

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

School Name: PALM BEACH PUBLIC SCHOOL

District Name: Palm Beach

Principal: Sharon Stevens

SAC Chair: M. Schreiber/M. Schmitz

Superintendent: E. Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 10/30/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Sharon Stevens	BA Elementary ED., Master of Science in Educational Leadership - Florida A. University. ESOL endorsed	10	15	<p>2011 - 2012 Grade A, Reading Mastery 85%; Math Mastery 85%; Writing Mastery 93% and Science Mastery 80%; Learning Gains in Reading 78%; 76% of students in the lowest 25% made learning gains in reading. Ethnicity - Reading Proficient: White 97%, Black 67%, Hispanic 69% and Asian 100%.</p> <p>Math Proficient: White 93%, Black 50%, Hispanic 78%, Asian 100%. Writing Proficient: White 93%; Black 100%, Hispanic 91%, Asian 100%.</p> <p>2010-2011 Grade A, Reading Mastery 91%; Math Mastery 89%; Writing Mastery 92% and Science Mastery 80%; Learning Gains in Reading 76%; 72% of students in the lowest 71% made learning gains in reading. AYP data: Hispanics, economically disadvantage and ESE students made AYP</p>

					in reading. Mastery in Math 85%; Learning gains in Math 72%; 71% of the students in the lowest 25% made learning gains. Economically Disadvantage, ELL and Students with Disabilities made AYP in Math.
Assis Principal	Esther Garcia	BA Elementary ED.; Masters of Science In Educational Leadership - Nova South Eastern Univ. Spanish K-12 ESOL Endorsed	5	9	2011 - 2012 Grade A, Reading Mastery 85%; Math Mastery 85%; Writing Mastery 93% and Science Mastery 80%; Learning Gains in Reading 78%; 76% of students in the lowest 25% made learning gains in reading. Ethnicity - Reading Proficient: White 97%, Black 67%, Hispanic 69% and Asian 100%. Math Proficient: White 93%, Black 50%, Hispanic 78%, Asian 100%. Writing Proficient: White 93%; Black 100%, Hispanic 91%, Asian 100%. 2010-2011 Grade A, Reading Mastery 91%; Math Mastery 89%; Writing Mastery 92% and Science Mastery 80%; Learning Gains in Reading 76%; 72% of students in the lowest 25% made learning gains in reading. AYP data: Hispanics, economically disadvantage and ESE students made AYP in reading. Mastery in Math 85%; Learning gains in Math 72%; 71% of the students in the lowest 25% made learning gains. Economically Disadvantage, ELL and Students with Disabilities made AYP in Math.

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)
N/A	N/A	N/A			N/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	On going meetings with grade chairs and administrators to support and to plan according to student's needs.	Administration and grade chair	June 2013	
2	Develop a calendar of events and professional development opportunities to enhance educator educational background and knowledge linking the curriculum to student's learning	Mentor, buddy, grade chairs, teachers and administration	May 2013	
3				

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	On going district school based training Grade level meetings weekly to address needs/give support After assessing needs, match teacher with a mentor to observe/shadow in order to develop trust and support

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
37	0.0%(0)	2.7%(1)	43.2%(16)	48.6%(18)	48.6%(18)	89.2%(33)	8.1%(3)	0.0%(0)	51.4%(19)

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
Debbie Tuliano Denise Porto Karen Hicks Esther Garcia, A.P.	Rebekah Bicksler	Mentors are the support system for our guidance counselor	We conduct informal observations, providing feedback as stated in the Marzano Evaluation Program. Mentors and mentees also discuss lesson plans through L.V. to use as a resource, room arrangement, assessments and data analysis. Ms. Bicksler is our SBT and SwPBS contact, therefore, she must attend professional development meetings according to district mandates. Assist/monitor students with behavior problems; providing feedback. She assists in the school Parent Literacy Program in order to get to know and understand families better. On going feedback is part of the mentoring program for our new educators.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

Title II

Title III

Services are provided through the district.

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

The SAI full time teacher will work with second grade and Gr. 3 retained students and Gr. 4 and 5 students who are below grade level.

Violence Prevention Programs

Our guidance department provides on - going Character Education for all students.

District-wide implementation of Positive Behavior Support Initiative, The 7 Habits of Happy Kids and Appreciation of Multicultural Diversity are the hallmark for the school. Monthly assemblies are conducted at the school as well as the use of common language are part of PBP preventive program.

This year we are implementing "The Morning Meeting" as part of our school behavior plan. This powerful teaching tool builds community and creates a climate of trust as well as increases student's confidence and investment in learning.

Nutrition Programs

We offer free breakfast to all students through a Federal Reimbursement Feeding Program.

Housing Programs

N/A

Head Start

N/A

Adult Education

Career and Technical Education

We have a very successful school – wide Career Day which promotes parental/community involvement annually.

Job Training

N/A

Other

The school Assistant Principal coordinates and facilitates a weekly 1.5 hour Parental Involvement Night. It starts in October - November. Parents are taught: How to read to their children, computer literacy, filling out different type of forms, writing skills, science experiments and math computations.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal and Assistant Principal provide a common vision for the use of data-based decision making to ensure that academic programs are effective, monitored and that ongoing professional development sessions are implemented. Members of the team: Debbie Tuliano, ESE teacher, Denise Porto, Psychologist, Barbara Fabian, SAI, Lorraine Garcia, ELL teacher Sharon Stevens, Principal and Esther Garcia, Assistant Principal.

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 Team meets weekly to review universal screening progress to monitor and follow up on data. Based on results, the team will identify the professional development activities needed to create effective learning environment. After determining that effective Tier 1 instruction is taking place, the team will identify students who are not meeting identified academic targets. Identified students will be referred to the school-based team. Then, using the Problem Solving Model to conduct meetings and based on data the team will identify students who are in need of an additional supplemental or intensive academic and/or behavior support. Consequently, problem/s identification and appropriate researched-based interventions will follow. The team ensures that necessary resources will be available in order to address deficiencies; then interventions will be implemented with fidelity. Each case will be assigned a case liaison to support interventions. Data collection will be discussed at future meetings.

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 Leadership Team will meet with the SAC members; they will assist in developing the SY 2013 SIP. Utilizing the previous year's data, the team will discuss students in Tier1, Tier2 and Tier3 targets. Areas of deficiency will be identified giving us guidelines for remediation. Data from FCAT scores, especially identification of the lowest 35% percentile, and subgroups will guide teachers and administrators to develop the best interventions and strategies for the school mentoring and tutoring services.

MTSS Implementation

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

Baseline data:
FCAT
Curriculum Based Measurement
Florida Assessment for Instruction for Reading (FAIR)
P. B. County Fall Diagnostics
P. B. Writes
K- 4 Literacy Assessment System
Progress Monitoring and Reporting Network(PMRN)
Comprehensive English Learning Assessment (CELLA)
Office Discipline Referrals, Retentions and absences
SRI
Midyear data:
P. B. County Diagnostics
P. B. Writes
K-4 Literacy Assessment System
Progress Monitoring and Reporting Network(PMRN)
SRI
End of year data:
Gr. 4 FCAT Writes
Gr. 3-5 FCAT Math, Reading and Gr. 5 Science
Gr. 2 Diagnostics
SRI

Describe the plan to train staff on MTSS.

District, writing consultant, faculty/team members will provide in-service to the faculty on designated (PDD) The in-service opportunities will include but are not limited to:
Problem Solving Model
Book Study - Weekly meetings to read and discuss chapters read
School - wide Writing Model - District Personnel
Positive behavioral Intervention and support through the district SwPBS

Data based decision-making to drive instruction
Individual professional development will be also provided to classroom teachers as needed.

Describe the plan to support MTSS.

Utilize PDD days in order for teachers to get inservice
Faculty meetings to share strategies learned
LTM's discussion to follow up and support any of the above practices

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Sharon Stevens, Esther Garcia, Lorraine Lopez-Gregory, Carrie Bradford, Roseangela Paine, Kimberly Greenburg, Nancy Torelli, Sarah Hall, Lorraine Garcia, Barbie Fabian, Diana Adams and Mary Schmitz.

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

The team meets every month to set goals, discuss data, monitor student progress and to assist teachers, especially new ones to a grade level or to the school. They will also discuss strategies/activities with the purpose of increasing achievement in reading. Lessons are modeled to ensure understanding and to give support to teachers.

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

The team will offer staff development based on school needs. Facilitate activities to promote literacy.

Support and assist language art teachers by demonstrating lessons and strategies learned at district professional development inservice meetings. A writing component has been developed based on the Core Curriculum. District personnel and a consultant had been given demo lessons, before/after discussions have been part of training to all teachers.

Public School Choice

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

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

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?

We hold an Annual School event, Career Day, that promotes and enriches student's mind. Many speakers from the community as well as, parents who volunteer their time. The main goal is for students to learn and connect their learning with the outside world.

Junior Achievement volunteers also share their experiences with our students.

In our Choice Program, Strings, many professionals come in weekly to offer their services to our students making their lessons more meaningful.

Representatives from feeder schools come to PBP to speak/show a power point to our fifth graders in order for them to find out educational choices in Middle School. A high percentage of our fifth grade students are accepted at Bak Middle School and later at Dreyfoos High School.

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:	19%(31) of the students in Gr. 3-5 achieved proficiency Lv. 3 as measured by FCAT 2.0 FY12
2012 Current Level of Performance:	2013 Expected Level of Performance:
19%(31) of the students in Gr. 3-5 achieved proficiency Lv. 3 as measured by FCAT 2.0 FY12	20% (38) of students in Gr. 3, 4 and 5 will be proficient (Lv.3) as measured by the FCAT FY13

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 various learning abilities of students	Staff development training in the area of differentiated instruction and gifted education	Classroom teachers and administrators	Walkthroughs, formal/informal observations	On going classroom assessments, SRI results, Fountas and Pinnell reading running records, diagnostic test results
2	Students may lack motivation	Small group instruction with classroom teacher and Fine art teachers Parent Conference to involve family Use of after school tutorial/after school arts programs to motivate students	Classroom and Fine art teachers, volunteers	Formal and informal observation	On going classroom assessments, diagnostic test results
3	The various learning abilities of students	Staff development training in the area of Differentiated Instruction and Gifted Education Departmentalize classes in grades 2-5 where possible to facilitate academic instruction and to meet class size mandates	Classroom teacher/s and Administration	Walkthroughs Formal and informal observations	On going classroom assessments, SRI, K-4 Fountas and Pinnell and District Diagnostic Assessments
4	Students may lack motivation.	Small group instruction. Guidance counselor grouping. Parent conference.	Classroom teachers and guidance counselor	Formal and informal observations	On going classroom assessments, K-4 Fountas and Pinnell and Diagnostic Assessments Reading Counts monitored weekly by Librarian
5	Bilingual books may not be accessible at home	Language Facilitator and Assistant Principal Parents and students may check out bilingual books	Assistant Principal	Attendance at parent literacy classes	Throughout the course of the night program
	The implementation of s	Attend district trainings	Principal	Survey conducted at the	Survey

6	Standards Based Report card and the communication to parents	Share practices at LTM weekly meetings Hold parent meetings to educate and communicate on the new mandates	Assistan Principal Classroom teachers	end of the year.	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	66% (109)of the students in Gr. 3-5 achieved above proficiency Lv. 4-5 as measured by the FCAT 2.0 FY12
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (109)of the students in Gr. 3-5 achieved above proficiency Lv. 4-5 as measured by the FCAT 2.0 FY12	67% of the students in Gr. 3-5 will achieve above proficiency LV 4-5 as measured by the FCAT 2.0 FY13

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Implementation of Balanced Literacy Program with fidelity	Provide support to new teachers Ensure daily guided reading groups Ensure to choose books according to student's lexile levels Meaningful interactive word wall	Administration and teachers	Walkthroughs, formal/informal observations	Gr. K-4 Fountas and Pinnell assessment, SRI, LAS, CELLA
2	Implementation of the use of classroom library by lexile level	Differentiated instruction	Teachers and librarian	Walkthroughs, formal/informal observations	Gr. K-4 Fountas and Pinnell Reading Counts monitor weekly assessment, district diagnostic

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:	100% (1) student was proficient at Level 7 in the Florida Alternate Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1) student was proficient at Level 7 in the Florida Alternate Assessment	At this point, there are no students eligible for the Florida Alternate Assessment.

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:	78% (87) of students in grades 3-5 made learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (87) of students in grades 3-5 made learning gains.	79% (150) of students in grades 3 -5 will make learning gains as measured by the FCAT 2.0 FY13.

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	78% (87) students made learning gains. Various learning abilities of students	Small group instruction with classroom teacher, constant monitoring of student progress	Classroom teachers, Administration, Fine Arts teachers	Walkthroughs, formal/informal observations	Formal and informal assessments, district diagnostic tests
2	Implementation of instructional focus calendar with fidelity	Prioritized standards, analyze data to align instruction and assessments	Classroom teachers and Administration	No evaluative observations on going conferencing with teachers and students to discuss student's understanding of subject matter and their progress	Mini assessments after focus lesson has been taught, data discussion at LTMs
3	Student's lack of motivation to read	Motivate student - incentives through Reading Counts, SRI and the use of classroom libraries	Media Specialist and teachers	Monitor Reading Count and SRI reports	Computer generated print outs and table created by Librarian

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	
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reading. Reading Goal #3b:	100% (1) made learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1) made learning gains in reading.	At this point, no students are eligible for the FAA.

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:	76% (13) of students in the lowest 25% in Gr. 3-5 made learning gains as measured by the FCAT FY12
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (13) of students in the lowest 25% in Gr. 3-5 made learning gains as measured by the FCAT FY12	77% (146) of students in Gr. 3-5 in the lowest 25% will make learning gains as measured by the FCAT FY13.

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	76% (13) students in lowest 25% made learning gains various learning abilities of students	Provide additional tutors for students in lowest 25%. use fine arts teachers as supplemental instructors Provide lowest 25% with SAI instruction in math	Classroom teachers, administration, fine arts teachers	Walkthroughs, formal/informal observations Data review Discussions at weekly LTMs	teacher made tests Textbook assessments District diagnostics
2	Students may not relate to textbook/stories presented/ studied during the Literacy Block	Differentiated and explicit instruction, as well as daily guided reading (triple iii).	Case liaison, classroom and special education teachers and Administration	Student chats with teachers and administrators	Mini-assessments, diagnostics, Wilson, SRI
3	Students who were referred for the SBT to discuss academics achievement	Fine art teachers, SAI, ESOL teacher will provide iii instructions to students	Administration and teachers	K-4 Assessment and diagnostics	K-4 Assessment and diagnostics
4	Students who still need additional assistant to achieve	After school tutorial	Teachers	Attendance logs, informal and formal observations	Diagnostic
5	Students may not be exposed to an environment that promotes reading.	Encourage students to take books home	Teachers and Media specialist	SRI, Reading Counts	K-4 Assessment and diagnostics
6	Encourage parents to participate in the Literacy Night Program	Teach parents how to read to children, steps on how to write using a	Assistant Principal and volunteers	Attendance log, oral discussions and sample of writing	Weekly attendance and work samples

once a week. prompt

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 #

Reading goal for FY 13 is 83% proficient.

5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	83	84	85	86	87	

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.

16% (25) students in ethnic subgroups were not proficient as measured by FCAT 2.0 FY 12.

Reading Goal #5B:

2012 Current Level of Performance:

2013 Expected Level of Performance:

16% (25) students in ethnic subgroups were not proficient as measured by FCAT 2.0 FY 12.

15% (156) students in ethnic subgroups will be proficient as measured by FCAT 2.0 FY 13.

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	67% (4) black students and 69% (40) Hispanic students were proficient. Various learning abilities of students	Use small group instruction. Provide tutors for students.	Classroom teachers Administration	Walkthroughs Formal/informal evaluations Data review	Diagnostic tests Teacher made tests
2	Lack of support of academic achievement from parent/guardian	Teachers will participate in professional development activities listed in their IPDPs, in order to select effective instructional strategies that will enhance learning for subgroups not making AYP. Encourage parent participation at the school Night Literacy Program.	Assistant Principal, PDD Team	Recommended common planning time will enable vertical and horizontal planning among grade levels. This will help ensure that teachers are aware of students' performance, instruction is being redirected, best practices are being shared, so that students' performance on monthly assessments can be monitored for improvement.	On going assessment, Diagnostic, SRI and K-4 assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.

50% (4) ELL students were not making satisfactory progress in reading as measured by FCAT 2.0 FY 12.

Reading Goal #5C:

2012 Current Level of Performance:

2013 Expected Level of Performance:

50% (4) ELL students were not making satisfactory progress in reading as measured by FCAT 2.0 FY 12.			51% of the students in the ELL sub-group will score at the proficiency level 3 and above as measured by FCAT FY12.		
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	50% (3) ELL learners were proficient. Lack of parent assistance due to language barrier	Provide multicultural literature and experiences Provide parent literacy instruction in the evenings use bilingual fine arts teachers as tutors Small group instruction	Classroom teachers Administration Fine arts teachers	Walkthroughs Formal/informal evaluations Discussions at LTMs Data review	CELLA tests Diagnostic tests Teacher made tests
2	Wide discrepancies in literacy levels of ELL students depending on whether schooling was limited or interrupted prior to arriving in the United States	Strategies that support and maintain literacy/oral proficiency that are incorporated in teaching reading. e.g. Triumph Students' background knowledge is used to enhance acquisition of new academic content concepts. Explicit and differentiated instruction. Access/print books from the A-Z computer based reading program to assist students with vocabulary, comprehension, and phonics teachers iii small group instruction	Classroom, ELL teachers and administration	Learning Team mtgs. to discuss student's progress, classroom observations, student's chats and walkthroughs	Diagnostic, SRI, k-4 Assessment and CELLA Reading A-Z
3	Teacher in-service and training	District will provide additional training for ELL gifted teachers	Classroom teachers	Learning Team mtgs. to discuss student's progress, classroom observations, student's chats and walkthroughs	Diagnostic, SRI, k-4 Assessment and CELLA

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Students with Disabilities did not count toward the school grade. Count too small to be statistically correct as measured by FCAT FY12
2012 Current Level of Performance:	2013 Expected Level of Performance:
Students with Disabilities did not count toward the school grade. Count too small to be statistically correct as measured by FCAT FY12	50% of Students with disabilities will make satisfactory progress in reading as measured by FCAT 2.0 FY 13.

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 are not motivated to read.	Encourage participation in reading counts.	Classroom and ESE teachers, media	Teachers conference and chats with students	Diagnostic, weekly mini assessment,

1	Encourage students to choose books to read at their lexile level to build self-esteem Explicit and differentiated instruction. Use of the Wilson curriculum Morning meeting discussions and 7 Habits instructions	specialist and administrators	Daily assignments to see understanding and comprehension of objectives taught Immediate feedback	SRI, Reading Counts
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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:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	21% (32) of the students in the Economically Disadvantage sub-group did not make progress as measured by FCAT 2.0 FY12.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (21) of the students in the Economically Disadvantage sub-group did not make progress as measured by FCAT 2.0 FY12.	79% of economically disadvantaged students will make satisfactory progress in reading as measured by FCAT 2.0 FY13.

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	68% (42) students who are economically disadvantaged were proficient	small group instruction Provide additional instruction through SAI program, and ESE and ELL teachers, and resource teachers	Classroom teachers administration ESE,ELL, SAI, resource teachers	walkthroughs formal/informal observations chats with students data review weekly LTMs	teacher made tests district assessments data review FCAT 2.0
2	Students may not perceive themselves as achievers.	Assist students develop reachable goals by using the KWL chart and monitor their progress on a weekly basis. Small group instruction using the (iii)model Encourage participation to the After School Enrichment and Academic Tutorial Program	Classroom teachers, administrators	Frequent chats with teachers/students/administrators	Mini assessments to determine progress of students' academic performance
3	Students need additional assistance to reach their goal.	Small group instruction using the (iii)model	classroom teachers and liaisons	Frequent chats with teacher and administrators	K-4 assessment
4	Encourage participation to the After School Enrichment and Academic Tutorial Program	Small group, differentiated and explicit instruction	Teachers	Classroom/group observations	Diagnostics
5	Cultural Differences	Assist K- 5 students with reading interventions to support and enrich reading skills	Classroom teachers	Computer print-out Take home book	K - 4 Assessment CELLA

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
Supplement intervention system design for teachers to use in small group instruction	K-5	Classroom, ELL and ESE teachers	K-5	Throughout the year	formal/informal observations, SRI, diagnostic	Teachers

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Supplement intervention system designed for teachers to use in small group instruction for the lowest achieving students. Reading Kit	Fountas and Pinnel LLI Reading Kit	Donation	\$4,000.00
Supplement intervention designed for students to read on their grade level using a computer-based literacy program. Program also generates books for students to take home.	A-Z Computer-based Reading Program	School Improvement Funds (SAC)	\$630.00
Subtotal:			\$4,630.00
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:			\$4,630.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:	48% (27) were proficient in listening/speaking as measured by CELLA test FY12.

2012 Current Percent of Students Proficient in listening/speaking:

48% (27) were proficient in listening/speaking as measured by CELLA test FY12.

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 fluency in English language	Small group instruction with ELL teacher Provide bilingual literature Use of visuals and realia to enhance vocabulary use of word walls	Classroom teachers ELL teacher Administration	Walkthroughs Formal/informal observations	CELLA test

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:

2012 Current Percent of Students Proficient in reading:

Problem-Solving Process to Increase Student Achievement

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

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

3. Students scoring proficient in writing.

CELLA Goal #3:

32% (18) students were proficient in writing as measured by CELLA FY12.

2012 Current Percent of Students Proficient in writing:

32% (18) students were proficient in writing as measured by CELLA FY12.

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 knowledge of English language Limited understanding	Small group instruction Writer's workshop	Classroom Teacher ELL teacher Administration	Walkthroughs Formal/informal observations Data review	CELLA test PB Writes

of grammar and structure	After school tutorial	District ELL contact	Discussion at weekly LTMs	
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CELLA Budget:

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

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	29% (48) of the students in Gr. 3-5 achieved proficiency Lv.3 as measured by FCAT 2.0 FY12
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (48) of the students in Gr. 3-5 achieved proficiency Lv.3 as measured by FCAT 2.0 FY12	30% of the students in grades 3-5 will achieve proficiency level 3 as measured by FCAT FY13.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may lack motivation	Small group instruction with classroom teacher and Fine art teachers Parent Conference to involve family Use of after school tutorial/after school arts programs to motivate students	Classroom and Fine art teachers, volunteers	Formal and informal observation	On going classroom assessments, diagnostic test results
2	New Generation Math	Learning Village district website, Think Central Attend district and school staff development trainings Departmentalize classes in grades 2-5 where possible to facilitate academic instruction and to meet class size mandates	Classroom teachers Math Contact and Administration	Walkthroughs, formal/informal observations Discussion/chats at weekly/bi-weekly LTMs Data analysis	Weekly textbook and teacher made assessments District diagnostic tests 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
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
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1	N/A				
2	New Generation Math	Attend district and school staff trainings	Math contact, classroom teachers, and administration	Walkthroughs, formal and informal observations Discussions at weekly LTMs Data analysis	Weekly textbook and teacher made assessments CoreK12 assessments for grade 5 Diagnostic tests

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:	56% (92) of the students in Gr. 3-5 achieved above proficiency as measured by FCAT 2.0 FY12.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (92) of the students in Gr. 3-5 achieved above proficiency as measured by FCAT 2.0 FY12.	57% (108) of the students in Gr. 3-5 will achieve above proficiency levels, 4-5 as measured by FCAT 2.0 FY13.

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	Various levels of ability	Departmentalize in grades 2-5 where possible to facilitate academic instruction and to meet class size mandates Provide enrichment scope and sequence of instruction and hands on activities twice weekly through After School Arts program Provide district technology programs, such as Gizmo	Administration Classroom teachers	walkthroughs formal/informal observations	district assessments teacher made tests FCAT 2.0
2	Teachers new to the NGSSS math.	Develop Instructional Focus Calendar for math based on Learning Village Use Think Central technology program	Math contact and administrators	Monitor the implementation of the Focus Math Calendar Walkthroughs Formal/informal evaluations	Mini-assessments and diagnostics 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:	100% (1) student scored at or above Level 7 as measured by FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1) student scored at or above Level 7 as measured by FAA.	At this time, no students qualify for the FAA.

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:	83% (92) of the students in Gr. 3-5 made learning gains as measured by FCAT 2.0 FY12
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (92) of the students in Gr. 3-5 made learning gains as measured by FCAT 2.0 FY12	84% (160) of the students in Gr. 3-5 will make learning gains as measured by FCAT 2.0 FY13

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	78% (87) students made learning gains. Various learning abilities of students	Small group instruction with classroom teacher, constant monitoring of student progress	Classroom teachers, Administration, Fine Arts teachers	Walkthroughs, formal/informal observations	Formal and informal assessments, district diagnostic tests
2	Students do not know how to interpret data collection to see how they are progressing	Teach students where they are and where they want to go by using the SAL-P Model	Teachers	On going conferencing with students using the SAL-P Model	Mini-tests, diagnostic 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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	100% (1) student made learning gains as measured by the FAA FY12.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1) student made learning gains as measured by the FAA FY12.	At this point, no students are eligible for the FAA.

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:	74% (14) of the students in the lowest 25% percentile made learning gains as measured by FCAT FY12.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (14) of the students in the lowest 25% percentile made learning gains as measured by FCAT FY12.	75% (143) of the students in the lowest 25% percentile will make learning gains as measured by FCAT 2.0 FY13.

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	76% (13) students in lowest 25% made learning gains various learning abilities of students	Provide additional tutors for students in lowest 25%. use fine arts teachers as supplemental instructors Provide lowest 25% with SAI instruction in math	Classroom teachers, administration, fine arts teachers	Walkthroughs, formal/informal observations Data review Discussions at weekly LTMs	teacher made tests Textbook assessments District diagnostics
2	Students may have difficulties understanding math concepts and vocabulary words to solve math word problems.	Encourage teachers to implement interactive word walls and Small group instruction.	Teachers and administrators	Monitor lesson planning and walkthroughs	Formal/informal assessments and diagnostics.
3	Students may need additional assistance to be proficient	After School Tutorial	Teachers	Formal/informal observations	diagnostic and NGSSS 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 # By June 2013, 90% of the students in grades 3-5 will demonstrate proficiency as measured by FCAT 2.0 FY13.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	86	78	80	82	86	

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:	22% (13) of Hispanic students did not make satisfactory progress as measured by FCAT 2.0 FY12
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (13) of Hispanic students did not make satisfactory progress as measured by FCAT 2.0 FY12	79% (150) of Hispanic students will make satisfactory progress as measured by FCAT FY13

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	67% (4) black students and 69% (40) Hispanic students were proficient. Various learning abilities of students	Use small group instruction. Provide tutors for students.	Classroom teachers Administration	Walkthroughs Formal/informal evaluations Data review	Diagnostic tests Teacher made tests
2	Students may have difficulties understanding math concepts and vocabulary words to solve math word problems.	Encourage teachers to implement interactive word walls and Small group instruction on testing strategies Ensure the use of manipulatives.	Teachers and administrators.	Monitor lesson planning, observations through walkthroughs	Formal/informal assessments and diagnostics.

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	33%(3) of ELL students did not make progress as measured by FCAT 2.0 FY12
2012 Current Level of Performance:	2013 Expected Level of Performance:
33%(3) of ELL students did not make progress as measured by FCAT 2.0 FY12	68% (129 ELL students will make satisfactory progress as measured by FCAT FY12.

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	50% (3) ELL learners were proficient. Lack of parent assistance due to language barrier	Provide multicultural literature and experiences Provide parent literacy instruction in the evenings use bilingual fine arts teachers as tutors Small group instruction	Classroom teachers Administration Fine arts teachers	Walkthroughs Formal/informal evaluations Discussions at LTMs Data review	CELLA tests Diagnostic tests Teacher made tests
2	Students may need additional time to understand math concepts and vocabulary development	After School Tutorial Program. Resource teachers assisting students one on one or in small group for at least 30 minutes twice or three times a week.	Classrom and ESOL teachers Administrators	Students work assignments and completion, daily conferencing with students to clarify, review target concepts	Daily work, mini assessment and diagnostic

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:	Students with disabilities did not count toward the school grade. Count too small to be statistically correct
2012 Current Level of Performance:	2013 Expected Level of Performance:
Students with disabilities did not count toward the school	At this point there are not enough students with disabilities

grade. Count too small to be statistically correct	to count toward school grade.				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may need additional time to process concepts taught and skills practice	After School Tutorial Implement small group instruction on testing techniques Ensure use of manipulatives	Classroom and resource teachers and administrators	Tutorial attendance logs, walkthroughs	mini -assessments, textbook tests and diagnostic

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:	29% (19) of Economically Disadvantaged students did not make satisfactory progress as measured by FCAT 2.0 FY12
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (19) of Economically Disadvantaged students did not make satisfactory progress as measured by FCAT 2.0 FY12	72% (137) Economically Disadvantaged students will achieve proficiency level as measured by FCAT 2.0 FY13

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	68% (42) students who are economically disadvantaged were proficient	small group instruction Provide additional instruction through SAI program, and ESE and ELL teachers, and resource teachers	Classroom teachers administration ESE, ELL, SAI, resource teachers	walkthroughs formal/informal observations chats with students data review weekly LTMs	teacher made tests district assessments FCAT 2.0
2	Students may need additional time to understand math concepts and vocabulary development	After School Tutorial Program. Fine art teachers assisting students one on one or in small group for at least 30 minutes twice or three times a week. PB Tutors will assist students one-on-one and or in a small group	Classroom and ESOL teachers Administration	Students daily work assignments and completion, daily conferencing with students to clarify, review target concepts	Daily work, mini assessment and diagnostic

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
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No Data Submitted

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Gr. 4-5 Gizmo	Computer Based Program	School Improvement Funding (SAC)	\$1,600.00
			Subtotal: \$1,600.00
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: \$1,600.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.		53% (31) of the students in Gr. 5 achieved mastery level 3 as measured by FCAT 2.0 FY12			
Science Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
53% (31) of the students in Gr. 5 achieved mastery level 3 as measured by FCAT 2.0 FY12		54% (103) students in Gr. 5 will achieve level 3 and above as measured by FCAT 2.0 FY13			
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
	Science teachers are new to Gr. 5 Science curriculum	Instructional focus lessons are developed and instructional delivery being aligned to the science (SSS) curriculum. Lab. hands on activities are	Administration, PDD Team and Science school contact	Horizontal Planning and classroom formal/informal observations.	Bi-weekly assessments, District diagnostic tests, walkthroughs

1	<p>implemented at least once a week.</p> <p>Professional development has been planned through the school year.</p> <p>Gizmo is implemented for a better understanding of benchmarks and deeper concepts.</p> <p>FCAT Explorer an online educational tool that assist students to reinforce science concepts.</p> <p>Differentiated instruction.</p> <p>Hold a school-wide Science Fair.</p> <p>Provide after school tutorial to reteach, to reinforce and to enrich students in levels 1-5, e.g. tier 3, ELL, gifted, free and reduced lunch and ESE.</p> <p>Hold a School - wide science Fair</p>		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	27% (16) of the students in Gr. 5 achieved Levels 4 and 5 as measured by FCAT 2.0 FY12
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (16) of the students in Gr. 5 achieved Levels 4 and 5 as measured by FCAT 2.0 FY12	28% (53) of the students in Gr. 5 will achieve Levels 4 and 5 as measured by FCAT 2.0 FY13

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New Common Core Standards	Use manipulatives/science experiments to teach lessons Use Learning Village for lesson planning, and to follow scope, and sequence Use Gizmos program to enhance learning	Science classroom teachers, Science contact, PDD team and administration.	Weekly discussion among teachers and administrators at LTMs Walkthroughs, observations	Bi-weekly, and diagnostic assessment data analysis.

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:	100% (1) student scored at or above Level 7 on FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1) student scored at or above Level 7 on FAA.	At this point, no students are eligible for the FAA.

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Science Budget:

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

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	93% (53) of the students in Gr. 4 achieved at the mastery level (3.0 or above) as measured by FCAT 2.0 Writing FY 12
2012 Current Level of Performance:	2013 Expected Level of Performance:
93% (53) of the students in Gr. 4 achieved at the mastery level (3.0 or above) as measured by FCAT 2.0 Writing FY 12	94% (179) of the students in Gr. 4 will achieve at the mastery level (4.0) or above as measured by the FCAT 2.0 FY13

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Implementation of the adopted writing curriculum with fidelity.	Develop Focus Calendar through Learning Village. Provide in depth training using Lucy Caulkins and Melissa Forney writing curriculum. Provide After School Tutorial Provide staff development through district/private writing consultants	Classroom teachers Administrators	Data Chats at LTMs, conferencing with students, and Horizontal Planning mtgs.	PB Writes, teacher made tests

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	N/A			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
N/A	At this point, no students are eligible for FAA FY13.			
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
Writer's Workshop Training and train the teachers on the new evaluation system throughout school year	K-5	District contact Private consultant	School-wide	Monthly meetings	Walkthroughs data chats EDW review Formal/informal observations	Classroom teachers Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Grades 3-5 monthly meetings to align Common Core to FCAT 2.0 Writes	Provide staff development through private writing consultant to assist with transition to FCAT 2.0 Writes	School Improvement Funding (SAC)	\$1,250.00
			Subtotal: \$1,250.00
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
Train teachers on the new evaluation system	Provide support to teachers in order to implement/align new mandates	district	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
To support the new writing program (PARC)	Copy paper, ink cartridges, markers and binders	School Improvement Funds (SAC)	\$500.00
			Subtotal: \$500.00
			Grand Total: \$1,750.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance Attendance Goal #1:	100% (399) of the students are in attendance FY12				
2012 Current Attendance Rate:	2013 Expected Attendance Rate:				
100% (399) of the students were in attendance FY12	At least 96% of the student population are expected to be present FY13				
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
0%(399) students have had excessive absences, 10 days or more FY12	2% of the student population may have excessive absences in FY13				
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
0% of the student population have been tardy 10 days or more during FY12	2% of the student population may be tardy 10 days or more during school year FY13				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students who do not live in our boundries.	Mandates for parents/guardians to bring proper documentation in order to register the student. Home visits	Office clerk, data processor, language facilitator	Open communication with parents/guardians	Home visits

(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:	1 student served in school suspension in FY12.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
1 student served in school suspension in FY12	1 student will serve in school suspension in FY13
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
1 students served in school suspension in FY12	1 students will serve in school suspension in FY13

2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
5 students served out of the school suspension in FY12	1 student will serve out of school suspension in FY13
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
2 students were suspended out of school FY12	2 students will be suspended out of school FY12

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers not enforcing discipline with fidelity	Assist teachers who may have problems enforcing the 7 Habits of Happy Kids and classroom discipline plan. Give teachers on going support, especially with students who are having difficulties following the school expectations. Parent contact to discuss concerns SWPBS plan in place	Teachers, guidance counselor and administration	Happy Kids Awards phone call to parents to let them know of student progress on behavior	on going chats with students referrals

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>			80% of Parents were involved in many school functions in FY12		
2012 Current Level of Parent Involvement:			2013 Expected Level of Parent Involvement:		
80% of Parents were involved in many school functions in FY12			We expect at least 85% of parental involvement FY13		
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	Motivation of parents to assist children at home.	Offer Literacy classes once a week as well as Literacy Parent Night and Curriculum Nights.	Assistant Principal	Parent participation	sign in sheet
2	Parents not able to read and write in their own language	Language facilitator reads, informs parents of important events in their own language Literacy Night Program once a week	CLF and Assistant Principal	Attendance logs of parent participation	sign in sheet
3	Transportation	Introduce parents to each other Allow them time to share about their own and background Encourage car pool	School Staff	Attendance logs of parent participation	sign in sheet
4	Working parents not able to attend night programs/meetings	Offer meetings at different times of the day	Teachers, staff and administration	Attendance logs of parent participation	sign in sheet
5	Transportation and lack of participation from businesses	Provide opportunities for parents to volunteer at school events. Increase business partners by soliciting	Volunteer Coordinator	Sign in from VIPS, number of business partners	sign in sheet

		them to volunteer and join in a partnership with our school.			
6	Lack of interest by parents	Increase membership to SAC and the Parent Teacher Association	Assistant Principal and school staff	registration forms	sign in sheet

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
Parent Night FCAT/ Curriculum Night PTA meetings Science fair Nights	K-5	Teachers Asst. Principal	School-wide	Monthly	Feedback forms	teachers 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
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Parent Involvement Goal(s)

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

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

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

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

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

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

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

STEM Budget:

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

Additional Goal(s)

Train teachers on the new evaluation system

Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Train teachers on the new evaluation system Goal		100% (33) teachers were trained on the new evaluation system FY12			
Train teachers on the new evaluation system Goal #1:					
2012 Current level:		2013 Expected level:			
100% (33) teachers were trained on the new evaluation system FY12		100% (37) teachers will continue training on the new evaluation system FY13			
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 new evaluation system may be confusing to teachers	Book study and disussion throughout the school year	Principal and Asst. Principal	Formal - informal observations	Design questions 1 and 6

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
Writer's Workshop	K-5	PDD team administration district consultant	school wide	daily	formal/informal observations district assessments FCAT 2.0 Writes	classroom teachers administration
Morning Meetings	school wide	PDD Team Administration teachers	school wide	daily	walkthroughs book study	classroom teachers administration
7 Habits of Happy Kids	school wide		school wide	weekly	walkthroughs assemblies	classroom teachers administration

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

Writer's Workshop	District Consultant	District	\$0.00
Provide support for teachers in order to implement/align new mandates for writing	Consumables pens, pencils, chart paper, cartridges, copy paper	School Improvement Funding (SAC)	\$3,000.00
			Subtotal: \$3,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
7 Habits of Happy Kids	Books Posters Planning by teachers	School Improvement Funding (SAC)	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Code of Conduct	posters Planning by teachers	School Improvement Funding (SAC)	\$500.00
			Subtotal: \$500.00
			Grand Total: \$4,500.00

End of Train teachers on the new evaluation system

Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Supplement intervention system designed for teachers to use in small group instruction for the lowest achieving students. Reading Kit	Fountas and Pinnel LLI Reading Kit	Donation	\$4,000.00
Reading	Supplement intervention designed for students to read on their grade level using a computer-based literacy program. Program also generates books for students to take home.	A-Z Computer-based Reading Program	School Improvement Funds (SAC)	\$630.00
Mathematics	Gr. 4-5 Gizmo	Computer Based Program	School Improvement Funding (SAC)	\$1,600.00
Writing	Grades 3-5 monthly meetings to align Common Core to FCAT 2.0 Writes	Provide staff development through private writing consultant to assist with transition to FCAT 2.0 Writes	School Improvement Funding (SAC)	\$1,250.00
Train teachers on the new evaluation system	Writer's Workshop	District Consultant	District	\$0.00
Train teachers on the new evaluation system	Provide support for teachers in order to implement/align new mandates for writing	Consumables pens, pencils, chart paper, cartridges, copy paper	School Improvement Funding (SAC)	\$3,000.00
				Subtotal: \$10,480.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	Train teachers on the new evaluation system	Provide support to teachers in order to implement/align new mandates	district	\$0.00
Train teachers on the new evaluation system	7 Habits of Happy Kids	Books Posters Planning by teachers	School Improvement Funding (SAC)	\$1,000.00
				Subtotal: \$1,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	To support the new writing program (PARC)	Copy paper, ink cartridges, markers and binders	School Improvement Funds (SAC)	\$500.00
Train teachers on the new evaluation system	Code of Conduct	posters Planning by teachers	School Improvement Funding (SAC)	\$500.00
				Subtotal: \$1,000.00
				Grand Total: \$12,480.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn 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 9/20/2012)

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
Provide ongoing professional development for students to reach their highest potential. Improve communication skills and self-esteem, especially with ELL and economically disadvantaged students, through morning Meetings. Provide staff development through a writing consultant to improve FCAT 2.0 Writes scores.	\$500.00

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

Ongoing planning with SAC members in order to continue academic improvement. SAC will work with the community to bring resources to Palm Beach Public. SAC and PTA meetings are held on the same evenings in order to coordinate activities/funding for the school.

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 PALM BEACH PUBLIC SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	91%	89%	92%	80%	352	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	76%	72%			148	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?	71% (YES)	65% (YES)			136	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					636	
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 PALM BEACH PUBLIC SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	84%	85%	89%	69%	327	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	70%	67%			137	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?	61% (YES)	70% (YES)			131	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					595	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested