

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education  
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School Name: NORTHBORO ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Gayle W. Harper

SAC Chair: Margaret Bess

Superintendent: E. Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 11/9/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					Principal of Northboro 2011-2012 school grade B, READING: HS 44%, Learning Gains 65% in reading, L25% Learning Gains in reading 65%; MATH: HS 53%, Learning Gains in math 61%, L25% Learning Gains in math 62%, Writing 95%, Science HS 44.
					Principal of West Rivera 2010-2011 school grade D, READING: HS 37%, Learning Gains 48% in reading, L25% Learning Gains in reading 63%; MATH: HS 43%, Learning Gains in math 54%, L25% Learning Gains in math 63%, Writing 73%. Black, Economically Disadvantaged and SWD students did not make AYP in reading or math
					Principal of West Rivera 2010-2009 school grade F, READING: HS 41%, Learning Gains 53% in reading, L25% Learning Gains in reading 58%; MATH: HS 45%, Learning Gains in math 37%, L25% Learning Gains in math 48%, Writing 70%, Science 28%.

Principal	Gayle W. Harper	Specialist: Educational Leadership  Masters: Varying Exceptionalities  Bachelors: Elementary Education  ESOL Endorsed	2	9	<p>Black and Economically Disadvantaged students did not make AYP in reading or math, SWD did not make AYP in reading.</p> <p>Principal of West Rivera 2009-2008 school grade B, READING: HS 52%, Learning Gains 70% in reading, L25% Learning Gains in reading 58%; MATH: HS 54%, Learning Gains in math 64%, L25% Learning Gains in math 83%, Writing 89%, Science 28%. Black and Economically Disadvantaged students did not make AYP in math. SWD did not make AYP in reading or math.</p> <p>Assistant Principal of West Rivera 2007-2008 school grade C, READING: HS 46%, Learning Gains 61% in reading, L25% Learning Gains in reading 76%; MATH: HS 54%, Learning Gains in math 63%, L25% Learning Gains in math 71%, Writing 81%, Science 33%. Black, Economically Disadvantaged students and SWD did not make AYP in reading.</p> <p>Assistant Principal of West Rivera 2006-2007 school grade C, READING: HS 45%, Learning Gains 71% in reading, L25% Learning Gains in reading 82%; MATH: HS 48%, Learning Gains in math 65%, L25% Learning Gains in math 67%, Writing 80%, Science 13%. Black and Economically Disadvantaged students did not make AYP in reading. SWD did not make AYP in reading or math.</p> <p>Assistant Principal of West Rivera 2005-2006 school grade D, READING: HS 43%, Learning Gains 39% in reading, L25% Learning Gains in reading 34%; MATH: HS 38%, Learning Gains in math 60%, Writing 86%, Science 32%. Black and Economically Disadvantaged students did not make AYP in reading or math.</p> <p>Assistant Principal of West Rivera 2004-2005 school grade C, READING: HS 50%, Learning Gains 50% in reading, L25% Learning Gains in reading 53%; MATH: HS 44%, Learning Gains in math 70%, Writing 64%. SWD did not make AYP in reading.</p> <p>Assistant Principal of West Rivera 2003-2004 school grade D, READING: HS 30%, Learning Gains 51% in reading, L25% Learning Gains in reading 48%; MATH: HS 32%, Learning Gains in math 68%, Writing 80%. Black, Economically Disadvantaged and SWD students did not make AYP in reading or math.</p>
Assis Principal	Mary Beth Decker	Specialist: Educational Leadership  Masters: Elementary Education/ ESOL  Bachelors: Elementary Education  ESOL Endorsed	17	7	<p>Assistant Principal of Northboro 2011-2012 school grade B, READING: HS 44%, Learning Gains 65% in reading, L25% Learning Gains in reading 65%; MATH: HS 53%, Learning Gains in math 61%, L25% Learning Gains in math 62%, Writing 95%, Science HS 44.</p> <p>Assistant Principal of Northboro in 2010-2011 Grade: A, Reading Mastery 732, Math Mastery 79%, Science 71%, Writing 94%. Hispanics, Economically Disadvantaged, and ELL Students did not make AYP in reading. Black students did not make AYP in math.</p> <p>Assistant Principal of Northboro in 2009-2010 Grade: B, Reading Mastery 73%, Math Mastery 78%, Science 58%, Writing 95%. Black, Economically Disadvantaged, and ELL Students did not make AYP in Reading. Also, Economically Disadvantaged, and ELL Students did not make AYP in Math.</p> <p>Assistant Principal of Northboro in 2008-2009 Grade: A, Reading Mastery 74%, Math Mastery 85%, Science 46%, Writing 96%. Hispanic and ELL Students did not make AYP in reading.</p>

				<p>Assistant Principal of Northboro in 2007-2008 Grade: A, Reading Mastery 68%, Math Mastery 77%, Science 37%, Writing 95%. Hispanic and ELL Students did not make AYP in reading.</p> <p>Assistant Principal of Northboro in 2006-2007 Grade: A, Reading Mastery 69%, Math Mastery 75%, Science 47% , Writing 89%. Hispanic and ELL 100% AYP met</p> <p>Assistant Principal of Northboro in 2005-2006 Grade: B, Reading Mastery 70%, Math Mastery 57%, Science n/a, Writing 93%. No AYP for SWD in Reading, No AYP for Hispanics, ELL, and SWD in Math</p>
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## INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Adrienne Griffin	<p>B.S. Business Administration/ Management</p> <p>Masters: Elementary Education</p> <p>Specialist: Educational Leadership</p> <p>ESOL Endorsed</p>	6	4	<p>2011-2012 Northboro Reading Coach Grade: B Reading Mastery 44%</p> <p>2010-2011 Northboro Reading Coach Grade: A, Reading Mastery 72%, Hispanic, Economically Disadvantaged, and ELL students did not make AYP in Reading.</p> <p>2009-2010 Northboro Reading Coach Grade: B, Reading Mastery 73%, Black, Economically Disadvantaged, and ELL Students did not make AYP in Reading.</p> <p>2008-2009 Northboro Reading Coach Grade: A, Reading Mastery 74%, Students did not make AYP in reading.</p> <p>2007-2008 Northboro 4th grade teacher Grade: A, Reading Mastery 68%, Hispanic and ELL Students did not make AYP in reading.</p> <p>2006-2007 Northboro 4th grade teacher Grade: A, Reading Hispanic and ELL 100% AYP met</p> <p>2005- 2006 Lincoln Elem. 4th grade teacher Grade C:</p>
Science	Amber Todd-Guy	<p>B.S. Family and Child Sciences</p> <p>Masters: Educational leadership (1/13)</p>	1	1	<p>2011-2012 Jeaga Middle School 8th Grade Science teacher Grade: B Science 35%</p> <p>2010-2011 Jeaga Middle School 7th Grade Science teacher Grade: B Science 34%</p> <p>2009-2010 Northboro 3rd grade teacher (science and math) Grade: A Science 46%</p> <p>2008-2009</p>

		certification: Grades K-3 Grades 5-9 science  ESOL Endorsed			Northboro 3rd grade teacher Grade: A Science 37%  2006-2007 Northboro 2nd grade teacher Grade: A Science 47%  2005- 2006 Northboro 1st/2nd grade teacher Grade: B Science: n/a
Math	Michelle Carroll	B.S. Exceptional Student Education/Specific Learning Disabilities  Elementary Education Certification  Masters Educational Leadership  ESOL Endorsed	2	2	2011-2012 Northboro Elementary School Math Coach Grade: B, 53% HS in Math  2010-2011 West Riviera Elementary School .5 Reading Grade: D, Reading 81% learning gains  2009-2010 West Riviera Elementary School Parent Liaison Grade F  2008-2009 West Riviera Elementary Parent Liaison/Behavior Specialist Grade B  2007-2008 Lake Park Elementary 5th Grade teacher Grade B  2006-2007 Lake Park Elementary 5th grade teacher Grade A

## 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	1. Data meetings with Principal	Principal	ongoing	
2	2. Pairing new teachers with Highly effective teachers	Assitant principal	ongoing	
3	3. New Teacher Network to create ongoing discussion about <ul style="list-style-type: none"> <li>• Student discipline</li> <li>• Surviving the first year</li> <li>• Communicating with parents</li> <li>• Completing teacher requirements, i.e. report cards, mid terms</li> </ul>	National Board Certified teachers	ongoing	
4	4. Lesson Delivery: Weekly focus meetings	Coaches	ongoing	
5	5. Student interns and college/university referrals	Principal	ongoing	

## 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
N/A	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
59	5.1%(3)	32.2%(19)	47.5%(28)	18.6%(11)	45.8%(27)	100.0%(59)	6.8%(4)	3.4%(2)	69.5%(41)

## 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
Saman Obeysekera Karen Markwith	Heather Lofley	*common subject area/grade level expertise *ESP members are Clinical Educated *paired with veteran HQ teacher to model best practicescertified	*Monthly new teacher meetings facilitated by a National Board certified teacher *Professional Development in the area of the Montessori Method and Philosophy *Mentors will conduct informal classroom visits *Opportunities to observe peers based on specific strategies *Peer modeling/feedback
Michelle Carroll	Stacey Nichols	*common subject area/grade level expertise *ESP members are Clinical Educated certified	Monthly new teacher meetings facilitated by a National Board certified teacher *Professional Development in the area of the Montessori Method and Philosophy *Mentors will conduct informal classroom visits *Opportunities to observe peers based on specific strategies *Peer modeling/feedback
Amber Guy	Stacy Carroll	*common subject area/grade level expertise *ESP members are Clinical Educated certified *paired with veteran HQ teacher to model best practices	Monthly new teacher meetings facilitated by a National Board certified teacher *Professional Development in the area of the Montessori Method and Philosophy *Mentors will conduct informal classroom visits *Opportunities to observe peers based on specific strategies *Peer modeling/feedback

## ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Services are provided to ensure students requiring additional remediation in reading, writing, mathematics and science are assisted through after-school programs or Saturday tutorial. Services are also available for proficient students to provide enrichment in math, reading, science and writing. Title I funds will also be used to support Family Involvement and Professional Development Activities.

In addition, the district coordinates with Title II and Title III in ensuring staff development needs are provided for Northboro. District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional apps will enhance literacy and math skills of non-proficient students.

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

Title I, Part C- Migrant

Migrant Liaison provides services and support to Northboro's students and parents as needed. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D

N/A

Title II

Title III

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

The district allocates a SAI teacher to provide support in literacy intervention. Additionally, SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers.

Violence Prevention Programs

Safe and Drug Free Schools: The District receives funds for programs (Red Ribbon Week, Mentors from Big Brothers and Big Sisters. Additional programs are used to support the prevention of violence in and around the school. These programs educate students on the impact of alcohol, tobacco, drugs and foster a safe, drug free learning environment while supporting student achievement.

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

Nutrition Programs

Northboro partners in collaboration with school food services to provide a free breakfast for all students.

Housing Programs

n/a

Head Start

n/a

Adult Education

n/a

Career and Technical Education

Northboro partners in collaboration with Junior Achievement ensures students in grade 5 are exposed to career options.

Additionally, a Career Day program is planned and implemented yearly.

#### Job Training

n/a

#### Other

n/a

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

#### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school-based RtI Leadership Team is comprised of the following members: Principal, Assistant principal, ESE contact, ELL contact, school psychologist, classroom teacher, reading/math/science coaches, RtI/Inclusion Facilitator, and ESOL guidance counselor, and additional guidance members.

The principal provides a common vision for the use of data-based decision-making which ensures: a sound and effective academic program is utilized and a process to address and monitor subsequent needs is created, the School Based Team (SBT) is implementing RtI processes, assessment of RtI skills of school staff is conducted, fidelity of implementation of intervention support is documented, adequate professional development to support RtI implementation is provided and effective communication with parents regarding school-based RtI plans and activities occurs.

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

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

The SBT will use the Problem Solving Model\* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies will be created. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

\* Problem Solving Model

The four steps of the Problem Solving Model are:

Problem Identification entails identifying the problem and the desired behavior for the student.

Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.

Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.

Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

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

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

Members of the school-based RtI Leadership Team will meet with the School Advisory Council (SAC) and will help develop the SY13 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed.

Topics for discussion include, but are not limited to, the following:

FCAT scores and the lowest 25% and subgroups, strengths and weaknesses of intensive programs, i.e. mentoring, tutoring, and other services.

The RtI/Inclusion Facilitator will provide professional development for the SAC members on the RtI process.

## MTSS Implementation

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

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

Midyear data:

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

End of year data:

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

Frequency of required Data Analysis and Action Planning Days:

Once within a cycle of instruction (refer to appropriate focus calendar)

Describe the plan to train staff on MTSS.

Monthly professional development will be offered to RtI/Inclusion Facilitator by district staff. The school-based RtI/Inclusion Facilitator will provide in-service to the faculty on designated professional development days (PDD). These in-service opportunities will include, but are not limited to, the following:  
Problem Solving Model consensus building  
Positive Behavioral Intervention and Support (PBIS)  
data-based decision-making to drive instruction  
progress monitoring  
selection and availability of research-based interventions  
tools utilized to identify specific discrepancies in reading.

Individual professional development will be provided to classroom teachers, as needed.

Describe the plan to support MTSS.

Professional Development will be provided during Learning Team Meetings, faculty meetings, and individual teacher assistance will be provided as needed.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

The school based Literacy Team is comprised of the following people:

- Principal
- Assistant Principal
- Reading Coach
- Media Specialist
- Reading Teachers Grades 1-5
- Math and Science Coaches



- Team Leader from Kindergarten

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

The top 5 Leadership members on the list meet twice a month to discuss the foundation of Literacy. The Reading teachers and the Reading Coach meet weekly in Learning Team Meetings to analyze and discuss the reading assessment data and reading initiatives. The Reading Coach leads the team in analyzing their data and seeks their input for continuous improvement. The entire team meets monthly to discuss an article, conduct book chats relative to the goals of the school as well as plan school-wide projects. The principal acts as the lead in providing research based literature that emphasizes or discusses the goals of the school.

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

Major emphasis will be placed on building a strong foundation of Literacy in Pre-K – First grade. Additional emphasis will be placed on diagnosing students' literacy deficits in Grades 2-5 and implementing academic strategies that are aimed at reducing those deficits. We will also commit to providing students with enriched instruction that will aid our school in maintaining high levels of Reading proficiency.

## Public School Choice

Supplemental Educational Services (SES) Notification  
No Attachment

### \*Elementary Title I Schools Only: Pre-School Transition

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

Northboro is a public Montessori Magnet School that accepts students at the age of 3 and 4. Our Magnet program enables Northboro to provide quality early learning opportunities. Representatives from the school attend various community events and the annual recruitment fair to share the unique strengths, opportunities and goals of our program. In addition, Northboro partners with Home Instruction for Parents of Preschool Youngsters (HIPPY) which shares the goal of our program to recruit more Hispanic families who are unaware of the early learning opportunities available.

Applications for lottery enrollment are made available for parents on-line as well as on-site in October through December 16th.

Pre-K and Kindergarten teachers attend Learning Team Meeting bi-weekly to collaborate and discuss grade level Common Core Standards and readiness of transitioning students (when applicable)

School tours are conducted during and afterschool hours to provide parents with an opportunity to view the programs offered by the site.

A staggered start schedule is implemented during the first week of school to assist in the home to school transition process.

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

n/a

### \*High Schools Only

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

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

n/a

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that

students' course of study is personally meaningful?

n/a

## Postsecondary Transition

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

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

n/a

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	By June 2013, at least 70% (192) of all students in grades 3-5 will be identified as proficient in the area of Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On FY12 FCAT 2.0 22%(62) achieved proficiency in reading (FCAT Level 3).	On FY13 FCAT 2.0 at least 40%(192) will achieve proficiency in Reading (FCAT Level 3).

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not making at least 80% mastery on weekly assessments.	Teachers will identify students in need of remediation. Teachers will then confer, reteach and reassess students. Immediate descriptive feedback will be provided to students.	Classroom Teachers, Support Teachers, Reading Coach, Assistant Principal, Principal	Core K-12 weekly assessments, Fall/Winter Diagnostics, FAIR assessment, Data feedback/Item Analysis Form	Core K-12 weekly Assessments, FAIR assessment, Fall/Winter Diagnostics, Fountas and Pinnell Reading Benchmark Assessment FCAT Explorer and Florida Achieves
2	Teachers lack consistency in implementing differentiating instruction.	Teachers will attend weekly Learning Team Meetings to learn and review best practices as well as collaborate with grade level members. Teachers will also be involved in on-going Professional Development in Differentiated Instruction, Gradual Release, Fountas and Pinnell Reading Assessment, FAIR, Item Specifications, Higher Order Thinking Skills (HOTS) and effective ESOL strategies.	Classroom Reading Teachers, Reading Support Teachers, Reading Coach, Principal, Assistant Principal	Classroom Walk-through's, Lesson plan checks, Data Chats, Fountas and Pinnell Reading Assessment System, FCAT Explorer, Florida Achieves, Learning Team Meetings, Weekly Item Analysis and Data Feedback Forms.	Core K-12 Weekly assessments, Fall/Winter Diagnostics, FAIR data, 2013 FCAT 2.0
3	Students lack of understanding in analyzing and comprehending Nonfiction text.	Time For Kids Publication (Grades 3-5) and novels will be utilized to help students understand nonfiction features and how to analyze the content and apply in a real world setting.	Classroom Reading Teachers, Reading Support Teachers, Reading Coach, Principal, and Assistant Principal	Classroom Walk-through's, Core K-12 weekly assessment, Weekly Review of lesson plans, Fountas and Pinnell Continuum, FCAT Explorer, Florida Achieves, Principal data chats, Learning Team Meetings and Monthly Professional Development training	Core K-12 Weekly assessment data, Fall/Winter Diagnostics, 2013 FCAT 2.0, FAIR data, Fountas and Pinnell Reading Benchmark Assessment

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

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	By June 2013, at least 35%(96)of students will score Level 4 or Level 5 in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On FY12 FCAT 2.0, 21% (59) of students achieved proficiency (FCAT Levels 4 & 5) in Reading.	On FY13 FCAT 2.0, 35%(96) of students will achieve proficiency (FCAT Levels 4 or 5) in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of daily enrichment lessons for students.	Teachers will incorporate an Enrichment Center into the 90-minute Literacy block. Teachers will also use project-based learning strategies and technology integration to continuously motivate and enhance accelerated learning.  Teachers will receive ongoing Professional Development in the area of Differentiated Instruction.  Teachers will integrate a variety of differentiated instructional strategies utilizing the Fountas & Pinnell Literacy Continuum.	Reading Teachers, Reading Support Teachers, Reading Coach, Principal and Assistant Principal.	Classroom Walk-through's, Lesson Plan Review, Fountas and Pinnell Reading Benchmark System, Project Scales/rubrics.  Students will participate in monthly enrichment reading benchmark projects.	Student Portfolios, Core K-12 Weekly assessments, Fall/Winter Diagnostics, FAIR data, Student Reflections.

		Various Staff members will attend the International Reading Association (IRA) Conference.			
2	Teacher's need for on-going Professional Development in Differentiated Instruction for advance learners.	Teachers will be involved in on-going professional development such as in various staff Higher Order Thinking Strategies (HOTS), Fountas and Pinnell Reading Assessment System, Effectively using Learning Scales and Rubrics aimed at meeting the needs of accelerated learners.	Reading Teachers, Reading Support Teachers, Reading Coach, Principal and Assistant Principal.	Lesson Plan Review, Classroom Walk-through's, Student Portfolios, Fountas and Pinnell Reading Benchmark System, Project Scales/rubric, data feedback forms, Principal data chats.	Core K-12 Weekly assesment data, Student Portfolios, Fall/Winter Diagnostics, FCAT, FAIR data

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	By June 2013, at least 70% (192)of students in grades 3-5 will make learning gains in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On FY12 FCAT 2.0 62% (105) of students in grades 3-5 made learning gains.	On FY13 FCAT 2.0 70% (192) of students in grades 3-5 will make learning gains in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Teacher's need for on-going Professional Development in the area of Differentiated	Teachers will receive ongoing training in the area of Differentiated Instruction, How to use	Classroom Reading Teachers, Reading Support, Reading Coach, Principal	Classroom Walk-through's, Lesson Plan Review, Lesson Scales/ Rubrics,	Core K-12 Weekly assessment data, Fall/Winter Diagnostics, 2013

1	Instruction.	results from Fountas and Pinnell as well as FAIR data to drive instruction.  Teachers will implement effective strategies to meet the needs of diverse learners.	and Assistant Principal.	Core K-12 Weekly assessments.	FCAT 2.0, Fountas and Pinnell Reading Benchmark System and FAIR data
2	Students' need for additional time to master concepts.	Extended learning opportunities such as, skill groups, iii instruction, in-school, after-school and weekend tutorial will be provided to identified students.	Classroom Reading Teachers, Reading Support Teachers, Reading Coach, Principal and Assistant Principal.	Classroom Walkthroughs, Lesson Plan Review, Core K-12 mini/weekly Assessments, Fountas and Pinnell Reading Benchmark System.	Core K-12 Weekly assessments data, FAIR data, Fall/Winter Diagnostics, FY13 FCAT 2.0

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
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:		By June 2013, at least 70%(39)of the lowest 25% of students will make learning gains in Reading.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
On FY12 FCAT 2.0, 60%(25) of lowest 25% students made learning gains.		On FY13 FCAT 2.0,70%(39)of lowest 25% will make learning gains in reading.			
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
Students' lack mastery of early literacy foundational skills.	The Florida Assessment for Instruction in Reading and the Fountas & Pinnell Reading Benchmark	Classroom Reading Teachers, RtI, Reading Support Teachers,	Core K-12 mini assessments, classroom walk-through's, iii data, Remediation groups during	FAIR, Fountas and Pinnell Reading Benchmark System,	

1		system will be used to identify students' academic strengths and deficits. Students will receive 30 minutes of reading remediation outside of the Core 90-minute Literacy Block in an effort to move students to proficiency.	Reading Coach, Principal and Assistant Principal.	90-minute Literacy Block and lessons from the FCRR binder.	Fall/Winter Diagnostics, FY13 FCAT 2.0, Core K-12 Weekly Assessments.
2	Students' lack of knowledge in knowing how to access and use their prior knowledge to analyze and comprehend text.	Teachers will be trained to use a variety of resources in an effort to provide students with direct metacognitive instructional strategies for using their background knowledge to make self-connections to text.	Classroom Reading Teachers, Rtl, Reading Support Teachers, Reading Coach, Principal and Assistant Principal.	Classroom Walk-through's, Weekly Lesson Plan review, Fountas and Pinnell Reading Benchmark System (RRR), Scholastic Reading Inventory (SRI), Data Feedback Forms	Core K-12 mini and weekly assessments, Fall/Winter Diagnostics, FY13 FCAT 2.0, Fountas and Pinnell Reading Benchmark System, and FCAT Explorer.
3	Students lack mastery of grade level appropriate Vocabulary.	Teachers will deliver explicit instruction in vocabulary development with the use of visual aids such as anchor charts and multimedia.	Reading Teachers, Reading Coach, Assistant Principal and Principal	FCRR lessons, student journals, skill groups, mini assessments, classroom walk-through's	FAIR data, Fountas and Pinnell Reading Benchmark System, Core K-12 Weekly assessments, Fall/Winter Diagnostic, FY13 FCAT 2.0.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # In six years our school will reduce the achievement gap by 50%. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	44%	58%	63%	67%	71%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	The following subgroups did not meet 2012 Reading Targets: Black, Hispanic, and White.  All subgroups will meet the 2013 Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black 42%, Hispanic 77%, White 35%	By 2013, 36% Black, 57% Hispanic and 19% White, will not make satisfactory progress.

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
Hispanic students: Need of various levels of vocabulary awareness/enrichment and knowledge in the content area.	Students will receive ongoing intervention support, remediation and enrichment instruction during tutorial programs and iii instruction. The	Classroom Reading Teachers, Reading Support Teachers, Tutorial team, Reading Coach, SAI	Student Journals, Fountas and Pinnell Reading Benchmark System, FCRR lessons, FCAT Explorer, Florida Achieves, mini	FAIR data, Core K-12 Weekly Assessments , FY Fall/Winter Diagnostic, FY13 FCAT 2.0,

1	students will also have extended learning opportunities during small group instruction to increase their vocabulary, fluency and comprehension knowledge.	Teacher, Principal and Assistant Principal.	assessments.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	ELL subgroup did not meet 2012 Reading Targets. This subgroup will meet 2013 Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ELL 86%	By 2013, 71% ELL will not make satisfactory progress.

**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	Language and Culture barriers	Teachers will be involved in ongoing Professional Development in Best Practices. Training will provide direction on how to effectively instruct, implement and re-teach skills for ELL students.  Additionally, school site will provide afterschool and/or Saturday tutorial for students not meeting proficiency.	Classroom Reading Teachers, Reading Support Teachers, Reading Coach, ELL Support, Principal and Assistant Principal.	Classroom walk-through's, FCRR lessons, student journals, Core K-12 mini/weekly assessments, Fountas and Pinnell Reading Benchmark System.	FAIR data, Core K-12 Weekly assessments, Fall/Winter Diagnostics FY13 FCAT 2.0
2	Parents inability to provide rigorous academic support.	Monthly parent training and workshops will be provided. The workshop content will provide hands-on activities which will enable parents to support their children using a scaffold approach and continuous exposure format. Knowledge gained will enable parents to reinforce concepts that students must master in order to obtain proficiency.	Parent Liaison, Reading Teachers, Language Facilitators, ELL Teachers, ELL Guidance Counselors, Reading Coach	Parent Feedback, Title I Survey, Core K-12 mini assessments, Fountas and Pinnell Reading Benchmark System.	Title I parent involvement survey, various audio resources and hands on resources.

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:	SWD did not meet 2012 Reading Targets.  All subgroups will meet the 2013 Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:



SWD 83%			By 2013, 69% SWD will not make satisfactory progress.		
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	n/a	n/a	n/a	n/a	n/a

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:	ED students did not meet 2012 Reading Targets.  All subgroups will meet the 2013 Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ED 65%	By 2013, 47% ED students will not make satisfactory progress.

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	Continuous parent involvement	Parent Liaison and Reading Coach will provide take-home resources for parents during parent- teacher conference fair and monthly parent workshops. These resources will enable parents to support their children using the scaffold approach and hands-on strategies.	Parent Liaison, Reading Coach, ELL support teachers	Parent Surveys, Core K-12 mini/weekly assessments, Fountas and Pinnell Reading Benchmark System, FCRR lessons.	Core K-12 Weekly Assessments, FAIR data, Fall/Winter Diagnostic Results, and FY13 FCAT 2.0.
2	Lack of resources and exposure to real-world learning opportunities	Parents will receive reading materials, school supplies, hands-on training and research-based lessons during parent workshops to use with their children at home.  Students will be provided with various learning experiences outside of school to strengthen their background experiences and knowledge.	Parent Liaison, Reading Coach, Classroom Reading Teachers, Reading Support Teachers, Principal and Assistant Principal.	Teacher/student feedback forms, Title One Parent Survey, student journals, Core K-12 assessments, Item Analysis forms	Core K-12 weekly assessments, Fall/Winter Diagnostics, FAIR, FY13 FCAT 2.0.

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
Differentiated Instruction	PreK-5	ESE Teachers ESOL Teachers	PreK-5 Teachers Paraprofessionals	Sept. 13, 2012 PDD	Classroom Walkthroughs, Review of Data Binders	Reading Coach Principal and Assistant Principal
Immediate Intensive Intervention (iii)	K-5	Reading Coach	K-5 Teachers Paraprofessionals	Sept. 13, 2012 PDD	III Binders, FAIR data, On-going Progress Monitoring	Reading Coach Principal and Assistant Principal
Analyzing Reading Running Records & Planning Instruction	K-5	District Trainers Reading Coach	Kindergarten-Fifth grade teachers	September/ 2012	Classroom Walkthroughs, Reading Running Records Checklist (RRR) and EDW	Reading Coach Reading Support Teacher, Principal and Assistant Principal
International Reading Conference (IRA)	Primary Intermediate	TBA	Primary Teacher Intermediate Teacher Reaching Coach Resource Teacher	April 2013	Professional Development presentations, Classroom Walkthroughs	Reading Coach Administration
Integrating Reading and Writing Across Content Areas	K-5	Academic Coaches	K-5 Teachers Paraprofessionals	September 13, 2012	Classroom Walkthroughs, Student journals	Reading Coach Reading Support Teacher Principal and Assistant Principal
Common Core State Standards	K-1	District Trainers	K-1 Reading Teachers	Ongoing	Classroom Walkthroughs, Lesson Plans, Learning Scales	Reading Coach Principal and Assistant Principal
Pathways to the Common Core, Accelerating Achievement-Book Study	K-5 Reading & Writing	Reading Coach	K-5 reading & Writing teachers	October-December 2012	During PLC Meetings and through verbal and written feedback	LTF Reading Coach Principal and Assistant Principal
Leveled Literacy Intervention	K-3	District Trainers	K-3 Teachers	Ongoing	Classroom Walkthroughs, III Binders, Ongoing Progress Monitoring	Reading Coach Reading Support Teacher, Principal and Assistant Principal
Core K12	3-5	TBA	3-5 Teachers	October 2012	Assessment results	Reading Coach Principal and Assistant Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
International Reading Conference	Strategies to meet the needs of developing and struggling readers	Title I	\$5,000.00
Book Study-Understanding the New Common Core Standards.	Book-Pathways to the Common Core	Title 1	\$500.00
			Subtotal: \$5,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Coach to provide			

professional development, model lessons and provide follow-up.	Reading Coach	Title I	\$67,588.00
In-service activities to provide best practice strategies in reading	Substitutes	Title I	\$6,250.00
			Subtotal: \$73,838.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Afterschool & Saturday tutorials	Curriculum materials, copy paper, chart paper, pencils & markers	Title I	\$3,000.00
Paraprofessional provided to support literacy instruction.	Salary for 6-hour Paraprofessional	Title I	\$29,075.00
			Subtotal: \$32,075.00
			<b>Grand Total: \$111,413.00</b>

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		In June 2013, 45% (16)of students will be proficient in listen/ speaking on the CELLA.			
2012 Current Percent of Students Proficient in listening/speaking:					
24%					
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	Use of another language being spoken in non school settings	Provide parent workshops to assist parents with strategies to support their students at home.  Provide afterschool and Saturday tutorials for students.  Provide conversation English classes to parents.	ESOL Coordinator ESOL Guidance Counselor Resource Teacher	Oral Language result in the K-4 Assessment  Classroom Assessmnets  Parent Survey	2013 CELLA 2013 FCAT
2	Teacher knowledge of effective ESOL strategies	Monthly review of ESOL strategies at faculty meetings  Pushing into team meeting to provide additional support by grade specific need	ESOL Coordinator  Administration	Lesson Plans  Classroom Walkthroughs  Classroom Assessments	2013 CELLA 2013 FCAT

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	In June 2013, 35% (33)of ESOL students will score proficient in reading on the CELLA.

2012 Current Percent of Students Proficient in reading:

12%

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 limited english vocabulary inhibits their ability to comprehend text.	Use of Mondo Charts to increase vocabulary exposure  Use of interactive vocabulary terms in subject areas  Use os ESOL bi-lingual leveled libraries.	ESOL Coordinator ESOL Teachers Administration	Core K-12 Classroom Assessments	Fall/Winter Diagnostics  2013 FCAT  2012 CELLA
2	Students inability to read fluently	Use of FCRRR activity to target deficiencies in decoding, blending, abd segmenting words.  Daily sustained silent reading in school and a nightly reading log for independent practice at home.	ESOL Teacher Reading Teacher ESOL Coordinator Reading Coach Administration	K-4 Literacy Assessment FAIR	Fall/Winter Diagnostic  2013 FCAT  2013 CELLA

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

3. Students scoring proficient in writing.

CELLA Goal #3:

In June 2013, 35%(36) of the ESOL students will score proficient in Writing on the CELLA.

2012 Current Percent of Students Proficient in writing:

10%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of language and vocabulary hinders their ability to put their thoughts about a topic in paragraph form.	The use of realia in the classroom to assist with indepth understanding of real li9fe concepts therefore assiting them with putting the experience on paper.  Increase the amount of modeled writing to assist with understanding the writing process and the structure of an essay.	ESOL Cooridnator  Writing Teacher  Administration	Palm Beach Writes  Classroom writing Assessments  Conference Logs	2013 FCAT Writes!  2013 CELLA
2					

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
Teachers to attend conference on culture sensitivity and meeting the needs of ELL students	Language and Culture Conference	Title I	\$500.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

End of CELLA Goals

# Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	By June 2013, at least 72% (198) of all students in grades 3-5 will achieve proficiency (FCAT Level 3) on FY13 FCAT 2.0 in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On FY12 FCAT 2.0 53%(147)of students in grades 3-5 achieved proficiency (FCAT Level 3)in Math.	On FY13 FCAT 2.0 72%(198)of students in grades 3-5 will achieve proficiency (FCAT Level 3)in Math.

### 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 due to scheduling of mandated 90 min. reading block, SAI,ELL,ESE and iii	Implement departmentalization in grades 3-5 for 3- 90 minute math blocks with homogenous and flexible groups	Administration	Classroom walk through Data Chats Data Feedback	Fall Diagnostic Winter Diagnostic, Weekly Assessment For and Of Learning, Core K12 FCAT
2	All students not consistently demonstrating 80% mastery on weekly assessments	Provide students with daily feedback and opportunities for re-teaching and reassessment. Implement Student Self Monitoring Form.	Admin and Math Teacher, Math Coach and student	Classroom walk through Data Chats Student grouping charts Item Analysis	Weekly Assessments of Learning Assessments for Learning Think Central Core K12
3	Lack of immediate daily feedback	Ensure that all math teachers in grades 3-5 use IFS clickers.  Teachers will provide descriptive feedback to essential questions in Math journals	Admin and Magnet/Curriculum Support Math Teacher, Math Coach	Data Chats Data Feedback Student and teacher feedback indicated in individual journals. Math walk-throughs	Fall & Winter Diagnostic results Weekly Assessments of Learning Assessments for Learning Bi-weekly Math report cards FY12 FCAT results
4	Students' inability to problem solve abstract concepts.	Fine Arts teachers will integrate math concepts by creating authentic examples through their discipline.  Develop a problem solving center where students can experience real-world hands on activities.	Admin and Math Teacher, Math Coach, Art, Music & P.E. Teachers	Work products/sample, Classroom walk throughs Data Chats Data Feedback	Fall & Winter Diagnostic results, Weekly Assessments & FY12 FCAT results Think Central Core K12

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
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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:	By June 2013, at least 35%(96)of all students in grades 3-5 will score a level 4 or 5 on FY13 FCAT 2.0 Math.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
On FY12 FCAT 2.0 20%(55)of students in grades 3-5 scored above proficiency (FCAT Levels 4 & 5) in Math.	On FY13 FCAT 2.0 35%(96)of students in grades 3-5 will score above proficiency (FCAT Levels 4 & 5) in Math.

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 differentiated strategies for students in need of enrichment.	Academic games will be implemented for students in need of enrichment.  After school Math Club for students level 3 or above on the prior year's FCAT 2.0 Enrichment Centers will allow students to work based on their potential	Administration Math Teachers Math Coach	Analysis of prior year's FCAT results, Fall Diagnostic results.  Student and Teacher feedback  Math walk- throughs	Fall and Winter diagnostic results, FY13 FCAT results Think Central Core K12
2	Limited use of Higher Order Thinking Skills (HOTS) and accountable talk	Teachers will increase implementation of (HOTS) Higher Order Thinking Skills, require students to respond to essential questions and justify their responses.	Admin and Math Teachers, Math Coach	Classroom walk-throughs,  Review the HOTS process in Learning Team Meetings, LTM Notes Lesson Plans	Fall and Winter diagnostic results, FY13 FCAT results Think Central Core K12

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

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	By June 2013, at least 70% (192) of all students in grades 4-5 will make learning gains in Math on FY12 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On FY12 FCAT 2.0 59%(99)of students in grades 4-5 made learning gains in Math.	On FY13 FCAT 2.0 70%(192)of students in grades 4-5 will make learning gains in Math.

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 to collaborate	Cooperative planning within grade levels by mathematics teachers to facilitate sharing direct instructional points (DIPs)  Weekly Math meeting with Coach	Admin and Math Teachers Math Coach	Classroom walk-throughs  Review the process in the Learning Team Meetings  LTM Notes  Grade level meeting minutes	Weekly Assessments of Learning  Assessments for Learning  Fall/Winter Diagnostic results  FY13 FCAT results
2	Lack of opportunity for extended learning	In-school, Afterschool, and Saturday Tutorial	Admin and Math Teachers Math Coach	Classroom Walk-throughs  Tutorial lesson plans	FY13 FCAT 2.0 Scores  Fall/Winter Diagnostic Results  Core K12  Think Central
3					

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:	By June 2013, at least 70% of the Lowest 25% of all students in grades 3-5 will make learning gains on FCAT 2.0 Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY12, 62% (22)of the Lowest 25% made learning gains in Math on FCAT 2.0.	In FY13,70% of the Lowest 25% will make learning gains on FCAT 2.0 in Math.

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	Integrating a variety of differentiated instructional strategies	Create small learning groups for students in the lowest 25%	Math Teachers Math Coach	Walk-throughs  Lesson Plans	Fall and Winter diagnostic results FY12 FCAT results Think Central Core K12
2	Limited prior knowledge of basic skills.	Each trimester grade levels 3-5 will compete in a Basic Skills Blowout  Teachers will provide daily opportunities for practice/review of basic skills through center rotations.	Math Teachers Math Coach	Classroom walk-throughs  Data Chats	Fall Diagnostics Winter Diagnostics  Pre/Post Assessment.
3	Limited time to provide remediation	Extended learning opportunities (small group tutoring) will be provided - in school and on Saturdays  After school SES tutoring services	Math Teachers Math Coach	Classroom walk-throughs  Tutorial lesson plans	Fall and Winter Diagnostic results  Weekly (e.i.Core - K12)  Think Central 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 #  In six years our school will reduce the achievement gap by 50%.
5A :	

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	53%	67%	70%	73%	77%	

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:	The following subgroups did not meet 2012 Math Targets: Black, Hispanic and White.  All subgroups will meet the 2013 Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black 41%, Hispanic 59%, and White 15%	By 2013, 27% Black, 49% Hispanic, and 7% White will not make satisfactory progress.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Meeting the academic needs of struggling math students.	Provide targeted intervention for students not meeting proficiency in core curriculum during Afterschool SES, Differentiated Math groups, and Afterschool Math clubs.	Admin, Math Teachers Math Coach	Classroom Walk Through Lesson Plans	Fall/Winter Diagnostics  Assessments of Learning  Assessments for Learning
2	Students inability to make connections between real world and classroom environment.	Daily practice of real world problem solving through Go Math Series.	Admin. Math Teachers Math Coach	Classroom Walk Through, Lesson Plans	Fall/ Winter Diagnostics  Assessments of Learning  Assessments for Learning  Core K12 Think Central
3	Students unable to successfully answer higher order thinking questions in which more than one step is required.	Implementation of Higher Order Thinking Skills (HOTS) Daily Essential Questions in grades (3-5) Descriptive feedback Homework/tutorial support from Kindergarten- 5th grade.	Admin, Math Teachers Math Coach	Classroom Walk throughs  Lesson Plans	Fall Diagnostics  Winter Diagnostics  Assessments of Learning  Assessments for Learning  Core K12 Think Central

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:	ELL subgroup did not meet 2012 Math Targets.  All subgroups will meet the 2013 Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:

ELL 69%	By 2013, 49% ELL students will not make satisfactory progress.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Integrating a variety of differentiated instructional strategies	Provide trainings to teachers on how to effectively use ELL accommodations and strategies within their instructional settings	Admin, ELL Coordinator, District Support Team Math Teachers Math Coach	Classroom Walk Through ELL Development Plans	Fall Diagnostics Winter Diagnostics Assessments of Learning Assessments for Learning Core K12 Think Central
2	Lack of support for completing assignments at home due to language barrier of parents	Afterschool homework assistance provided by ELL support staff.	Admin, Language Facilitator Math Teachers Math Coach	Classroom Walk Through Attendance Sheets Parent Surveys	Fall Diagnostics Winter Diagnostics Assessments of Learning Assessments for Learning Core K12 Think Central

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:	SWD did not meet 2012 Math Targets.  All subgroups will meet the 2013 Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD 69%	By 2013, 50% SWD will not make satisfactory progress.

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	n/a	n/a	n/a	n/a	n/a

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal E:	ED students did not meet 2012 Math Targets.  All subgroups will meet the 2013 Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ED 52%	By 2013, 37% ED students will not make satisfactory progress.

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

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of exposure and adequate math materials and resources to assist the students away from school.	Students and Parents will be able to check out math materials, resources and DIPS reference sheets to assist with meeting math targets at home  School site will also provide afterschool and/or Saturday Math tutorial services for struggling students.	Admin and Parent Liaison Math Teacher Math Coach	Classroom Walk throughs  Material Signout sheets  Parent Surveys	Fall Diagnostics Winter Diagnostics Pre/Post Assessment Assessments of Learning Assessments for Learning Think Central CoreK12

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
Differentiated Instruction	PreK-5	ESE Teachers ESOL Teachers	PreK-5, Paraprofessionals	Sept. 13, 2012	Classroom Walkthroughs, Review of Data Binders	Math Coach Principal and Assistant Principal
Common Core State Standards	K & 1 Math	District Trainers	K-1 Math Teachers	Ongoing	Classroom Walkthroughs, Lesson Plans, Learning Scales	Math Coach Principal and Assistant Principal
Think Central	Math teachers 3-5	District Trainers	3-5 Math Teachers	Ongoing	Usage report, Assessment results	Math Coach Principal and Assistant Principal
Core K12	Math teachers 3-5	TBA	3-5 Teachers	October 2012	Assessment results	Math Coach Principal and Assistant Principal
Go Math	K-5	Math Coach	K-5 Teachers	Ongoing	Classroom Walkthroughs, Lesson Plans, Learning Centers	Math Coach, Principal and Assistant Principal
National Conference for Teachers of Math	K-5	Conference Presenters	Math Teachers Math Coach	June 2013	Classroom Walkthroughs, Lesson Plans, Learning Centers	Math Coach, Principal and Assistant Principal

Mathematics Budget:

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

Go Math	Chart paper, markers, copy paper	Title I	\$500.00
NCTM	Strategies to raise student achievement in math	Title I	\$1,200.00
In-service activities to promote best practice strategies in math	Substitutes	Title I	\$5,726.00
			Subtotal: \$7,426.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Afterschool & Saturday Tutorials	Curriculum materials Chart paper, Pencils, Markers	Title I	\$3,000.00
Paraprofessional provided to support math instruction	Salary for 6-hour Paraprofessional	Title I	\$31,975.00
			Subtotal: \$34,975.00
			<b>Grand Total: \$42,401.00</b>

End of Mathematics Goals

## Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.  Science Goal # 1a:		By June 2013, at least 70%(55) of the total 5th grade students will achieve proficiency (FCAT Level 3 or above) on FCAT 2.0 in the area of Science.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
On FY12 FCAT 2.0 33%(27)of students in grade 5 achieved proficiency (FCAT Level 3) in the area of Science.		On FY13 FCAT 2.0 49%(39)of students in grade 5 will achieve proficiency (FCAT Level 3) in the area of Science.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The lack of Science background knowledge and lack of benchmark exposure that students bring from previous grade levels	Teaching Big Ideas in grades K -4 with an emphasis on Scientific Thinking. Primary and Secondary Benchmarks will be integrated throughout daily instruction.	Administrators Science Coach Science Teachers District Staff	Classroom walk-thru, Science notebooks, Experiment notes, Monitoring & Feedback	CORE K12 Assessments Fall/Winter Diagnostics FCAT
2	Lack understanding of grade level Science vocabulary	Provide training to teachers on effective vocabulary instruction.  Additionally, picture vocabulary cards and anchor charts will be used to assist low achieving students with making connections to terms.	Administrators Science Coach District Staff	Classroom walk-thru, Monitoring & Feedback	CORE K12 Assessments Diagnostics
	Students inability to conceptualize various abstract Science concepts	The science lab will be utilized to incorporate hands on investigations to extend concept	Administrators Science Coach District Staff	Student Feedback Teacher Feedback	CORE K12 Assessments & Diagnostics

3		<p>learning.</p> <p>Provide various educational trips, such as, Everglades' Loop Road Camp, FPL, Hope Sound Animal Sanctuary, Lion Country Safari, Loggerhead Marine Life Center, Loxahatchee River Center, Kennedy Space Center, Palm Beach Zoo, St. Augustine, FL &amp; Solid Waste Authority, that inspire students and enhance their understanding of abstract concepts.</p> <p>IPads will be used during center rotations to help students conceptualize abstract science concepts.</p>			
4	Students identified as reading deficient will experience difficulty in comprehension of science text.	<p>Teachers will be trained on how to integrate reading comprehension strategies within the science content.</p> <p>Science leveled readers will be utilized to help promote reading growth.</p>	Administrators Science coach District staff	Classroom walk-thrus monitoring & feedback	CORE K12 Assessments Diagnostics
5	Students need for additional time to master concepts.	Extended learning opportunities such as; skill groups, in-school, afterschool, and weekend tutorial will be provided to identified students.	Science area support Science coach Administration Science teachers	classroom walk-thru lesson plan review	CORE K-12 mini assessments Diagnostics

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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:			By June 2013, at least 21% (16)of the total 5th grade students will meet above level proficiency (FCAT Levels 4 and 5) in science.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
On FY12 FCAT 2.0 10%(9)of students in grades 3-5 scored above proficiency (FCAT Levels 4 & 5) in science.			On FY13 FCAT 2.0 21%(16)of students in grade 5 scored above proficiency (FCAT Levels 4 & 5) in science.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Staff's lack of knowledge in teaching higher order thinking in Science	Provide various training to strengthen teachers' knowledge of teaching deeper and higher in Science.	Science Coach District Support staff	Classroom walk-thru Experiment notes  Feedback Monitoring	CORE K12 Assessments & Performance Assessments Diagnostics

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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
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Think Central - Science	Science Teachers Grades 3-5	District Trainers	Grades 3-5	Ongoing	Usage report, Assessment results	Science Coach Principal and Assistant Principal
5E Model	K-5 Science Teachers	Science Coach	K-5 Science Teachers	October 2012	Classroom Walkthroughs, Lesson Plans	Science Coach Principal and Assistant Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Science A-Z	Software to provide leveled science reading text	Title I	\$100.00
			Subtotal: \$100.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will attend conference to learn strategies to enhance "green" initiative	Learn Green Conference	Title I	\$450.00
			Subtotal: \$450.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Afterschool & Saturday tutorials	Curriculum materials, pencils, copy paper	Title I	\$2,000.00
Science related field trips	Admissions	Title I	\$2,500.00
			Subtotal: \$4,500.00
			<b>Grand Total: \$5,050.00</b>

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:	By June 2013, at least 96% of all 4th grade students will meet proficiency in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
FY12 FCAT Writes results reflect 97%(83)of students scored 3.0 and higher.	On FY13 FCAT Writes 100% (94) of grade 4 students will score 3.0 and higher.

### 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
	Teachers that aren't	Implement explicit	Administration	Classroom Walk though	Palm Beach



1	familiar with instructional strategies of the writing process.	instruction of expository and narrative FCAT style writing.	Writing Specialist Teacher Classroom Teacher	Lesson Plan Reviews LTM Data Chats- bi-weekly	Writes Classroom Assessments Daily conferring notes
2	Increased rigor in scoring rubric	Teachers to implement focused lessons to include grammar, spelling and conventions.  Newly released calibration papers to be used to score essays.	Administration Writing Specialist Classroom Teacher  Administration After school tutorial instructor	Classroom Walkthroughs  Bi-weekly support from with Writing Specialist  LTM Data Chats	Palm Beach Writes Classroom Assessments FCAT Writes

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FCAT Writing-Strengthening Narrative and Expository Writing	3rd/ 4th	Lisa Collum	Stacy Carroll Megan Noel Takeria Powell Dorothy Seton	On going throughout the school year.	Palm Beach Writes Data On going classroom assessments	Administration Writing Teachers Writing Specialist

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
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Writing planning & support for grades 3 & 4 teachers to include analyzing & double scoring essays	Writing Support & materials	Title I	\$2,000.00
In-service activities to support data analysis and action planning	Substitute teachers to cover classrooms	Title I	\$3,250.00
			Subtotal: \$5,250.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Afterschool and Saturday tutorials	Copy paper, highlighters and pencils	Title I	\$2,000.00
			Subtotal: \$2,000.00
			<b>Grand Total: \$7,250.00</b>

*End of Writing Goals*

## Attendance Goal(s)

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

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

1. Attendance Attendance Goal # 1:	The attendance rate for FY13 will improve by 10%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
67%	77%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
87	43
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
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
	Transportation Our magnet program enables us to accept	Continuously encourage parents and remind parents of their magnet	Data Processor Guidance Counselor	Monthly attendance Monitoring	EDW attendance accountability report

1	students from around the district as far west as Royal Palm, Far North as Jupiter and Far South as Lake Worth	agreement			
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			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:	By June 2013, the number of out-of-school suspensions will decrease by 50% (1).

2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
0	1
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	1
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
2	1
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
2	1

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inconsistent student behavioral expectations	<p>Create and implement school wide discipline referral procedures.</p> <p>School wide implementation of CHAMPS strategies</p> <p>Implementation of Schoolwide Positive Behavior Support and Conscious Discipline strategies</p> <p>Creation of Single School Culture Committee</p> <p>Student Mediation Training</p> <p>Create and implement of Safe School Ambassadors</p> <p>Consistent use of student agendas to communicate with parents.</p>	Administration Guidance Counselor Teachers	<p>Classroom Walk Through</p> <p>Participation level of student mentoring program</p> <p>Student Discipline Referral</p>	<p>EDW Discipline Report</p> <p>Student Discipline Referral</p>
2	Misconceptions of School Base Team (SBT) process, programs, and outcomes	<p>Develop a PD on the purpose and benefits of referring students to SBT</p> <p>Implement school based mentioning program</p> <p>Utilize the BHP resources for students PK-1st Grade</p>	Administration SBT Members Guidance Counselor Classroom Teachers	SBT/ BHP Referral rate	<p>EDW Discipline Report</p> <p>Student Discipline Referral</p> <p>Number of SBT Referrals</p> <p>Number of referrals to BHP</p>

3	Lack of parent involvement and understanding of the effects of inappropriate school behaviors	Create a school wide compact for behavioral expectations that parents must sign  Provide parent workshops on methods of positive discipline	Administration Guidance Counselor	Participation in Parent Workshop  Number of students receiving discipline referrals	EDW Discipline Report  Student Discipline Referral
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

Suspension Budget:

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

*End of Suspension Goal(s)*

Parent Involvement Goal(s)

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

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

1. Parent Involvement  Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	During the FY 13 school year 98% of parents will attend one or more school events.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
FY12, 90% of parents participated in one or more school events.	During the FY 13 school year 98% of parents will attend one or more school events.

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	Language Barriers	Flyers will be provided in English, Spanish, and Creole. Parent Link communication tool in both English and Spanish will be used to inform parents of child care services.	Data Processor Parent Liaison Language Facilitator Administration	Parent feedback, Title I Family Involvement Survey	Title I Family Involvement Survey
2	Lack of Time	Parent Liaison will provide monthly trainings on various topics such as: Tips for Understanding Test Results Seminar, Navigating through Our Community Resources, Ready-Set-Read (make -n- take) , Manipulating Math Manipulatives, The Writing Process, and Hands-on Family Science. Parents will be provided with the option to attend meetings based on the subject matter.	Parent Liaison	Parent feedback	Title I Family Involvement Survey
3	Lack of child care service	Childcare services will be provided during PTO, SAC and Curriculum meetings. Parent Link communication tool in both English and Spanish will be used to inform parents of child care services.	Parapro-fessional	Parent feedback	Title I Family Involvement Survey
4	Parent Involvement	Parents will be invited to attend monthly meetings where they will be actively involved in the decision making process and planning at the school site.  Parents will be given multiple opportunities to complete the Volunteer Screening Process and On-site Orientation	Parent Liaison Administration	Parent feedback	Title I Family Involvement Survey

		Business partnerships will be formed with various businesses within the local area and throughout Palm Beach County.		
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Volunteer Training	PreK-5, Fine Arts	Volunteer Coordinator	Instructional Staff	August 2012	Volunteer Participation	Volunteer Coordinator Administration
Cultural Awareness & Sensitivity	PreK-5, Fine Arts	ESOL Teachers, ESOL Coordinator & Guidance Counselors	Non-Instructional & Instructional Staff	September 2012	Classroom Walkthroughs, Lesson Plans	ESOL Coordinator Administration

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Student agendas to promote school to home communication	Student agendas	Title I	\$2,615.00
Ongoing communication to promote parent involvement	Parent Mail-outs - Postage & freight	Title I	\$90.00
Home visits and other school related business involving families	In-county travel	Title I	\$500.00
			Subtotal: \$3,205.00
			<b>Grand Total: \$3,205.00</b>

End of Parent Involvement Goal(s)

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

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

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

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

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

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

STEM Budget:

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





## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	International Reading Conference	Strategies to meet the needs of developing and struggling readers	Title I	\$5,000.00
Reading	Book Study- Understanding the New Common Core Standards.	Book-Pathways to the Common Core	Title 1	\$500.00
				Subtotal: \$5,500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Science A-Z	Software to provide leveled science reading text	Title I	\$100.00
				Subtotal: \$100.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Coach to provide professional development, model lessons and provide follow-up.	Reading Coach	Title I	\$67,588.00
Reading	In-service activities to provide best practice strategies in reading	Substitutes	Title I	\$6,250.00
CELLA	Teachers to attend conference on culture sensitivity and meeting the needs of ELL students	Language and Culture Conference	Title I	\$500.00
Mathematics	Go Math	Chart paper, markers, copy paper	Title I	\$500.00
Mathematics	NCTM	Strategies to raise student achievement in math	Title I	\$1,200.00
Mathematics	In-service activities to promote best practice strategies in math	Substitutes	Title I	\$5,726.00
Science	Teachers will attend conference to learn strategies to enhance "green" initiative	Learn Green Conference	Title I	\$450.00
Writing	Writing planning & support for grades 3 & 4 teachers to include analyzing & double scoring essays	Writing Support & materials	Title I	\$2,000.00
Writing	In-service activities to support data analysis and action planning	Substitute teachers to cover classrooms	Title I	\$3,250.00
				Subtotal: \$87,464.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Afterschool & Saturday tutorials	Curriculum materials, copy paper, chart paper, pencils & markers	Title I	\$3,000.00
Reading	Paraprofessional provided to support literacy instruction.	Salary for 6-hour Paraprofessional	Title I	\$29,075.00
Mathematics	Afterschool & Saturday Tutorials	Curriculum materials Chart paper, Pencils, Markers	Title I	\$3,000.00
Mathematics	Paraprofessional provided to support math instruction	Salary for 6-hour Paraprofessional	Title I	\$31,975.00

Science	Afterschool & Saturday tutorials	Curriculum materials, pencils, copy paper	Title I	\$2,000.00
Science	Science related field trips	Admissions	Title I	\$2,500.00
Writing	Afterschool and Saturday tutorials	Copy paper, highlighters and pencils	Title I	\$2,000.00
Parent Involvement	Student agendas to promote school to home communication	Student agendas	Title I	\$2,615.00
Parent Involvement	Ongoing communication to promote parent involvement	Parent Mail-outs - Postage & freight	Title I	\$90.00
Parent Involvement	Home visits and other school related business involving families	In-county travel	Title I	\$500.00
				Subtotal: \$76,755.00
				Grand Total: \$169,819.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 9/24/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
School Improvement funds will be used to provide professional development opportunities to support SIP goals and objectives.	\$1,500.00

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

The SAC will assist in writing and revising SIP, as needed. Ongoing monitoring of SIP and progress updates will be conducted.

# AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012  
 Adequate Yearly Progress (AYP) Trend Data 2010-2011  
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

## SCHOOL GRADE DATA

No Data Found

Palm Beach School District NORTHBORO ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	72%	79%	94%	71%	316	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	69%	69%			138	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?	64% (YES)	60% (YES)			124	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					578	
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 NORTHBORO ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	73%	78%	95%	58%	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	68%	55%			123	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	47% (NO)	52% (YES)			99	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					526	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested