the campus "green"	Teachers will implement "green" lessons and classes will participate in a Legacy Project by grade level	K-5 teachers	Increase in recycling and other "green" contests	Teacher observation, recycling data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
National Green conference	K-5	PD committee, Principal	selected teachers	February 2013	Earn the National Green School Award	PD Committee, all teachers
Teachers will incorporate lessons to increase student knowledge and to earn the Green School of Excellence Award	K-5	Science Resource teacher	K-5	on-going, LTM, PDD	Earn the Green School of Excellence Award	All teachers, Principal, AP, Science Resource Teacher
Learn GREEN conference	K-5	PD committee, Principal	K-5	October 19, 2012	Earn the Green School of Excellence Award	PD committee, all teachers

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 Green Goal(s)

Community Green 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. Community Green Goal

Community Green Goal #1: | To increase awareness of our Green Goal Teachers and students will participate in programs hosted by Community Members and/or Business Partners. Selected Staff will attend Local, State and National Conferences to gain cutting edge information to share and integrate across our curriculum. |
| 2012 Current level: | 2013 Expected level: |
| 100% | 100% |

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
Presentations at the 4th Annual Learn Green conference	K-12	Selected Staff	District employees and community members	February 2013	Exit Survey	District Science Coordinator

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 Community Green Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increase learning gains through increased literacy opportunities	Classroom Libraries	Title I	$1,277.39
Reading	Increase student accountability with learning gains through data chats and use of portfolios	Student Portfolio Folders	Title I	$151.16
Mathematics	A math resource teacher will assist and provide professional development to teachers. The math resource teacher will also provide teachers with feedback on student progress and assist students with intervention and support.	Math Resource Teacher	Title I	$66,690.00
Suspension	PBiS	Rewards for students exhibiting positive behavior throughout each day	PTA	$1,000.00
Parent Involvement	Increase parent communication by providing student planners to all students that require parent signatures	School Mate Planners	Title I	$1,416.21
Parent Involvement	Increase parent communication by providing communication folders to all students for informational letters from the school and district	Communication Folders	Title I	$945.00
Parent Involvement	Increase parent communication of school rules and expectations to promote a positive learning environment	Parent Insert for Gr 3-5 Planners	Title I	$266.80
				Subtotal: $71,746.56

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Track student growth and provide differentiated instruction while increasing student proficiency using learning tools and computer based literacy	2 Mac Student Computers and apple care	Title I	$2,236.00
Mathematics	Increase proficiency on word problems as associated with higher level thinking on FCAT	9 Dell student computers	Title I	$5,628.15
Parent Involvement	Increase student proficiency through using at-home reading resources	Books Youth Light	Title I	$181.88
				Subtotal: $8,046.03

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
	Increase student proficiency on FCAT. A reading coach will			

Reading	observe, model, coach and provide professional development to teachers. The reading coach will also provide teachers with feedback and assist students with intervention/support.	Reading Coach	Title I	$70,200.00
Reading	Share best practices and align them to learning goals	Amazon Staff Development Books	Title I	$355.86
				Subtotal: $70,555.86

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Promote rigorous assignments through formal and informal assessments	Ink Cartridges	Title I	$822.00
Reading	Increase student performance through monitoring and analyzing student performance data	Toner Cartridges	Title I	$199.00
Reading	Increase durability of teacher and student made visual aids and anchor charts to increase proficiency	Laminating Film	Title I	$503.92
Reading	Increase student work productivity	Pencils and Sharpener	Title I	$20.85
Parent Involvement	Increase parent communication via delivery of time-sensitive materials	Postage	Title I	$500.00
				Subtotal: $2,045.77
				Grand Total: $152,394.22

Differentiated Accountability

School-level Differentiated Accountability Compliance

͡n Priority	͡n Focus	͡n Prevent	͡n NA

Are you a reward school: ͡n Yes ͡n No

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

No Attachment (Uploaded on 9/23/2012)

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.

 No. Disagree with the above statement.

If NO, describe the measures being taken to Comply with SAC Requirement

SAC meeting dates for SY13 have been changed from the first Tuesday of each month at 3:15 pm to the first Friday of each month at 7:30 am. The purpose of this change for SY13 is to attract more of our community members and parents who walk their child to school in the morning and who stay to assist with PTA fundraisers on Friday mornings. We will continue to post

meeting notices on the school marquee in front of the school to attract parents and community members.

Projected use of SAC Funds	Amount
Academic and Green School Initiatives	$1,000.00

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

The following items will be discussed and reviewed at SAC meetings:
SIP
Diagnostic and FCAT data
Vision and Mission Statements
School Compact
Title I documents including Family Involvement Plan
Budget
New report card
Principal's Update

AYP DATA

SCHOOL GRADE DATA

No Data Found

Palm Beach School District
PINE JOG ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	75%	69%	97%	63%	304	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	70%	63%			133	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	59% (YES)	71% (YES)			130	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					567	
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
PINE JOG ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	75%	70%	83%	64%	292	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	75%	64%			139	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	63% (YES)	73% (YES)			136	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					567	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested