# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
## 2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: NORTHMORE ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Nancy Robinson

SAC Chair: Angelo Mignanelli

Superintendent: E. Wayne Gent

Date of School Board Approval:

Last Modified on: 11/8/2012

# 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 | Nancy Robinson | BS Elem Ed, Master Special Education Specialist, Educational Leadership Certified in Elem Ed, Learning | 18 | 18 | FY12 School grade D; Mastery levels in the following content areas include: Reading (28%), Writing (89%), Math (38%), and Science (29%). FY11 School grade C; Mastery levels in the following content areas include: Reading (54%), Writing (94%), Math (60%), and Science (36%). AYP was not accomplished. FY10 School grade B; Mastery levels in the following content areas include: Reading (47%), Writing (88%), Math (66%), and Science (40%). AYP was not accomplished. FY09, School grade A; Mastery levels in the following content areas include: Reading (51%), Writing (100%), Math (63%), and Science (40%). AYP was not accomplished. |

| | | | | | |
|---|---|---|---|---|---|
| | | Disabilities, School Principal and ESOL Endorsed | | | FY08 School grade: C; Mastery levels include Reading (54%), Writing, (94%), Mathematics (61%), and Science (26%). AYP was not accomplished.<br><br>FY07, School grade A; Mastery levels include Reading 55%), Writing (98%), Math (72%), and Science (28%). AYP was achieved.<br><br>FY06, School grade: B; Mastery levels include Reading (53%), Writing (94%), Math (61%), and Science (N/A). AYP was achieved.<br><br>FY05, School grade B; Mastery levels include Reading (54%), Writing (89%), Math (54%), and Science (N/A). AYP was achieved. |
| Assis Principal | Darlene Starling | Elementary Education (1-6) Specific Learning Disability, Emotionally Handicapped, Severely Emotionally Handicapped<br><br>ESOL Endorsement Reading Endorsement Educational Leadership | 19 | 5 | FY12 School grade D; Mastery levels in the following content areas include: Reading (28%), Writing (89%), Math (38%), and Science (29%).<br><br>(2011) Lincoln Elementary School<br>- School Letter Grade "A"<br>- 95% AYP Criteria Met<br><br>(2010) Lincoln Elementary School<br>- School Letter Grade "C"<br>- 82% AYP Criteria Met<br><br>(2009) Lincoln Elementary School<br>- Maintained letter grade of "A"<br>- 98% AYP Criteria Met<br><br>(2008) Lincoln Elementary School<br>- Reversed Restructuring Status declared by the FLDOE<br>- Increased school letter grade from "F" to an "A" within that academic year.<br>- Achieved AYP |

## INSTRUCTIONAL COACHES

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

| 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 | Constance Smith | BS, MA, Reading Endorsement, ESOL Endorsement | 13 | 13 | FY12 School grade D; Mastery levels in the following content areas include: Reading (28%), Writing (89%), Math (38%), and Science (29%).<br><br>FY11 School grade C; Mastery levels in the following content areas include: Reading (54%), Writing (94%), Math (60%), and Science (36%). AYP was not accomplished.<br><br>FY10 School grade B; Mastery levels in the following content areas include: Reading (47%), Writing (88%), Math (66%), and Science (40%). AYP was not accomplished.<br><br>FY09, School grade A; Mastery levels in the following content areas include: Reading (51%), Writing (100%), Math (63%), and Science (40%). AYP was not accomplished.<br><br>FY08 School grade: C; Mastery levels include Reading (54%), Writing, (94%), Mathematics (61%), and Science (26%). AYP was not accomplished.<br><br>FY07, School grade A; Mastery levels include Reading 55%), Writing (98%), Math (72%), and Science (28%). AYP was achieved. |

| | | | | | FY06, School grade: B; Mastery levels include Reading (53%), Writing (94%), Math (61%), and Science (N/A). AYP was achieved. |
| --- | --- | --- | --- | --- | --- |
| | | | | | FY05, School grade B; Mastery levels include Reading (54%), Writing (89%), Math (54%), and Science (N/A). AYP was achieved. |
| Math | Elizabeth Eigelbach | BA Elementary Education ESOL Endorsement | 7 | | |

## 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.Teachers are recruited at Northmore in a variety of ways. Two primary methods are through district advertisement and community networking. Teachers new to Northmore receive mentoring through grade level support by team leaders and teacher development programs (EAPs). | Administration Teacher Mentors | On-going | |
| | 2.Provides relevant staff development that supports teacher growth | Administration Leadership Team | On-going | |
| | 3.Promote and encourage school and community involvement | Administration Leadership Team | On-going | |

## Non-Highly Effective Instructors

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

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

| Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective. | Provide the strategies that are being implemented to support the staff in becoming highly effective |
| --- | --- |
| None | |

## 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 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 43 | 2.3%(1) | 76.7%(33) | 76.7%(33) | 48.8%(21) | 60.5%(26) | 100.0%(43) | 32.6%(14) | 0.0%(0) | 114.0%(49) |

## 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 |
| --- | --- | --- | --- |
| | | | One-on-one sessions, |

| Battle, Deborah | Harvey, Laticia, | 3rd Grade Supplemental Academic Instructor (SAI) | monthly meetings, and monthly mentoring activities that include class management, instructional best practices, data analysis and FCAT prep activities. |
|---|---|---|---|
| Farquharson, Debra | Grant, Tracey | 1st Grade | One-on-one sessions, monthly meetings, and monthly mentoring activities that include class management, instructional best practices, data analysis and Common Core. |
| Smith, Connie | Wilson, Marilyn | Kindergarten | One-on-one sessions, monthly meetings, and monthly mentoring activities that include class management, instructional best practices, data analysis and Common Core. |
| Niese, Christie | Rolle, DeAndra | Kindergarten | One-on-one sessions, monthly meetings, and monthly mentoring activities that include class management, instructional best practices, data analysis and Common Core. |

# 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

Title I is dedicated to improving the educational opportunities for all students.

Title I funds will be used for tutorial programs, professional development, funding of Resource Teachers (i.e. .5 Response to Intervention (RTI) Resource Teacher), and to increase family involvement activities throughout the school year. These funds will address the following issues: assisting students to succeed in the regular school program, to attain grade level proficiency, and to improve student academic achievement.

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure that student needs are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach Program.

Title II

The No Child Left Behind Act of 2001 re-authorized the Dwight D. Eisenhower Grant and Class Size Reduction of the Elementary and Secondary Education Act of 1965 as Title II, Part A. This entitlement grant has been developed to prepare, train, and recruit high-quality teachers.

Title III

Services are provided through the district for educational materials and ELL support services to improve the education of immigrant and ELL learners.

Title X- Homeless

The mission of the Homeless Coalition of Palm Beach County is to provide leadership in addressing and improving the quality of life of the Palm Beach County homeless through advocacy, planning, coordination and maximizing resources.

## Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction (SAI)

SAI teachers work with the non-proficient and retained students in 3rd grade.

## Violence Prevention Programs

The school will enforce the guidelines by the Jeffery Johnson Act. Students and teachers can anonymously report acts of violence. In addition, through SAFE Schools, Northmore has adopted a Single School Culture for behavior modification- Positive Behavior Support.

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

## Nutrition Programs

Northmore is a part of the Federal Food Program for school aged children.

## Housing Programs

A total of six family homeless shelters along with the Department of Children and Families, through Foster Care programs provide housing for families and children throughout the county.

## Head Start

The Bridges at Northwood will attempt to contact surrounding Head Start programs this school year to develop collaborative efforts.

## Adult Education

The Bridges at Northwood offers bi-weekly computer and ESOL classes as well as bi-monthly workshops at various times throughout the school year.

## Career and Technical Education

The School District of Palm Beach County provides information about academic and life skill classes offered at their technical and vocational centers.

## Job Training

The Bridges at Northwood offers resume writing and job interview workshops for its Northwood community.

## 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.

School-Based RTI Leadership Team

This team meets regularly to review school based diagnostic data, progress monitoring and present psychological screening information. Once Tier I core instruction and objectives are firmly established, the RTI team will identify pupils who face challenges in meeting academic and/or behavioral objectives. The identified students will be referred to the school based RTI leadership team. The leadership team consists of the School counselor, school psychologist, ESE contact, ELL contact, RTI interventionist a member of administration and a classroom teacher.

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 meets weekly to develop intervention plans for students requiring academic and/or behavior interventions. The classroom teachers report on student's current performance levels while the team works to select research-based evidence interventions for referred students. The RTI Interventionist works with specific students on targeted interventions.

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

> The school based leadership team develops research-based evidence intervention plans for referred students.

## 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.

> The RTI Intervention Team will use data collected from EDW and Classroom Teachers to summarize data at each Tier using the following PBCSD Forms (2284 a to d and 2318).

Describe the plan to train staff on MTSS.

> Staff is trained during faculty meetings, on professional development days, and other trainings as scheduled and coordinated by the administration and school based team leader.

Describe the plan to support MTSS.

> The Classroom Teachers and Instructional Support Staff will provide Tier II and Tier III Interventions. The .5 Response to Intervention Teacher will provide additional Tier III support.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

> Connie Smith, Reading Coach
> Pamela Jackson, School Counselor
> Darlene Starling, Assistant Principal
> Nancy Robinson, Principal
> All Team Leaders

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

> The Northmore Literacy Leadership Team meets monthly as a part of team leader meetings to address the efficiency of all literacy related issues, programs, materials, instruction, assessment and staff development needs for all K-5 students.

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

> The major K-5 Literacy Learning Team initiatives for the 2012-2013 school year are to improve instruction in Core Reading, Triple iii and Extended Reading Day. To increase student proficiency and foster a love of literacy through research based programs.

## 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.

> Prior to the opening of school Northmore will:
>
> Provide a Kindergarten round-up to inform parents about the enrollment process and the documents they will need in order to

place their child in school.

Invite the students and parents to Meet the teacher day during pre-school

Collaborate with local Pre-K providers to familiarize incoming students and parents with the school.

## *Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

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.<br><br>Reading Goal #1a: | On the 2013 administration of the FCAT Reading Test, 50% of our students will meet proficiency in reading. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In 2012, 16% (33) of students achieved a level 3 in reading. | On the 2013 administration of the FCAT Reading Test, 50% of the students will be proficient. |

| 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 | Student's limited background and vocabulary knowledge. | On grade level reading material with the whole group during core reading time will develop background knowledge<br><br>Utilize coaching cycle to enhance vocabulary aquisition strategies.<br><br>Implement specific Common Planning Sessions targeting the buidling of vocabulary.<br><br>Purposeful and meaningful vocabulary centers such as, FCRR and word study workstation flip chart<br><br>Enhance Oral Language | Administration Reading Coach ESE Teachers Classroom Teachers Support Teachers | CORE K12 FCAT Formal Weekly Assessment<br><br>Student Response Journal<br><br>Student Portfolios Teacher Observation | Diagnostic FCAT FAIR OLA RRR |
| 2 | Limited Parental Involvement | Communication through newsletters, student agendas and teacher/parent conferences, SAC Meetings, ED-line, School- Parent Compact, Bridges of Northwood Support, Family Reading Day | Administration Reading Coach ESE Teacher Classroom Teachers Support Teachers Guidance Counselor | Attendance sign in sheets at community involvement events, and student agendas. | SAC parental involvement rate District Questionnaire |
| 3 | Limited post school reading | Extended Day Reading (EDR) to promote Independent Reading and increased proficiency Reading Counts | Administration Reading Coach ESE Teacher Classroom Teachers Support Teachers Guidance Counselor | Lesson Plans<br><br>Reading Counts Reports | Reading Journals<br><br>Reading Counts Rewards |

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: | On the 2013 administration of the FCAT Reading Test, 30% of the students will achieve and or maintain a level 4 or above. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In 2012, 13% (27) of students achieved a level 4 & 5 in reading | In grades 3-5, 30% of students will achieve and/or maintain levels 4 and 5 on the 2013 administration of the FCAT Reading Test |

### Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 1 | Limited self motivation | Provide strategies in Core and Enrichment Reading such as High Interest Centers and Book Challenges | Administration Reading Coach Reading Teachers | Lesson Plans | Journals Participation |
| 2 | Providing Rigorous and Relevant Lessons and Enrichment Programs on a consistent basis. | Extended Day Reading that enhances proficient students in a small group setting through the use of research based materials by select non-classroom teachers  Provide multiple professional development sessions along with common planning for all teachers focusing on increasing rigor during Extended Day Reading. | Administration Reading Coach Non classroom Teachers | Lesson Plans LTM | Diagnostic FCAT CORE K12 |
| 3 | Limited access to technology outside of school | Provide strategies that enhance technology exposure during the school day such as Destination Reading, | Administration Reading Coach Reading Teachers ITSA | Lesson Plans | Student FCAT Explorer Data  Computer Feedback |

| | | FCAT Explorer,Brain Pop, and Research Based activities | | | |
|---|---|---|---|---|---|

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.<br><br>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.<br><br>Reading Goal #3a: | In 2013, 71% of our students will make learning gains on the 2013 Administration of the FCAT Reading Test. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In 2012, 64% (86) of the students made learning gains in reading | In 2013, 71% of our students will make learning gains on the 2013 Administration of the FCAT Reading Test. |

### 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 | Student's limited understanding of proficiency | On-going communication with students regarding their strengths and weaknesses<br><br>Use Data from multiple measures (weekly assessments, FAIR Testing, K-5 Literacy Assessment Systems, Diagnostics, and FCAT) to target students' specific skill deficits and enrichment needs. | Administration Reading Coach SAI Teacher ESE Teacher RTI Teacher Classroom Teachers Support Teachers | Portfolios Data Chats (Administrators) Data Chats (Students) | Data Chat Documentation Sheet Learning Goal Scales CORE K12 Diagnostics FAIR K-5 Literacy Assessment System Weekly Assessments |
| | Select students significantly below grade level | Provide research based interventions such as LLI<br><br>Use Data from multiple | Administration Reading Coach ESE Teacher Classroom | Lesson Plans Attendance Portfolios Data Chats | RRR |

| | | | | | |
|---|---|---|---|---|---|
| 2 | | measures (weekly assessments, FAIR Testing, K-5 Literacy Assessment Systems, Diagnostics, and FCAT) to target students' specific skill deficits and enrichment needs. | Teachers Support Teachers Guidance Counselor | (Administrators) Data Chats (Students) | |
| 3 | Limited confidence in the academic areas | Provide strategies to enhance self-esteem such as mentoring<br><br>Provide differentiated instruction in small groups by the ESE and ELL teachers<br><br>Use Data from multiple measures (weekly assessments, FAIR Testing, K-5 Literacy Assessment Systems, Diagnostics, and FCAT) to target students' specific skill deficits and enrichment needs resulting in an increase in confidence | Administration Reading Coach ESE Teacher ELLTeacher Reading Teachers Support Teachers Guidance Counselor | Data Chats (Administrators) Data Chats (Students) Student Conferencing Mentoring Feedback | CORE K12 Anecdotal Notes |

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.<br><br>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.<br><br>Reading Goal #4: | 86% of our students in the lowest 25% will achieve learning gains on the 2013 administration of the FCAT Reading Test. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 73% (28) of the lowest 25% of students made learning gains in reading. | 86% of our students in the lowest 25% will achieve learning gains on the 2012 administration of the FCAT Reading Test. |

| | | 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 | Student's academic disability | Establish and maintain purposeful and meaningful centers that align to the secondary benchmarks

Facilitate best practice for diverse learners through the coaching cycle

Use Data from multiple measures (weekly assessments, FAIR Testing, K-5 Literacy Assessment Systems, Diagnostics, and FCAT) to target students' specific needs. | Administration Reading Coach SAI Teacher ESE Teacher RTI Teacher Reading Teachers Support Teachers ELL Teacher | Center accountability log

Reading Coach log

Data Chats (Administration) | CORE K12 Diagnostics FAIR K-5 Literacy Assessment System Weekly Assessments |
| 2 | Limited Parental Involvement | Provide opportunities for parents to be involved in the instructional day such as Family Reading Day and Curriculum Night | Administration Reading Coach Reading Teachers Support Teachers Guidance Counselor | Sign in Sheets Student Agendas | Parent Questionnaires Parent Involvement Plan Parent School Compact |
| 3 | Limited exposure to independent reading at home | Provide intensive research based remediation such as LLI and Breakthrough to Literacy

Provide opportunities for at home reading through Media Center, LLI, and Classroom Sign-Out Systems. | Administration Reading Coach Reading Teachers Support Teachers Guidance Counselor | LLI Lesson Plans | K-5 Literacy Assessment System |

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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 school will reduce their achievement gap by 50%.

5A : |

| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|---|---|---|---|---|---|---|
| | | 48 | 53 | 58 | 63 | |

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: | We will decrease our non-proficient Black Students in reading by 15%.

We will decrease our non-proficient Hispanic Students in reading by 20% in reading. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |

| | | |
|---|---|---|
| The Black Sub-Group achieved 30% (51) Proficiency | By June 2013, 45% of the Black Students will score proficient on the 2013 FCAT. |
| The Hispanic Sub-Group achieved 24% (9) proficiency. | By June 2013, 44% of the Hispanic Students will score proficient on the 2013 FCAT. |

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

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 1 | Limited background knowledge | Incorporate content areas into the literacy block such as Brain Bank<br><br>Connect Fine Arts benchmarks to literacy<br><br>Provide Tier 3 interventions for students not making academic growth<br><br>Provide Strategic Common Planning focusing on Scaffolding Foundational Knowledge.<br><br>Implement Common Core in Grades K to 1 to imlement literacy across all content areas. | Administration Reading Coach SAI Teacher ESE Teacher RTI Teacher Reading Teachers Non-Classroom Teachers Fine Arts Teachers<br><br>ELL Teacher | Lesson Plans monitored weekly by administration<br><br>Focus Calendars created by semester<br><br>LTM's weekly for grades 3-5 , ESE/ELL, and biweekly for K-2 and Fine Arts | Center Journals Student Projects |
| 2 | Limited understanding of word attack and word study skills | Usage of an interactive word wall<br><br>Provide descriptive lessons to target word work | Administration Reading Teachers | Formal, Informal, and Walk Through Observations | Diagnostic FCAT scores CORE K12 |
| 3 | Lack of critical thinking | Provide a visual representation of the thought process related to the skill Demonstrate Think-Alouds to model critical thinking | Administration Reading Coach Classroom Teachers LTF SAI Teacher RTI Teacher | LTM Graphic Organizers | Diagnostic FCAT scores 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 subgroup:

| | |
|---|---|
| 5C. English Language Learners (ELL) not making satisfactory progress in reading.<br><br>Reading Goal #5C: | We will decrease our non-proficient English Language Learners in reading by 26%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| English Language Learners achieved 14% (3) proficiency | By June 2013, 40% English Lanuguage Leaners will score proficient on the 2013 FCAT. |

**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 |
|---|---|---|---|---|---|
| | Limited receptive and expressive English language | Incorporate shared reading, language experience, and read alouds in the Core | Administration Reading Coach Reading Teachers ELL Teacher | Student Portfolios Common Planning Coaching Log | Teacher Generated Assessment Coaches and Administration |

| | | | | | |
|---|---|---|---|---|---|
| 1 | | Reading block

Reading Coach will model proper implementation of balanced literacy and monitor progress as needed. | Language Facilitator | | Weekly Planning Meetings. |
| 2 | Limited home and school connection due to language | Provide community outreach programs such as Bridges

Provide parent training and communication in native language | Administration School Counselor Office Staff Bridges ELL Teacher Language Facilitator | Sign in sheets

Student Agenda

Newsletters

One Voice | School effectiveness questionnaire |
| 3 | Limited understanding and use of syntactical (sentence structure) and semantic(word meaning) structure | Provide exposure to vocabulary rich curriculum such as figurative language and idiom activities | Administration Reading Coach Reading Teachers ELL Teacher Language Facilitator Speech/Language Pathologist (consult) | Lesson Plans

Focus Calendars (secondary benchmark) | CORE K12

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:

| | |
|---|---|
| 5D. Students with Disabilities (SWD) not making satisfactory progress in reading.

Reading Goal #5D: | We will increase our proficient Students with Disabilities (SWD) in reading by 20%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| The Students with Disabilities (SWD) Sub-Group achieved 5% (1) proficiency. | By June 2013, 25% of the Students with Disabilities (SWD) will score proficient on the 2013 FCAT. |

| 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 | Difficulty with phonemic awareness and phonics | Utilize word work with word families through programs such as Wilson

Use of Diagnostic Data such as Fair Testing to monitor the progress and effectiveness of resources and instructional routines.

Provide systematic phonics and word study instruction such as The Macmillan Reading Program, Soar to Success, and Triumphs. | Administration ESE Teacher ESE Cluster Classroom Teacher | Lesson Plans Observations Data Chats (Administration) | Reading Running Record FAIR Testing Student Portfolios Classroom Assessments |
| 2 | Readability of grade level material | Provide Push-in support model

Provide cooperative learning activities such as a peer mentor

Provide technology resources to support readability levels such as Treasures Read Alouds | Administration

ESE Teacher

ESE Cluster Classroom Teacher | Technology usage

Support Facilitation Lesson Plan | CORE K12

FCAT Format Weekly Assessment |

| 3 | Limited exposure to print rich environment outside of school | Provide opportunities to take home reading material (LLI, Treasures) | Administration Reading Coach ESE Teacher ESE Cluster Classroom Teacher | Student Agenda Newsletters | Parent Questionnaire Parent letter through LLI |
|---|---|---|---|---|---|

| 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: | In 2013 50% of the students in the Economically Disadvantaged subgroup will be proficient. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In 2012 28% (57) of the economically disadvantaged subgroup achieved proficiency in reading. | n 2013 50% of the students in the Economically Disadvantaged Subgroup on the 2013 FCAT. |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Limited school readiness | Meeting students where they are instructionally and behaviorally | Administration All Teachers | Portfolios RTI (as needed) | Progress Monitoring Report Card |
| 2 | Limited in home resources | Provide mentoring through programs such as Drum Club Assistance with basic needs that may inhibit academic success | Administration Guidance Counselor | Club attendance Documentation Log | Referrals FCAT scores |
| 3 | Establishing an academic balance to meet all students | Plan an instructional delivery model to target all levels of performance Use multiple measures of data to plan an instructional delivery model that will target students instructional needs. | Administration All Teachers LTF | Master Schedule Core Reading Triple i Extended Day Reading LTM Common Planning LTM | CORE K12 Diagnostics FCAT Fair Testing |

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 |
|---|---|---|---|---|---|---|
| Reading Running Records Training Level 1 & 2 | Administration and all Instructional Staff | District Curriculum Department. | School Wide. | September 30, 2012. | Classroom Walk Through and Lesson Plans, Grade Level Planning, and LTMs. | Administration Reading Coach SAI Teacher |

| | | | | | | |
|---|---|---|---|---|---|---|
| Leveled Literature Intervention (LLI) | All Reading Teachers | District Curriculum Department | School Wide. | On-going. | Classroom Walk Through and Lesson Plans, Grade Level Planning, and LTMs. | Administration Reading Coach SAI Teacher LTF |
| Reading Day 1 & 2 | All Reading Teachers | District Curriculum Department | School Wide. | On-Going. | Classroom Walk Through and Lesson Plans, Grade Level Planning, and LTMs. | Administration Reading Coach SAI Teacher LTF |
| FAIR Analysis Training | All Instructional Staff | Area Support Team Members Reading Coach Regional Specialists | School Wide | October 19, 2012 | Second Administration of FAIR | Administration Reading Coach Area Support |

Reading 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 |
| Attend reading workshops for diverse learners | Travel "out-of-county" including registration | Title I | $2,000.00 |
| To provide materials that align with the staff development | To purchase supplies such as resource books, ink, copy paper and charts | Title I | $2,000.00 |
| Attend reading workshops for diverse learners | Substitutes for teacher release time to attend professional development | Title I | $2,086.00 |
| | | | Subtotal: $6,086.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Establish (teacher made and commercial) and maintain purposeful and meaningful centers that align to the secondary benchmarks | Classroom supplies | Title 1 | $7,729.52 |
| Provide Tier 3 interventions for students not making academic growth | RtI Resource Teacher Salary for classroom/resource teacher | Title 1 | $31,822.00 |
| Provide Tier 3 interventions for students not making academic growth | Substitutes for Title 1 funded | Title 1 | $278.48 |
| Provide reading tutorial to increase independent reading levels | Part-time In-System | Title 1 | $3,750.00 |
| Provide opportunities for parents to be involved in the instructional day such as Family Reading Day | FAMILY INVOLVEMENT Part-time in System | Title 1 | $500.00 |
| Provide opportunities for parents to be involved in the instructional day such as Family Reading Day | FAMILY INVOLVEMENT Supplies | Title 1 | $2,100.00 |
| Provide opportunities for parents to be involved in the instructional day such as Family Reading Day | FAMILY INVOLVEMENT Postage and freight | Title 1 | $250.00 |
| | | | Subtotal: $46,430.00 |
| | | | Grand Total: $52,516.00 |

# 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.<br><br>CELLA Goal #1: | On the 2013 administration of the CELLA Test, 65% of our students will meet proficiency in listening/speaking. |

| |
|---|
| 2012 Current Percent of Students Proficient in listening/speaking: |
| In 2012, 30% (8) of students were proficient in listening and speaking. |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Limited instructional experiences prior to kindergarten | Increase oral language development through researched base programs such as MONDO Oral Language to scaffold instruction to meet student needs. | Administration<br><br>ELL Teacher<br><br>ESOL Endorsed Classroom Teachers | Oral Language Assessment (OLA) | K-4 Reading Assessment<br><br>Student Portfolios |
| 2 | Limited English support at home | Communication in Native language such as newsletters and fliers<br><br>Establish a procedure such as designated phone line for communicating with non English Speakers for non emergency questions | Administration Office Staff Guidance Counselor | Phone Log<br><br>Communication Binder<br><br>Edline | CELLA Results |
| 3 | Limited exposure to expressive and receptive English language | Cluster students in classroom to promote conversational English<br><br>Provide visual representation of English throughout the school day such as scrolling announcements | Administration Classroom Teachers Media Specialist Office Staff | Class Rosters<br><br>In-house T.V.<br><br>Student English Language Learner Folder | OLA CELLA |

| | |
|---|---|
| Students read in English at grade level text in a manner similar to non-ELL students. | |
| 2. Students scoring proficient in reading.<br><br>CELLA Goal #2: | On the 2013 administration of the CELLA Test, 50% of our students will meet proficiency in reading. |
| 2012 Current Percent of Students Proficient in reading: | |
| In 2012, 30% (8) of students were 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 |
| 1 | Limited language literacy | Provide a print rich environment such as labeling in full sentences and language master<br><br>Use Data from multiple measures (weekly assessments, FAIR Testing, K-5 Literacy Assessment Systems, Diagnostics, and FCAT) to target students' specific skill deficits | Administration Media Specialist ELL Teacher Classroom Teachers Reading Coach | Purposeful, meaningful centers<br><br>Observation DQ 6 | OLA FAIR Testing Diagnostics |
| 2 | Limited ELL personnel to serve population | Flexible scheduling to maximize students instructional day | Administration School Counselor ELL Teacher Classroom Teachers | Master Schedule | RRR |
| 3 | Lack of Kindergarten ELL support | Scheduling of language facilitator into the kindergarten ELL classrooms | Administration Reading Coach Classroom Teachers Kindergarten Teachers | Master Schedule | RRR |

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

| 3. Students scoring proficient in writing.<br><br>CELLA Goal #3: | On the 2013 administration of the CELLA Test, 28% of our students will meet proficiency in writing. |
|---|---|

| 2012 Current Percent of Students Proficient in writing: |
|---|

| In 2012, 14% (4) of students were proficient in writing.<br>. |
|---|

| | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Limited understanding of conventions | Incorporating spelling and grammar in the writing block<br><br>Implement Strategic Common Planning focusing on effective writing routines, processes, and conventions. | Administration ELL Teacher Writing Resource Teacher Classroom Teachers Language Facilitator | Lesson Plans Focus Calendars<br><br>LTM<br><br>Common Planning | FCAT Writes Palm Beach Writes |
| 2 | Cultural Bias | Provide a diverse variety of writing prompts<br><br>Increase knowledge in content areas | Administration ELL Teacher Writing Resource Teacher Classroom Teachers | Lesson Plans<br><br>Focus Calendars | FCAT Writes<br><br>Palm Beach Writes |
| 3 | Student's lack of understanding of proficiency | Increase student awareness through data chats and conferencing | Administration Writing Teachers Writing Resource Teacher | LTM<br><br>Conference Notes | FCAT Writes<br><br>Palm Beach Writes |

| | | Expose students to anchor papers | Learning Team Facilitator | | |
|---|---|---|---|---|---|

CELLA Budget:

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

*End of CELLA Goals*

# Elementary School Mathematics Goals

*\* 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.<br><br>Mathematics Goal #1a: | In grades 3-5, 50%(110)of students will achieve mastery on the 2013 administration of the FCAT Mathematics Test. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In 2012 28% (60) of students achieved a Level 3 in math. There was no increase in overall proficiency from 2011 to 2012 in math. | In 2013, 50% (110) of our students will meet proficiency on the 2013 administration of the FCAT Mathematics Test. |

| | | | | | |
|---|---|---|---|---|---|
| | | Problem-Solving Process to Increase Student Achievement | | | |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Limited comprehension of mathematical text | Develop a common language for mathematics such as Keys to Mathematical Success.<br><br>Utilize graphic organizers to characterize math content in a whole group setting through the use of document cameras and projectors | Administration Math Coach Math Teachers Learning Team Facili | Learning Team Meetings<br><br>Strategic Common Planning with Math Coach<br><br>Lesson Study | Student portfolios<br><br>CORE K12<br><br>Diagnostic |
| 2 | Differentiating Instruction to meet the students individuals needs | Math Workshop Model to extend small group instructional time.<br><br>Math journals at stations to hold students accountable for centers. Provide a math coaching cycle to model differentiated instruction in the classroom<br><br>Use of CPA Approach, Math With Meaning Strategies, manipulatives, and white boards to increase rigor.<br><br>Utilize the coaching cycle to support the implementation of effective mathematical instruction. | Administration Math Cadre Team Math Coach Math Teachers | Lesson Plan Classroom Walk Through Focus Calendar Math Cadre Webinars Coaches Log | Student Portfolios<br><br>CORE K12<br><br>Diagnostic |
| 3 | Providing rigorous and relevant lessons | Provide staff development that emphasizes the Math Workshop Model<br><br>Inquiry based math stations, and hands-on activities using a variety of manipulatives | Administration Math Coach Math Teachers | Lesson Plans<br><br>Common Grade Level Meeting | EDW Reports<br><br>Diagnostics<br><br>Student Portfolios |

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.<br><br>Mathematics Goal #1b: | |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

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

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

| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.<br><br>Mathematics Goal #2a: | In grades 3-5, 15% (34) students will achieve and/or maintain levels 4 and 5 on the 2013 administration of the FCAT Mathematics Test. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In 2012, 10% (24) of students achieved a level 4 or higher in mathematics. | In grades 3-5, 15% (34) students will achieve and/or maintain levels 4 and 5 on the 2013 administration of the FCAT Mathematics Test. |

| 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 | Relying on rote memorization rather than an actual understanding of the concept | Incorporate Think Aloud while modeling<br><br>Ensure mini lessons focuses on process not product<br><br>Align the CPA strategies as presented in trainings to the needs of the learner<br><br>Use Strategic Common Planning sessions to support the implementation of strategies as indicated.<br><br>Utilization of Coaching Cycle to support the implementation of strategies as indicated.<br><br>Implementation of the Gradual Release of Responsibility Model to | Math Teachers<br><br>Math Coach | Student Work Samples | Student Portfolios Coaches' Logs |

| | | allow students to take ownership of mathematical concepts. | | | |
|---|---|---|---|---|---|
| 2 | Limited Real World Applications | Enrichment activities that include connections Math to Math, Math to Self, Math to World<br><br>Inquiry-based learning through math stations as developed by teachers and commercial materials<br><br>Additional support through technologies such as Gizmos and Think Central. | Math Coach Math Teachers | Daily observation of student performance<br><br>Math Response Journals | CORE K12<br><br>Student Portfolios Diagnostic scores |
| 3 | Limited higher order questioning techniques and activities | Use of Math response journals with multiple writing purposes.<br><br>A variety of manipulatives and problem-solving strategies.<br><br>Detailed planning of mini lesson and math work stations with Math Coach.<br><br>Conduct a Lesson Study | Administration Math Coach Math Teachers | Classroom walk throughs<br><br>Lesson plans<br><br>Student portfolios<br><br>Data chats<br><br>Lesson Study Debriefing | Diagnostic<br><br>Math Response Journals |

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.<br><br>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.<br><br>Mathematics Goal #3a: | In 2013, 70% (161) of students will make learning gains on the 2013 Administration of the FCAT Mathematics Test. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |

| | In 2012, 53% (72) of the students made learning gains in math.<br>There was an 8% increase in learning gains from 2011 to 2012 in math. | In 2013, 70% (161) of students will make learning gains on the 2013 Administration of the FCAT Mathematics Test. |
|---|---|---|

| 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 | Demonstrating inconsistent performance levels | Teaching to mastery and multiple practice opportunities through math work stations and Everyday Counts<br><br>Utilize programs like Fast Math, Think Central, Mega Math, and Destination Math.<br><br>Provide opportunities for tutoring | Administration<br>Math Coach<br>Math Teachers<br>Math Cadre | Daily observations of student performance<br><br>Common planning with Math Coach<br><br>Math Cadre Classroom walk throughs | Student portfolios<br><br>CORE K12<br><br>Diagnostic |
| 2 | Limited understanding of math strategies as it relates to new generation standards | Emphasize processes and a deeper understanding of concepts through Math with Meaning/Singapore Math<br><br>Developing skills to understand common mathematical vocabulary to solve complex word problems. | Administration<br>Math Cadre Team<br>Math Coach<br>Math Teachers<br>Math Cadre Mentors | LTM: Item Analysis<br><br>Data Wall<br><br>Data Chats | CORE K12<br><br>Student Portfolios<br><br>Diagnostic scores |
| 3 | Limited foundational knowledge and understanding of math strategies | Utilize the Re-Teach Model<br><br>Incorporate Technology through Think Central (Mega Math and interventions)<br><br>Destination Math and Fast Math.<br><br>Use strategic Common Planning Sessions to increase the percentage of students making learning gains.<br><br>Utilize the Coaching Cycle to provide support in scaffolding foundational knowledge to increase rigor. | Administration<br>Math Coach<br>Math Teachers<br>LTF | Re-Teach Model<br><br>Common Planning<br><br>LTM<br><br>Data Chats | Diagnostics<br><br>CORE K12<br><br>Student Portfolios<br><br>Coaches' Logs |

| 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:<br>Percentage of students making Learning Gains in mathematics.<br><br>Mathematics 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 mathematics.<br><br>Mathematics Goal #4: | 74% of our students in the lowest 25% will achieve learning gains on the 2013 administration of the FCAT Mathematics Test. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In 2012, 57% (22) of the lowest 25% of students made learning gains in math.<br>There was a 1% increase in learning gains in the lowest 25% of students from 2011 to 2012 in math. | 74% of our students in the lowest 25% will achieve learning gains on the 2013 administration of the FCAT Mathematics Test |

| | 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 confidence caused by previous attempts to become proficient | Modify instruction such as break down tasks into smaller segments<br><br>Cue students using graphic organizers to identify important parts of concept<br><br>Provide strategies to reduce anxiety | Administration School Counselor Math Coach Math Teachers LTF | Common planning with Math Coach,<br><br>Learning Team meetings,<br><br>Encouragement Club<br><br>Use white boards for graphic organizers | Student Work Samples<br><br>Observation of test anxiety strategies |
| 2 | Matching instructional practices to student needs | Support facilitation for ESE students<br><br>Create flexible scheduling (grade 4)<br><br>Provide additional practice for the primary benchmark through small group instruction daily<br><br>Incorporate Math With Meaning and inclusion instructional strategies.<br><br>Utilize multiple sources of data to align resources, instruction, and assessments to identify and target students' needs to maximize rigor of curriculum. | Administration Math Coach Math Teachers Math Cadre Mentors ESE Teacher | Webinars<br><br>Focus Calendars Math Mentor Support | Student Portfolios Diagnostics CORE K12 Think Central FCAT Explorer |
| | Limited knowledge of the sub-skills needed to | Push in support model during the day (ELL,ESE) | Administration Math Coach | LTM Meetings | Student Portfolios |

| | | | | | |
|---|---|---|---|---|---|
| 3 | perform more complex task | Provide tutorials (during the day, Saturday )<br><br>Develop secondary benchmarks through Everyday counts and centers | Math Teachers<br>ELL Teacher<br>ESE Teacher<br>LTF | Common Planning<br><br>Collaboration with ESE and ELL teachers | CORE K12<br><br>Diagnostics |

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 #<br><br>In six years school will reduce their achievement gap by 50%.<br><br>5A : |
|---|---|

| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|---|---|---|---|---|---|---|
| | | 45 | 53 | 58 | 63 | |

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.<br><br>Mathematics Goal #5B: | We will decrease our non proficient Black Students in Mathematics by 5%.<br><br>We will decrease our non proficient Hispanic Students in Mathematics by 7%. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In 2012, the Black Subgroup achieved 35% (59) proficiency.<br><br>In 2012 the Hispanic Subgroup achieved 53% (20) proficiency | In June 2013, 40% of the Black Students will be proficient.<br><br>In June 2013, 60% of the Hispanic Students will be proficient. |

| 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 | Inability to access to technology in the home | Provide students with frequent use of computer programs such as Destination Math to review concepts from the instructional day<br><br>Utilize COREK12 with students (fifth grade) to prepare them for computerized test-taking<br><br>Utilize Think Central Item Analysis after each chapter assessment to identify patterns and drive instruction | Administration<br>Math Teachers<br>Math Coach<br>LTF | Lesson Plans<br>Common planning with Math Coach<br>LTM | Think Central Reports |
| 2 | Limited practice of math concepts outside of school | Provide students with reproducible math activities and guidelines for parents | Administration<br><br>Math Coach<br><br>Math Teachers | Lesson plans<br><br>Common planning | COREK12<br><br>Diagnostic scores<br><br>Student Portfolios |
| | Infrequent use math vocabulary | Incorporate interactive word walls into math work stations | Administration<br><br>Math Teachers | Lesson plans<br><br>Common planning | Math Response Journals |

| | | | | | |
|---|---|---|---|---|---|
| 3 | | Utilize math literacy activities during math block | Math Coach | | |

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.<br><br>Mathematics Goal #5C: | We will decrease our non-proficient ELL Students in Mathematics to 13%. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In 2012, the ELL Subgroup achieved 27% (6) proficiency. | In June 2013, 40% of the ELL Students will be proficient |

| 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 | NA | NA | NA | NA | NA |
| 2 | Limited Parental knowledge of skill set and strategies | Supply parents with additional resources through Monthly newsletters, SAC Meetings, and Edline<br><br>Provide strategies for parents during Open House, parent workshops, and Curriculum Nights . | Administration<br><br>Math Coach<br><br>Math Teacher<br><br>SAC Chair | Attendance Sign-in Sheets<br><br>Parent feedback | SAC parental involvement rate<br><br>School effectiveness questionnaire |
| 3 | English Language Skills needed to decode math problems | Incorporate Number Talks (oral/ mental math) and Think Alouds into problem solving models<br><br>Display visual aids and anchor charts to reference during instruction | Administration<br><br>Math Coach<br><br>Math Teachers | Observation of student performance<br><br>Student Portfolios | CORE K12<br><br>Diagnostics |
| 4 | Mastery of prerequisite skills | Provide students with a selection of hands-on activities<br><br>Utilize technology such as Go Math Interventions, Mega Math, and Fast Math to remediate students<br><br>Utilize strategic Common PLanning to collaborate and discuss ELL best practices.<br><br>Utilize Coaching Cycle to support teachers in targeting specific ELL needs. | Administration<br><br>Math Coach<br><br>Math Teachers<br><br>LTF | Common Planning<br><br>LTM<br><br>Data chats<br><br>Re-teach model | CORE K12<br><br>Student portfolios<br><br>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:

| 5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.<br><br>Mathematics Goal #5D: | We will increase the number of proficient students in Math by 10% in the Students with Disabilities Subgroup. |
|---|---|
| **2012 Current Level of Performance:** | **2013 Expected Level of Performance:** |
| In 2012 15% (3) of the Students with Disabilities Subgroup achieved proficiency in math. | In 2013, 25% of the students in the Students with Disabilities Subgroup will increase math proficiency. |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Limited ability to retain strategies needed to problem solve | Provide one to two-step directions<br><br>Incorporate Math Content Frame during lessons<br><br>Utilize strategic Common Planning time focusing on strategy retention and to effectively implement gradual release of responsibility | Administration Math Coach Math Teachers ESE Teacher | Student Work Samples<br><br>Teacher Observation | CORE K12<br><br>Diagnostics<br><br>Classroom Assessments |
| 2 | Limited resources outside of the school setting | Invite Parents to Curriculum Night<br><br>Provide tutorials (during the day, Saturday ) | Administration Math Coach Math Teachers ESE Teacher | Sign-in Sheets<br><br>Attendance and work samples | Parent Survey |
| 3 | Demonstrating inconsistencies with foundational knowledge | Push in support model during the day<br><br>Utilizing Coaching Cycle to support teachers in scaffolding foundational knowledge. | Administration Math Coach Math Teachers ESE Teachers | Collaboration with General Education Teachers | CORE K-12 Diagnostics Classroom Assessments |

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | |
|---|---|
| E. Economically Disadvantaged students not making satisfactory progress in mathematics.<br><br>Mathematics Goal E: | We will decrease the number of non-proficient students in Math by 7% in the Economically Disadvantaged Subgroup. |
| **2012 Current Level of Performance:** | **2013 Expected Level of Performance:** |
| In 2012, 38% (77) of the Economically Disadvantgeed Subgroup achieved proficiency in math. | In 2013 45% of the students in the Economically Disadvantaged Subgroup will increase math proficiency. |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |

| | | | | | |
|---|---|---|---|---|---|
| 1 | Limited math background knowledge | Push in support model during the day (ELL,ESE)<br><br>Provide tutorials (during the day, Saturday )<br><br>Develop secondary benchmarks through Everyday counts and centers | Administration<br>Math Coach<br>Math Teachers<br>ELL Teacher<br>ESE Teacher<br>LTF | LTM Meetings<br><br>Common Planning<br><br>Collaboration with ESE and ELL teachers | Student Portfolios<br><br>CORE K12<br><br>Diagnostics |
| 2 | Insufficient use of mathematics applications | Activities that include connections Math to Math, Math to Self, Math to World<br><br>Inquiry-based learning through math stations as developed by teachers and commercial materials | Administration<br><br>Math Coach<br><br>Math Teachers | Daily observation of student performance<br><br>Math Response Journals | CORE K12<br><br>Student Portfolios<br><br>Diagnostic scores |
| 3 | Inability to apply appropriate steps in problem-solving | Incorporate Think Aloud while modeling<br><br>Ensure mini lessons focuses on process not product | Math Coach<br><br>Math Teachers | Student work samples | Student Portfolios |

*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 |
|---|---|---|---|---|---|---|
| Math With Meaning: Success the Singapore Way | All Teachers and staff. | Math Resource Teachers. | School- Wide. | Monthly and as needed | Cadre Learning Walks, Train the Trainer, and Monthly Meetings | Principal Assistant Principal Cadre Team |
| Inclusion Instructional Strategies | Grades 3-5 ESE Inclusion Teachers | Capacity Team and Principal. | Grades 3-5. | Weekly. | Classroom Walk Through, Lesson Plans, and Diagnostic Test Results. | Principal Math Resource Teacher Assistant Principal ESE Chairperson. |
| Building Capacity: Math Standards and Instructional Process | K-5 | National/ State Conferences, District Required PD: FCIM, Common Core-NGSSS, Lesson Study | Grades K-5 | On-Going. | Classroom Walk Through, Lesson Plans, Diagnostic Results, LTM Follow-up Assignments, and EDW Reviews. | Principal Assistant Principal Math Coach ESE Teachers Capacity Team |

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 |
|---|---|---|---|
| Variety of manipulatives, Math with Meaning strategies as presented in workshops and conference | Train the Trainer Model/ Math with Meaning | PEW GRANT | $35,000.00 |
| Variety of manipulatives, Math with Meaning strategies as presented in workshops and conference | Out of county travel including registration | Title 1 | $3,000.00 |
| Push in support model during the day | Salary and Benefits(Coach) | Title 1 | $67,588.00 |
| Align the CPA strategies as presented in trainings to the needs of the learner | Stipends to attend workshops | Title 1 | $2,500.00 |
| Align the CPA strategies as presented in trainings to the needs of the learner | Substitutes for teacher release time to attend professional development | Title 1 | $1,043.00 |
| | | | Subtotal: $109,131.00 |

### Other

| Strategy | Description of Resources | Funding Source | Available Amount |
|---|---|---|---|
| Inquiry-based learning through math stations as developed by teachers and commercial materials | Classroom Supplies | Title 1 | $3,500.00 |
| Provide tutorials (during the day, Saturday ) | Part-Time In-system | Title 1 | $3,750.00 |
| | | | Subtotal: $7,250.00 |
| | | | Grand Total: $116,381.00 |

*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.<br><br>Science Goal #1a: | In grades 5, 35% (24) of students will achieve mastery on the 2013 administration of the FCAT Science Test. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In 2012, 27% (20) of students achieved a Level 3 on the Science FCAT. | In 2013, 35% (24) of students will meet proficiency on the 2012 FCAT Science Test. Our students will increase proficiency by 8%. |

| 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 | Significant numbers of students are not reading on 5th grade reading level. | Integrate Non-Fiction Science Text into literacy block.<br><br>Utilize Reading Coach to provide support in reading strategies for non-fiction text. | Administration Science Teacher Reading Coach Reading Teacher | Data Chats<br><br>Science Benchmark Assessments | Informal Running Records<br><br>Core K-12<br><br>Think Central<br><br>FCAT Explorer |
| | Limited content area | Incorporating science | Administration | Student projects | Diagnostics and |

| | | vocabulary | vocabulary words into a word wall and power points to be displayed throughout the school day.<br><br>Utilization of Science Informational text during the literacy block | Science Teachers | Science Notebooks<br>Teacher Observations | Classroom Assessments |
|---|---|---|---|---|---|---|
| | 3 | Exposure to scientific real world applications. | Provide hands-on lab activities in classroom and science lab culminating an FCAT - like assessment. | Administration<br>Science Teachers<br>District Staff | Diagnostics, LTM meetings, and Science Notebooks | Diagnostics, LTM meetings, and Science Notebooks |

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:<br>Students scoring at Levels 4, 5, and 6 in science.<br><br>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.<br><br>Science Goal #2a: | In grades 5, 25% of students will achieve mastery on the 2013 administration of the FCAT Science Test. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In 2012 3% (2) of students achieved a Level 4 and Level 5 on the Science FCAT. | In 2013, 25% of our students will meet proficiency on the 2012 administration of the FCAT Science Test. |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Limited exposure to scientific activities outside of the school day | Incorporate activities to enhance scientific knowledge through experiences such as Mac Arthur State Park and Saturday Tutorials | Administration<br>Science Teacher<br>District and Area Science Contact | Student Projects | Self Assessment Survey |
| | Limited exposure to | Incorporation of non- | Administration | Response Journal | Diagnostics |

| | high level non-fiction science text | fiction material into a classroom library | Science Teacher Reading Coach | Coaches' Logs | Classroom Assessments |
|---|---|---|---|---|---|
| 2 | | Utilize Reading Coach to support teachers to effectively instruct from high level non-fiction texts. | | | |
| 3 | Limited Exposure to Science Related Technology | Utilize technological experiences such as Planetarium, Gizmo Labs, Brain Pop, Discovery Streaming and Learning Village. | Administration Science Teachers ITSA | Observations Feedback from the computer | Diagnostics and Classroom Assessments |

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

| 2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.<br><br>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 | | | | |

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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 |
|---|---|---|---|---|---|---|
| MacArthur State Park | 5th | District Science Contact | 5th grade Science | September 14, 2012 | Feedback from the field trip | District Science Teacher |
| Continuation of notebook check training | K-5 | North Area Science Contact | Science Teachers | Ongoing | Notebook check | Administration |
| LTM Data Driven | K-5 | LTF | Science Teachers | Ongoing | Direct Feedback Strategy Model (DFSM) | LTF |
| Science Based Reading Professional Development | K-5 | Reading Coach | All Reading Teachers | Ongoing | Literacy-based Science Centers | Reading Teachers Reading Coach |

Science Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| **Technology** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| **Professional Development** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| **Other** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Incorporate activities to enhance scientific knowledge through experiences such as Mac Arthur State Park and Saturday Tutorials | Part-time in system (tutoring) | Title 1 | $500.00 |
| Provide hands-on lab activities in classroom and science lab culminating an FCAT -like assessment. | Supplies | Title 1 | $1,931.00 |
| | | | Subtotal: $2,431.00 |
| | | | Grand Total: $2,431.00 |

*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.<br><br>Writing Goal #1a: | In grade 4, 98% of students will achieve a 3 or higher mastery on the 2013 administration of the FCAT Writing Test. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| On the 2012 administration of the FCAT, 89% (66) of the students achieved a Level 3 or higher on the FCAT writing. | In 2013, 98% of our students will meet proficiency on the 2013 administration of the FCAT Writing Test |
| 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 |
|---|---|---|---|---|---|
| | Limited exposure to diverse writing with prompts | Provide a writing teacher to teach and model writing.<br><br>Provide and model a | Administration Writing Resource Teacher 4th Grade Teachers | Weekly Writing Assessments Lesson Plans | Palm Beach Writes<br><br>FCAT scores |

| | | variety of writing prompts through a five day teaching model.<br><br>Provide tutorials to enhance students understanding of diverse prompts.<br><br>Provide writing materials and scoring thru vendor such as Top Score Writing | | | Portfolios<br><br>Attendance<br>Record of student |
|---|---|---|---|---|---|
| 1 | | | | | |
| 2 | Non-proficiency in grammar spelling and sight word recognition | Incorporate grammar, spelling and sight word recognition in the writing block.<br><br>Utilize Strategic Common Planning focusing on grammar and mechanics. | Administration<br>Writing Resource Teacher<br>4th Grade Teachers<br>ESE Teachers | LTM Meetings<br>Focus Calendar<br>Coaches' Log | Teacher Generated Assessments<br><br>Palm Beach Writes<br><br>FCAT scores. |
| 3 | Limited parental knowledge of the FCAT Writes | Provide parental involvement trainings such as Curriculum Night and Saturday FCAT Training.<br><br>Monitor homework for improved performance | Administration<br>Writing Resource Teacher<br>4th Grade Teachers | Parent Conferences<br>Homework<br>Data Wall | Sign In<br>Parent Survey |

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.<br><br>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 |
|---|---|---|---|---|---|---|
| Writer's Instructional Workshop | K- 5 | Writing Resource Teacher District | Writing Resource Teacher Writing Teachers. | Weekly LTM and Early Release Days. | Classroom Walk Through and Lesson Plans. | Administration LTF Writing Resource Teacher |
| Scoring Writing | 4th Grade | District Personnel. | Writing Resource Teacher Writing Teachers. | Weekly LTM and Early Release Days | Classroom Walk Through and Lesson Plans | Administration LTF Writing Resource Teacher |
| Building Capacity: The Writing Process | K-5 | State and National Trainings, District Required PD: FCIM, Common Core-NGSSS, Lesson Study. | Writing Resource Teacher Writing Teachers. | On-Going. | Classroom Walk Through, Lesson Plans, LTM Follow-up Assignments and EDW Reviews. | Administration LTF Writing Resource Teacher |

Writing Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Provide a writing teacher to teach and model writing. | Writing Resource Teacher Salary & Benefits | Title I | $63,644.00 |
| | | Subtotal: $63,644.00 | |

| Technology | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | Subtotal: $0.00 | |

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

| Other | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Provide tutorials to enhance students understanding of diverse prompts. | Part-Time in system (tutorials) | Title 1 | $1,250.00 |
| | | Subtotal: $1,250.00 | |
| | | Grand Total: $64,894.00 | |

*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<br><br>Attendance Goal #1: | In FY 2013, we will reduce the number of students with 10 or more absences from 26 to 13. In FY 2013 our expected attendance rate will be 98% |
| 2012 Current Attendance Rate: | 2013 Expected Attendance Rate: |
| Our attendance rate for FY 2012 was 72 %. | In FY 2013 our expected attendance rate will be 98% |

| 2012 Current Number of Students with Excessive Absences (10 or more) | 2013 Expected Number of Students with Excessive Absences (10 or more) |
|---|---|
| 102 students had 10 or more absences in 2012. | In FY 2013, we will reduce the number of students with 10 or more absences by half. |
| 2012 Current Number of Students with Excessive Tardies (10 or more) | 2013 Expected Number of Students with Excessive Tardies (10 or more) |
| __students had 10 or more tardies in 2012. | In FY 2013, we will reduce the number of students with excessive tradies. |

| | 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 | Unable to Contact Parent(s)/Guardian(s) | Develop a Registration Team assigned to update registrations, and referral to Students Services. Home visits to confirm student status. | Administration Data Processor | Attendance Records and teacher monitoring.. | Attendance Report. |
| 2 | Non- Compliance by Parents | Incentives for attendance, Conference with Guidance Counselor and Assistant Principal, and contact Truancy Department WPBP. | Administration Data Processor | Attendance Report. | Attendance Report. |

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC,subject, grade level, or school-wide) | Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|---|---|---|---|---|---|
| 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<br><br>Suspension Goal #1: | In year FY 2013 we will reduce the number of out of school suspensions by 22%. |
| 2012 Total Number of In–School Suspensions | 2013 Expected Number of In-School Suspensions |
| The total numer of in school suspensions in 2012 was 37. | In FY 2013 the total number of in school suspensions will be at 15 or less. |
| 2012 Total Number of Students Suspended In-School | 2013 Expected Number of Students Suspended In-School |
| The total number of students suspended in school for 2012 was 37. | The total number of students with in-school suspensions is 15. |
| 2012 Number of Out-of-School Suspensions | 2013 Expected Number of Out-of-School Suspensions |
| The total number of out of school suspensions in 2012 was 72. | In FY 2013 the total number of out of school suspensions will be at 30. |
| 2012 Total Number of Students Suspended Out-of-School | 2013 Expected Number of Students Suspended Out-of-School |
| The total number of student suspended out of school in 2012 was 72. | In FY 2013 the total number of students expected to be suspended out of school is 30. |

| 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 | Partial implementation of School Wide Postive Behavior Support | Promote Positive Behavior Support, Northmore Pride and Panther Progress, and Encouragement Club for lowest 25% of students; Incentives such as "Positive | Administration School Counselor Classroom Teachers Club Sponsors | Discipline Data and Teacher Conferences. | Discipline Data. |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | Panther Behavior", Random Acts of Recess, and Drum Club; individual and group counseling, after school clubs, and Safety Patrols. | | | | |
| 2 | Limited Social Development Skills | Promote Positive Behavior Support, Northmore Pride and Panther Progress, and Encouragement Club for lowest 25% of students; Incentives such as "Positive Panther Behavior", Random Acts of Recess, and Drum Club; individual and group counseling, after school clubs, and Safety Patrols. Social Skills Training for students. | Administration Classroom Teachers School Counselor Club Sponsors | Discipline Data and Teacher Conferences. | Discipline Data. |

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|---|---|---|---|---|---|
| Student Services, Positive Behavior Support Parent Communications | All | District Personnel School Counselor Principal Assistant Principal | School- Wide | As needed, Monthly, LTM, and Faculty Meetings. | Discipline Data and Conferences. | Assistant Principal Principal |

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 |

# 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<br><br>Parent Involvement Goal #1:<br><br>*\*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.* | In FY 2013 our goal is to increase parent participation by 20%. |
| 2012 Current Level of Parent Involvement: | 2013 Expected Level of Parent Involvement: |
| In FY 2012 we had 30%(150)parents participate in school wide community events. | In FY 2013 we expect to have (50%)250 or more parents (and or guardians) participating in at least one school-wide community event (such Curriculum Night, Student Performances, SAC Meeting, etc.) over the school year. |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Limited Parent Involvement | Increase parent communication via News Letters, flyers, Student Agenda, and mailings.<br><br>Provide Monthly SAC Meetings, Title I meeting, and trainings, such as Make and Take and curriculum nights.<br><br>Communicate regularly to parents on student performance via EDLINE, Progress Reports, and parent conferences. | Administration School Counselor SAC Chair | Attendance Sign in Sheets at school and community involvement events. | Diagnostic and FCAT scores, SAC parental involvement rate, and School Effectiveness Questionnaire. |
| 2 | High Populations of Parents who Speak a Second Language at Home | Language Facilitator translations and school support. | Administration | Attendance Sign in Sheets at community involvement events. | Diagnostic and FCAT scores, SAC parental involvement rate, and School Effectiveness Questionnaire. |
| 3 | | | | | |
| 4 | | | | | |

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 | | | | | | |

---

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: | |
| 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 |
|---|---|---|---|---|---|---|
| Parental Involvement | All teachers and Staff | Administration and Parent Contact | School- Wide | Monthly at Faculty Meetings | Parent Sign-in Sheets Student Agendas | Administration and Parent Contact |

STEM Budget:

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

*End of STEM Goal(s)*

## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

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

| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
|---|---|---|---|---|
| Writing | Provide a writing teacher to teach and model writing. | Writing Resource Teacher Salary & Benefits | Title I | $63,644.00 |
| | | | | Subtotal: $63,644.00 |

## Technology

| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
|---|---|---|---|---|
| No Data | No Data | No Data | No Data | $0.00 |
| | | | | Subtotal: $0.00 |

## Professional Development

| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
|---|---|---|---|---|
| Reading | Attend reading workshops for diverse learners | Travel "out-of-county" including registration | Title I | $2,000.00 |
| Reading | To provide materials that align with the staff development | To purchase supplies such as resource books, ink, copy paper and charts | Title I | $2,000.00 |
| Reading | Attend reading workshops for diverse learners | Substitutes for teacher release time to attend professional development | Title I | $2,086.00 |
| Mathematics | Variety of manipulatives, Math with Meaning strategies as presented in workshops and conference | Train the Trainer Model/ Math with Meaning | PEW GRANT | $35,000.00 |
| Mathematics | Variety of manipulatives, Math with Meaning strategies as presented in workshops and conference | Out of county travel including registration | Title 1 | $3,000.00 |
| Mathematics | Push in support model during the day | Salary and Benefits (Coach) | Title 1 | $67,588.00 |
| Mathematics | Align the CPA strategies as presented in trainings to the needs of the learner | Stipends to attend workshops | Title 1 | $2,500.00 |
| Mathematics | Align the CPA strategies as presented in trainings to the needs of the learner | Substitutes for teacher release time to attend professional development | Title 1 | $1,043.00 |
| | | | | Subtotal: $115,217.00 |

## Other

| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
|---|---|---|---|---|
| Reading | Establish (teacher made and commercial) and maintain purposeful and meaningful centers that align to the secondary benchmarks | Classroom supplies | Title 1 | $7,729.52 |
| Reading | Provide Tier 3 interventions for students not making academic growth | RtI Resource Teacher Salary for classroom/resource teacher | Title 1 | $31,822.00 |
| Reading | Provide Tier 3 interventions for students not making academic growth | Substitutes for Title 1 funded | Title 1 | $278.48 |
| | Provide reading tutorial | | | |

| | | | | |
|---|---|---|---|---|
| Reading | to increase independent reading levels | Part-time In-System | Title 1 | $3,750.00 |
| Reading | Provide opportunities for parents to be involved in the instructional day such as Family Reading Day | FAMILY INVOLVEMENT Part-time in System | Title 1 | $500.00 |
| Reading | Provide opportunities for parents to be involved in the instructional day such as Family Reading Day | FAMILY INVOLVEMENT Supplies | Title 1 | $2,100.00 |
| Reading | Provide opportunities for parents to be involved in the instructional day such as Family Reading Day | FAMILY INVOLVEMENT Postage and freight | Title 1 | $250.00 |
| Mathematics | Inquiry-based learning through math stations as developed by teachers and commercial materials | Classroom Supplies | Title 1 | $3,500.00 |
| Mathematics | Provide tutorials (during the day, Saturday ) | Part-Time In-system | Title 1 | $3,750.00 |
| Science | Incorporate activities to enhance scientific knowledge through experiences such as Mac Arthur State Park and Saturday Tutorials | Part-time in system (tutoring) | Title 1 | $500.00 |
| Science | Provide hands-on lab activities in classroom and science lab culminating an FCAT - like assessment. | Supplies | Title 1 | $1,931.00 |
| Writing | Provide tutorials to enhance students understanding of diverse prompts. | Part-Time in system (tutorials) | Title 1 | $1,250.00 |
| | | | Subtotal: | $57,361.00 |
| | | | Grand Total: | $236,222.00 |

## Differentiated Accountability

School-level Differentiated Accountability Compliance

| | | | |
|---|---|---|---|
| ʝ꜔ Priority | ʝ꜔ Focus | ʝ꜔ Prevent | ʝ꜔ NA |

Are you a reward school:  ʝ꜔ Yes  ʝ꜔ No

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

No Attachment (Uploaded on 11/7/2012)

## 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 |
|---|---|
| | |

| | |
|---|---|
| Use of Substitute Teachers for SIP Input and Staff Develoopment. | $800.00 |

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

1. Establish voting members (teachers, support staff, parents, community members, and business partners.
2. Review School Improvement Plan and provide recommendations for improvement.
3. Discuss Academic Goals and provide recommendations for School Year 2012-2013.
4. Discuss Behavior Management Programs and Incentives, as well as, provide recommendations for School Year 2012-2013.
5. Discuss Tutorial and Enrichment Programs and provide recommendations for School Year 2012-2013,
6. Discuss Parental Involvement Initiatives, as well as, provide recommendations for School Year 2012-2013,
7. Discuss Student Attendance Data and Initiatives, as well as, provide recommendations for School Year 2012-2013,
8. Discuss Student Suspension Data and Initiatives, as well as, provide recommendations for School Year 2012-2013,

# AYP DATA

# SCHOOL GRADE DATA

No Data Found

**Palm Beach School District**
**NORTHMORE ELEMENTARY SCHOOL**
**2010-2011**

| | Reading | Math | Writing | Science | Grade Points Earned | |
|---|---|---|---|---|---|---|
| % Meeting High Standards (FCAT Level 3 and Above) | 54% | 60% | 94% | 36% | 244 | 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 | 57% | 45% | | | 102 | 3 ways to make gains: <br> • Improve FCAT Levels <br> • Maintain Level 3, 4, or 5 <br> • Improve more than one year within Level 1 or 2 |
| Adequate Progress of Lowest 25% in the School? | 55% (YES) | 56% (YES) | | | 111 | 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 | | | | | 457 | |
| Percent Tested = 100% | | | | | | Percent of eligible students tested |
| School Grade* | | | | | C | Grade based on total points, adequate progress, and % of students tested |

**Palm Beach School District**
**NORTHMORE ELEMENTARY SCHOOL**
**2009-2010**

| | Reading | Math | Writing | Science | Grade Points Earned | |
|---|---|---|---|---|---|---|
| % Meeting High Standards (FCAT Level 3 and Above) | 47% | 66% | 88% | 27% | 228 | 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 | 58% | 61% | | | 119 | 3 ways to make gains: <br> • Improve FCAT Levels <br> • Maintain Level 3, 4, or 5 <br> • Improve more than one year within Level 1 or 2 |
| Adequate Progress of Lowest 25% in the School? | 64% (YES) | 86% (YES) | | | 150 | 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 | | | | | 497 | |
| Percent Tested = 100% | | | | | | Percent of eligible students tested |
| School Grade* | | | | | B | Grade based on total points, adequate progress, and % of students tested |