FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: POINCIANA ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Lisa Lee

SAC Chair: K. Black & C. Addonizio

Superintendent: E. Wayne Gent

Date of School Board Approval: December 12, 2012

Last Modified on: 11/3/2012

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	Lisa Lee	M. Ed Curriculum and Learning, M. Ed. Educational Leadership, B.A. English and World Literature, Principal-K-12, 6-12 English, ESOL K-12	1	10	As Administrator of the Chief Academic Office, the District Grade has been an "A" graded district for the last 8 consecutive years (2005-2012)
Assis Principal	Clintia Bloom	M.S. Educational Leadership, B.A. Exceptional Student Education, Reading Endorsement, ESOL	3	3	As Assistant Principal of the school for the past three years, the school grade has been: 2009-10(A), 2010-11 (A), 2011-12 (B).

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
N/A - School employs a science and math resource teacher who teaches on the wheel and pushes in to co-teach with grade levels.					

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	Regular ESP meetings of new teachers with Administration	Principal and Assistant Principal	On Going	
2	Partnering new teachers with mentoring teachers	Principal and Assistant Principal	On Going	
3	Recruiting new teachers and student teachers	Principal and Assistant Principal	On Going	
4	Hire highly qualified teachers and paraprofessionals			

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
All staff is Highly Qualified. Two staff members are Out of Field for ESOL.	Staff Development and support will be offered to these two teachers. Letters will go out to teachers explaining their responsibilities to complete ESOL training in a two year period.

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)	27.9%(12)	27.9%(12)	41.9%(18)	27.9%(12)	100.0%(43)	7.0%(3)	44.2%(19)	60.5%(26)

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
Mr. Josh Peters	Diana Pardo	Mr. Peters is on the same grade level and he has a wealth of training and experience as a veteran teacher.	Weekly meetings, modeling of classroom instruction, guidance on educational policies, best practices, data analysis, and research based strategies.

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

Professional Development of staff to serve all students with differentiated instruction will be given to ensure that students, lacking skills are remediated and assisted during school, after school, and/or weekend tutorials.

Additionally, training is provided to parents to help them work with their children in the area of literacy, math and science. A .5 teacher will support struggling students on Tier 3. Additionally, we will use FAIR to monitor students progress in the area of reading.

Title I, Part C- Migrant

We do not currently have any Migrant Students. As a magnet program, we will not be taking any additional students this year.

Title I, Part D

The district receives funds to provide support services. These services are coordinated with District Drop-out prevention programs.

Title II

The District receives supplemental funds for the improvement and development of staff for professional growth.

Title III

These resources provide services for ELL students with educational materials, Language Facilitators, ESOL Coordinators as well as guidance counselors and social workers to work with students and families.

Title X- Homeless

The District receives supplemental funds for homeless students and a liaison to assist our families if ever in need.

Supplemental Academic Instruction (SAI)

An SAI instuctor is provided by the District and provides intensive instruction to students reading below level in grades 2 and 3.

Violence Prevention Programs

Bullying prevention programs are presented by the school guidance counselor and through the School-wide Positive Behavior Support Program (SwPBS).

Poinciana utilizes district-wide Single School Culture activities as well as embraces diversity by implementing a variety of school-wide programs.

Nutrition Programs

School-wide Free Breakfast Program is marketed and communicated to all parents and students in the school on a daily basis.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Required instruction listed in Fla. Stat. 1003.42(2), as applicable to appropriate grade levels.

Safe and Drug Free Schools: District receives funds for programs (Red Ribbon Week, Brown Ribbon Week etc.) These programs prevent the use of alcohol, tobacco, drugs, and foster a safe, drug-free environment supporting student achievement.

Numerous volunteers and business partners assist the school in meeting the needs of our students. These business partners and volunteers provide time and money to our school. Through our "Talk to Children" program, students have an adult to talk to on a regular basis. Business partners include: ACE Hardware, Georgio's Pizza of Boynton Beach, City of Boynton Beach Recreation Center, Kiwanis, IHop, and several local doctors.

Parental involvement is highly encouraged. Poinciana has won the Five Star Award for many years. Through our PTA, membership on the SAC and participation in parent nights, parents become involved with decision making policies and planning at the school center.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal and Assistant Principal: Provides a common vision for the use of data-based decision making, ensuring that the School-Based Team (SBT) is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development is provided to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

ESE Contact/RtI/ESE Teachers: Participates in student data collection; integrates core instructional activities and materials into Tier 3 instruction; and collaborates with general education teachers through such activities as co-teaching.

General Education and ESE teachers work as a team with the SAI teacher and ESE contact to: evaluate school core content; identify literature on scientifically based curriculum, behavior, assessment, and intervention approaches; Identify patterns of student need as well as appropriate intervention strategies; assist in design of progress monitoring, data collection, and data analysis and provides support for implementation; participates in the design and delivery of professional development; provides guidance on K-5 reading plan; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; assists in the design and implementation of progress monitoring, collecting and analyzing data; contributes to the development of intervention plans; implements Tier 3 interventions; and offers professional development and technical assistance.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

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

School Guidance Counselor/Magnet: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, continues to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success and provide school-based interventions when needed.

School Nurse: Provides quality services and expertise regarding physical and emotional health of individuals.

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

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

The identified students will be referred to the School-Based RtI Leadership Team. The SBT will use the Problem Solving Model (Problem Identification, Problem Analysis, Intervention Design and Implementation, and Evaluation/Response to Intervention) to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBSD Form 2284) which identifies a student's specific area(s) of deficiency and appropriate research-based interventions to address deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist and report back on all data collected for further discussion at future meetings.

A member of the SBT will also participate on the SwPBS committee team in order to ensure consistency in teachers behavioral support plans.

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?

A representative from the school-based RtI Leadership Team will also sit on the School Improvement Plan team. The SIP team will analyze current Tier 2 and Tier 3 students and information about areas of need will be reviewed. Topics for discussion include, but are not limited to: FCAT scores and the lowest 25%; AMO subgroup targets; strengths and weaknesses of intensive programs; identification of student academic and behavioral concerns; mentoring, tutoring, and other services.

The SIP plan will include the areas of professional development on the RtI process and how to use student data to target specific areas of need.

MTSS Implementation

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

Baseline data: Florida Comprehensive Assessment Test (FCAT) including Fall and Winter diagnostics; Florida Assessment for Instruction in Reading (FAIR); Core K-12 formative benchmark assessments; Palm Beach County Literacy Assessment System (RRR); Scholastic Reading Inventory (SRI); Wilson Unit Post Tests; Palm Beach Writes; Diagnostic Assessment for Reading (DAR); Comprehensive English Language Learning Assessment (CELLA); Office Discipline Referrals (ODR); Retentions and Absences.

Students on Tier 3 will be entered into and monitored utilizing AIMS Web.

Describe the plan to train staff on MTSS.

Professional development will be offered to the teachers during Professional Development Days (PDDs), Faculty Meetings, Team Meetings, in-service Days as well as discussion during Learning Team Meetings.

These in-service opportunities will include, but are not limited to, the following: Problem Solving Model; consensus building; Positive Behavioral Intervention and Support (PBIS); data-based decision making to drive instruction; progress monitoring; selection and availability of research-based interventions; best practices for teaching math and science through literacy and tools utilized to identify specific areas. Individual professional development will be provided to classroom teachers, as needed.

Describe the plan to support MTSS.

Staff will receive quarterly updates on the progress of Tier 2 and Tier 3 students. Principal will follow up on training by attending team meetings and inquiring about staff needs with individual students.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Lisa Lee
Clintia Bloom
Kathleen Black
Christopher Addonizio
Jennifer Andrews
April Nobles
Katey Jayne
Stacy Greenberg
Francine Ehrens

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

The team builds capacity of best practices in reading within the school building and focuses on areas of literacy deficiencies across the school.

The Principal meets at least once per month with the teams. Topics include the discussion of the team's goals and progress, as well as identification of new strategies and activities to implement instructional focus calendars. As additional needs and concerns arise, the team investigates the concerns and generates solutions. This is an ongoing process throughout the year.

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

The LLT plays an integral role in fostering a literacy rich environment at the school for all students and staff. The team builds professional conversations, promotes collegiality, collaboration, and a culture of literacy. Initiatives are based on literacy-related data and needs assessments related to the school. There is an emphasis on building a community of readers at both school and home, as well as communicate to all students and parents that they should be reading a "just right" book, at all times.

The LLT will focus on Title I parent involvement as well, and will be a part of the planning of the Title I Parent Activities including communicating to parents pupil progression charts for reading.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 9/6/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

As a magnet school that draws students from all over Palm Beach County, Poinciana kindergartners enter school from many different preschools and daycare centers. Poinciana magnet coordinator regularly visits many of the preschools, head starts, and daycare centers to market our program.

In addition to marketing our school, our guidance counselor reviews readiness skills and collaborates with preschool teachers in regards to grade level expectations. Poinciana also hosts visitation days for local preschools and daycare centers.

After the lottery selects our Kindergartners for FY14, Poinciana will invite the families for "Kindergarten Round Up Day" for students to get an orientation to the campus for a day.

In addition, at Poinciana Elementary, Science, Technology, Engineering and Math Magnet School, all incoming Kindergarten students are assessed prior to entering Kindergarten in order to ascertain individual and group needs and to assist in the development of instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language, Print/Letter Knowledge, and Phonological Awareness. Data will be collected prior to August 20, 2013, on another Kindergarten day where families are invited. Data is used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academics. Diagnostic tools will be used throughout the year to evaluate students' progress and determine the need for changes to the instructional programs. Kindergarten students participate in a staggered start for the first week of school. Students having difficulty making the transition to Kindergarten will receive counseling from our Guidance Counselor on site.

Parent involvement will include brochures, vodcasts and meetings where the school will discuss the expectations, Common Core Standards, and the New Report Card for K-1 students.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Students achieving proficiency (FCAT Level 3) in reading will increase 5% as measured on the 2013 FCAT Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT scores, 28% (73) students achieved proficiency FCAT Level 3.	By June of 2013, 33% of tested students will achieve proficiency Level 3 on the reading portion of the 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	Ensuring mastery of Common Core and NGSSS benchmarks on a monthly basis	Instructional Focus Calendar, LTM Meetings, Teacher and Student Data chats	Principal and Assistant Principal	Data analysis	Benchmark assessments (Diagnostics, FAIR, RRR, textbooks, Core K-12)
2	Provide rigorous instruction based on student needs - Differentiate Instruction	Staff Development and Team Planning	Principal, Assistant Principal, and Staff Development Team	Evidence and Follow up work from Professional Development Sessions.	FCAT, including Fall and Winter Diagnostics, RRR, FAIR, Core K-12
3	Student "Assessment Literacy"	Students will be given a SAL-P so that they understand where they are and create a goal for FCAT.	Principal, Assistant Principal, Guidance, and Teachers	EDW	FCAT Level 3 scores
4	Pinpointing students who need enrichment on mastered benchmarks	Tracking students who have mastered benchmarks, and then "compacting" curriculum to extend the benchmark even further.	LTF, Resource Teachers, Gifted Teacher, Fine Arts, and Classroom Teachers	Formative and Diagnostic assessment data	FCAT Level 3, 4, 5 students
5	Implementation of strategies with fidelity	Implement differentiated instruction and test taking strategies with fidelity to meet the needs of all learning styles to maximize individual students learning potential.	Principal, Assistant Principal, Teachers, SAI Teacher, RTI Coach	Classroom visits and lesson plans	Observation logs and lesson plans
6	Home literacy and libraries	Utilize district website "Learning Tools", media center, on-site leveled literacy room, and academic games.	Principal, Assistant Principal, Teachers, Media Specialist	Review technology reports, ongoing progress monitoring, media center records and sign-out sheets.	Printouts of data will be used to determine and share progress (Reading Counts, Riverdeep, Tumblebooks, FAIR, SRI, etc)
7	Parent invovlement with/help with nightly homework and reading	Utilize district website "Learning Tools" and other available technology	Principal, Assistant Principal, Teachers, Parents	Review technology reports and ongoing Progress Monitoring	Printouts of data will be used to determine and share progress (Reading Counts, Riverdeep,

					Tumblebooks, FAIR, SRI, etc) as well as teacher and parent feedback
8	Teacher utilization of differentiated instruction	Teachers will attend Professional Development, vertical team meetings, weekly grade level meetings, and teacher mentoring program	Principal, Assistant Principal, Teachers	Review of lesson plans and classroom walk-throughs	Lesson plan checklist and iObservation tools.
9	Lack of current content related books	Purchase non-fiction and fiction reading materials	Principal	Classroom visits and lesson plans	FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Students achieving proficiency FCAT Level 4 and 5 in reading will increase 5% as measured on the 2013 FCAT Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT scores, students achieving proficiency FCAT Level 4 and 5 was 38% (67).	By June 2013, on the reading portion of the FCAT, 43%(89) of the tested students will achieve above proficiency (FCAT levels 4 and 5).

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor of instruction based on various levels of proficiency.	Instructional Focus Calendar, ensure that higher order questions are in place, (FCAT Question STEMS) and curriculum compacting for Gifted Students.	Princpal, Assistant Princpal, Gifted Resource Teacher	LTM, Data Analysis, lesson plans, and walk throughs.	EDW, benchmarks, and lesson plans, iObservation tool.
	Use of motivating and creative differentiated	Instructional Focus Calendar (IFC),	Principal, Assistant Principal, and	Data Analysis	Core K-12, Diagnostics,

2	instructional activities to increase and maintain student achievement.	integration of technology	Teachers		Benchmark assessments.
3	Pinpointing students who have mastered benchmarks to receive enrichment programs	After school and during school STEM activities/clubs provided by the resource team.	Principal, Assistant Principal, and Teachers	Data Analysis	Benchmark assessments, Diagnostics, Core K-12
4	Student "Assessment Literacy"	Students will receive SAL-P in order to create their own goal for FCAT.	Principal, Assistant Principal, Guidance	Data Analysis	FCAT proficiency scores
5	Implementing reading programs with fidelity	Provide differentiated instruction and test taking strategies to support and meet the needs of the student and the teacher.	Principal, Assistant Principal, Teachers	Classroom walk-throughs and lesson plans	Observation logs, iObservations, and lesson plans
6	Inability of many parents to help with nightly homework due to work schedules	Utilize district website "Learning Tools" and other available technology	Principal, Assistant Principal, Teachers, Parents	Review technology reports, ongoing progress monitoring	Printout of data will be used to determine and share progress (Reading Counts, Riverdeep, Tumblebooks, FAIR, SRI, etc) as well as teacher and parent feedback
7	Teachers inability to implement differentiated instruction	Teachers will attend professional development, literacy team meetings, weekly grade level meetings, and teacher mentoring program	Principal, Assistant Principal, and Teachers	Review of lesson plans and iObservations	Lesson plan checklist and iObservations

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Percentage of students making learning gains in reading will increase by 10% as measured on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:

Based on the 2012 FCAT scores 64% (95) of the students made learning gains in reading.			By June of 2013, 74% of the students will make learning gains on the reading portion of the 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	Consistency and rigor of instruction by covering and monitoring all NGSSS standards.	Instructional Focus Calendar, LTM Meetings, Monitor instruction	Principal and Assistant Principal	Walk throughs, LTM participation	FCAT Learning Gains Scores
2	Tracking and identifying students who are not mastering benchmarks and putting them in appropriate tutorials.	Data Analysis, teacher recommendation, and Core K-12 benchmark assessment implementation.	Principal and Assistant Principal.	CWT and teacher feedback.	Core K-12, Diagnostics and FAIR.
3	Student "Assessment Literacy"	Giving Students SAL-P for creating goals for FCAT.	Principal, Assistant Principal, and Guidance	EDW and student data chats	FCAT Learning Gains Scores
4	Implementing reading programs with fidelity.	Provide differentiated instruction and test taking strategies to support and meet the needs of the student and the teacher.	Principal, Assistant Principal, teachers	Review of lesson plans, iObservation data	Lesson plans, iObservation data
5	Teacher utilization of differentiated instruction	Teachers will attend professional development, weekly grade level meetings, and teacher mentoring program	Principal, Assistant Principal, and Teachers	Review of lesson plans, iObservation data.	Lesson plan checklist and iObservation data.
6	Teacher utilization of "best practices" teaching the content area of reading	Teachers will attend weekly grade level meetings and school-wide professional development	Principal, Assistant Principal, Team Leaders	Review of lesson plans, PD agendas	FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:		The number of students in the lowest 25% making learning gains in reading will increase by 15% as measured on the 2013 FCAT.		

2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (32) of the students in the lowest 25% made learning gains in reading as measured by the 2012 FCAT.	58% of the students in the lowest 25% will make learning gains in reading as measured by 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	Time to provide additional instruction.	Morning, during, and afterschool tutorials that target the lowest 25%.	Principal and Assistant Principal	CWT and perspective feedback.	Benchmark assessments, Diagnostics, FAIR, Core K-12
2	Appropriate instruction during tutorials.	Ensure that appropriate instruction is provided during tutorial.	Principal and Assistant Principal	CWT, and perspective feedback.	Benchmark assessments, Diagnostics, FAIR, Core K-12.
3	Targeting and identifying the lowest 25% students and the individual benchmarks that need reteaching.	Monitoring students in LTM meetings and during data chats that support remediation while teaching the benchmarks.	Principal and Assistant Principal.	Continual monitoring of student progress	Benchmark assessments, Diagnostics, FAIR, RRR, textbook, and Core K-12.
4	Student "Assessment Literacy"	Students will receive a SAL-P and will make goals for improvement	Principal, Assistant Principal, and Guidance	EDW	FCAT Lowest 25% scores
5					

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # In six years our school will reduce the achievement gap by 50% in reading. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	68	71	74	77	80	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The following subgroups did not meet 2012 reading targets: Hispanic. In 2013, the Hispanic subgroup will make the 73% target in reading as measured by the FCAT. All subgroups will meet the 2013 targets.

2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 40% of the Hispanic subgroup did not make satisfactory progress in reading.	By 2013, 27% of the Hispanic subgroup will not make satisfactory progress in reading as measured on the 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	Consistently including higher order questions in lesson plans and lesson implementation	Using differentiated activities and instruction to increase students achievements.	Principal and Assistant Principal	CWT and Lesson plan rubric	Diagnostics, FAIR, RRR, Core K-12, benchmark assessments
2	Readiness expectation	SAI teacher and other trained teachers will provide LLI instruction to appropriate students to increase readiness.	Principal and Assistant Principal	CWT and Lesson plans	Diagnostics, FAIR, RRR, Core K-12, benchmark assessments
3	Developing cultural examples in instruction that support student ethnicity	Utilizing learning village for lessons regarding highlighting world cultural integration into reading and math.	Multicultural Committee, Team Leaders and Teachers	Lesson Plans	Student Climate Surveys
4	Implementation of the Holocaust, African American and Hispanic curriculum.	Analyze and purchase materials for the media center to enhance selections from or for a diverse population.	Media Resource, Teacher, Administration.	Books purchased and used in Media Center.	Review of classroom/media Center collection development in area of diversity.
5					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	By 2013, 41% of the English Language Learner subgroup will make satisfactory progress on the reading portion of FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to 2012 FCAT data, 63% of the English Language Learners subgroup did not make satisfactory progress in reading.	By 2013, 59% of the English Language Learner subgroup will not make satisfactory progress as measured on the 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	Unfamiliar vocabulary at various grade levels.	Interactive word walls, journals, work samples displayed, independent practice and guided instruction provided.	Principal, Assistant Principal, and Teachers	iObservations and LTM meetings.	Diagnostics, Data analysis, EDW, FAIR, RRR, and Core K-12 benchmark assessments
2	Students need additional time to translate content and understand content	Teachers will use hands-on experiences, assign students "buddies", and offer modifications to lessons to assist students with learning	Principal and Assistant Principal, Teachers	iObservations and LTM meetings	CELLA/FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	By 2013, 58% of the SWD subgroup will make the target for FCAT reading.

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	In 2012, 57% of the Students with Disabilities (SWD) students did not make satisfactory progress in reading.	By 2013, 42% of the SWD subgroup will not make satisfactory progress on the FCAT 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	Knowledge of test item specifications	Analyze item specifications during LTM's	Principal, Assistant Principal and Team Leaders	Learning Team Meetings	Item specifications analysis
2	Readiness Expectations	LLI instruction provided to appropriate students to increase readiness.	Principal, Assistant Principal, Trained LLI teachers	Lesson plans and iObservations	EDW reports, Diagnostics, RRR, FAIR, Core K-12 benchmark assessments
3	Teachers facing challenges of utilizing data for differentiated instruction and best practices.	Through the use of learning team meetings, data will be analyzed to implement differentiated instruction.	EDW Liaison, Principal, Assistant Principal and Team Leaders	Lesson plans and iObservation to ensure delivery of DI	Diagnostics, RRR, FAIR, and Core K-12 benchmark assessments
4	Consistently include higher order questions and lesson plan implementation.	Offer professional development in differentiated instruction.	Principal, Assistant Principal, and Professional Development Team	Lesson plans and iObservations	Data analysis, Diagnostics, RRR, FAIR, Core K-12 benchmark assessments, EDW reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	By 2013, 58% of the Economically Disadvantaged student subgroup will make satisfactory progress on the reading portion of the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 49% of the Economically Disadvantaged student subgroup did not make satisfactory progress in reading.	By 2013, 42% of the Economically Disadvantaged student subgroup will not make satisfactory progress on the reading as measured on the 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	Attendance	Phone calls home, letters sent home and home visits	Attendance clerk and Guidance Counselors	Track attendance and document parent contact	Attendance reports and parent contact logs
2	Knowledge of test item specifications	Analyze test item specifications during LTM meetings	Learning Team Facilitators and Team Leaders	Team leader meeting minutes	Item specification analysis
3	Readiness Expectation	LLI instruction provided to appropriate students to increase student readiness	Principal, Assistant Principal, trained LLI teachers (SAI), ESE teachers, RtI teachers, and Classroom teachers	Data analysis and Professional Development	Data analysis of RRR, Diagnostics, FAIR, Core K-12, iObservations and lesson plans
4	Using unfamiliar words in text and conversation	Implementation of Wilson, Fundations, LLI, RtI, and direct instruction of vocabulary	Principal, Assistant Principal, SAI teachers, ESE teachers, RtI teachers, and	Data analysis, lesson plans and iObservations	Data analysis, EDW reports, Core K-12 benchmark assessments, Diagnostics, RRR,

				classroom teachers		and FAIR

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction, Learning Goals and Tracking Student Performance	K-5	Lisa Lee, Chris Addonizio, Ms. Daniels	School-wide	PDD, In-service Day, some Saturdays	CWT	Principal and Assistant Principal
STEM Content Integration	K-5	STEM Resource Teachers	School-wide	PDD, In-service days, some Saturdays	CWT	Principal and Assistant Principal
Using Data to Track Student Performance	K-5	Learning Team Facilitator	School-wide	During Learning Team Meetings (newly implemented)	Participation at LTMs	Principal and Assistant Principal
Reading Running Record New Level 1 Training	K-5	District	School-wide	During School hours - Substitute needed	Reading Running Record Checks in each classroom, EDW reports	Principal and Assistant Principal
Guided Reading Training	K-5	District	School-wide	After School	CWT	Principal and Assistant Principal
Word Wall Training	K-5	District	School-wide	After School	CWT	Principal and Assistant Principal

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Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
RtI assistance	.5 Classroom Resource Teacher	Title I	$31,822.00
STEM Content Enhancement	Providing substitutes for Saturday or after school training	Title I	$2,000.00
After School Tutorial for skill based instruction	Teacher payroll, FCAT Ready Books	Title 1	$12,000.00
			Subtotal: $45,822.00
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
Teacher Differentiating Instruction - Targets and Tracking Learning	Materials - Notebooks and journals, Substitutes for after school and Saturday PD	Title I	$1,700.00
			Subtotal: $1,700.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
Supplies for tutorials	Paper, markers, chart paper, pencils	Title I	$500.00
Books for classroom libraries	Fiction and Non-Fiction	Title I	$400.00
Supplies for classroom instruction	Paper, markers, chart paper, pencils, highlighters	Title I	$700.00
			Subtotal: $1,600.00
			Grand Total: $49,122.00

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. CELLA Goal #1:	70% (13) of ELL students will score proficient in listening/speaking on the CELLA in 2013.
2012 Current Percent of Students Proficient in listening/speaking:	
66% (10) of ELL Students scored proficient in listening/speaking on the CELLA in 2012.	

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional oral language and phonetical instruction	Differentiate instruction to include oral language goals as well as academic goals	Guidance and Classroom Teachers	CWT	CELLA
2	Students need additional time and hands-on learning to translate and understand content	Teachers will use strategies to give "comprehensible input", assign buddies to ELL students, and use accommodations (such as home language) to assist and modify lessons as per the students ELL plan.	Principal, Guidance, and Classroom teachers	CWT and lesson plans	CELLA

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	50% of ELL students will score proficient in reading on the CELLA in 2013.
2012 Current Percent of Students Proficient in reading:	
20% (3) of ELL students scored proficient in reading on the CELLA in 2012.	

Problem-Solving Process to Increase Student Achievement					
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students need more vocabulary enhancement	Implementation of word work and word walls, additional time with oral language instruction, Readers Theater, and "buddy students"	Principal, Assistant Principal, Guidance, and Classroom teachers	CWT and lesson plans	CELLA
2	Students need more time for understanding of content	Teachers will differentiate instruction to provide "comprehensible input" and to provide hands-on learning experiences (and home language where applicable) to make the lesson understandable	Principal, Assistant Principal, Guidance, and Classroom teachers	CWT and lesson plans	CELLA

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	40% of ELL students will score proficient in writing on the CELLA in 2013.
2012 Current Percent of Students Proficient in writing:	
20% (3) of ELL students scored proficient in writing on the CELLA in 2012.	

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Students need additional time to learn vocabulary and develop oral language	Teachers will modify lessons in order to provide more opportunities to use oral language and have writing opportunities. Teachers can assign "buddies", model more guided writing activities, and offer instruction in home language for clarity.	Principal, Assistant Principal, and Classroom Teachers	CWT and lesson plans	CELLA, Palm Beach Writes and FCAT Writing

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. Mathematics Goal #1a:	Increase percentage of students achieving proficiency FCAT Level 3 in mathematics by 5% as measured on the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 28% (74) of students achieved proficiency FCAT Level 3 in mathematics as measured by the FCAT 2.0.	By 2013, 33% of the students will achieve proficiency FCAT Level 3 in mathematics as measured on the FCAT 2.0.

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	Ensuring mastery of Common Core and NGSSS benchmarks on a monthly basis	Instructional Focus Calendar, LTM Meetings, Teacher and Student Data chats	Principal and Assistant Principal	Data analysis	Benchmark assessments (Diagnostics, FAIR, RRR, textbooks, Core K-12)
2	Provide rigorous instruction based on student needs - Differentiate Instruction	Staff Development and Team Planning	Principal, Assistant Principal, and Staff Development Team	Evidence and Follow up work from Professional Development Sessions.	FCAT, including Fall and Winter Diagnostics, RRR, FAIR, Core K-12
3	Student "Assessment Literacy"	Students will be given a SAL-P so that they understand where they are and create a goal for FCAT.	Principal, Assistant Principal, Guidance, and Teachers	EDW	FCAT Level 3 scores
4	Pinpointing students who need enrichment on mastered benchmarks	Tracking students who have mastered benchmarks, and then "compacting" curriculum to extend the benchmark even further.	LTF, Resource Teachers, Gifted Teacher, Fine Arts, and Classroom Teachers	Formative and Diagnostic assessment data	FCAT Level 3, 4, 5 students
5	Working through problem solving at varying cognitive complexity levels.	Utilize critical thinking and problem solving.	Classroom Teachers, Math Resource Teacher and Administration	Classroom Visits Lesson Plans	Observaton Logs Lesson Plans
6	Lack of mathematical fluency skills	Utilize FAST Math on a daily basis	Teachers, Math Resource Teacher, and Administration	Minutes logged in on computer, pre and post tests, weekly monitoring of student achievement	Weekly Fast Facts reports and Post-test data
7	Consistenly using hands-on activities to teach math concepts.	Provide training on utilization of hands-on activities	Teachers, Math Resource Teacher, and Administration	Classroom Visits, Lesson Plans	Lesson Plans, Observations
8	Lack of prerequisite skills impedes student learning	Provide Differentiated Instruction (DI) to meet the needs of all learners.	Classroom Teachers, Math Resource Teacher and Administration.	Classroom Visits Lesson Plans	Formative Assessments
9					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment:	

Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	N/A			
2012 Current Level of Performance:			2013 Expected Level of Performance:	
N/A			N/A	

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Increase percentage of students scoring at or above Achievement Level 4 in mathematics by 5% on the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (74) of the students achieved at or above Achievement Level 4 in mathematics as measured by the 2012 FCAT 2.0.	33% of the students will achieve at or above Achievement Level 4 in mathematics on the 2013 FCAT 2.0.

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	Rigor of instruction based on various levels of proficiency.	Instructional Focus Calendar, ensure that higher order questions are in place, (FCAT Question STEMS) and curriculum compacting for Gifted Students.	Princpal, Assistant Princpal, Gifted Resource Teacher	LTM, Data Analysis, lesson plans, and walk throughs.	EDW, benchmarks, and lesson plans, iObservation tool.
2	Use of motivating and creative differentiated instructional activities to increase and maintain student achievement.	Instructional Focus Calendar (IFC), integration of technology	Principal, Assistant Principal, and Teachers	Data Analysis	Core K-12, Diagnostics, Benchmark assessments.
3	Pinpointing students who have mastered benchmarks to receive enrichment programs	After school and during school STEM activities/clubs provided by the resource team.	Principal, Assistant Principal, and Teachers	Data Analysis	Benchmark assessments, Diagnostics, Core K-12
4	Student "Assessment Literacy"	Students will receive SAL-P in order to create their own goal for FCAT.	Principal, Assistant Principal, Guidance	Data Analysis	FCAT proficiency scores
5	Teachers facing the challenge of utilizing data for differentiated instruction and best practices (utilization of data throughout the system and at the student level).	Provide differentiated instruction to meet the needs of each student to ensure enrichment.	Team Leaders Administration	Classroom Visits Lesson Plans	Observation Logs Lesson Plans

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

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Increase percentage of students making learning gains in mathematics by 5% measured by the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 59% (82) of students made learning gains in mathematics measured by the FCAT 2.0.	By 2013, 64% of the students will make learning gains in mathematics measured by the FCAT 2.0

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Consistency and rigor of instruction by covering and monitoring all NGSSS standards.</td><td>Instructional Focus Calendar, LTM Meetings, Monitor instruction</td><td>Principal and Assistant Principal</td><td>Walk throughs, LTM participation</td><td>FCAT Learning Gains Scores</td></tr>
<tr><td>2</td><td>Tracking and identifying students who are not mastering benchmarks and putting them in appropriate tutorials.</td><td>Data Analysis, teacher recommendation, and Core K-12 benchmark assessment implementation.</td><td>Principal and Assistant Principal.</td><td>CWT and teacher feedback.</td><td>Core K-12, Diagnostics and FAIR.</td></tr>
<tr><td>3</td><td>Student "Assessment Literacy"</td><td>Giving Students SAL-P for creating goals for FCAT.</td><td>Principal, Assistant Principal, and Guidance</td><td>EDW and student data chats</td><td>FCAT Learning Gains Scores</td></tr>
<tr><td>4</td><td>Students lack prerequisite skills and function below grade level</td><td>Provide specific skill instruction for students through small group tutorials, before and after school.</td><td>Classroom Teachers, Tutorial Teachers, and Administration.</td><td>Pre and post testing</td><td>Formative, Diagnostic, and FCAT Data</td></tr>
<tr><td>5</td><td>Difficulty differentiating instruction of varying needs within the math block.</td><td>Analyze student data on a regular basis and provide inservice to those teachers having</td><td>Classroom Teachers, Math Resource Teacher and</td><td>Learning Team Meetings and Classroom walk-throughs using the iObservation</td><td>Lesson Plans, Data analysis of FCAT Diagnostics and EDW reports, as</td></tr>
</table>

| | | difficulty differentiating instruction. | Administration | system. | well as iObservation data. |

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<td colspan="5" align="center">No Data Submitted</td>				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Increase percentage of students in the lowest 25% making learning gains by 10% in mathematics as measured by the FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 59% (62) of the students in the lowest 25% made learning gains in mathematics.	In 2013, 69% of students in lowest 25% will make learning gains in mathematics as measured by the FCAT 2.0.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time to provide additional instruction.	Morning, during, and afterschool tutorials that target the lowest 25%.	Principal and Assistant Principal	CWT and perspective feedback.	Benchmark assessments, Diagnostics, FAIR, Core K-12
2	Appropriate instruction during tutorials.	Ensure that appropriate instruction is provided during tutorial.	Principal and Assistant Principal	CWT, and perspective feedback.	Benchmark assessments, Diagnostics, FAIR, Core K-12.
3	Targeting and identifying the lowest 25% students and the individual benchmarks that need reteaching.	Monitoring students in LTM meetings and during data chats that support remediation while teaching the benchmarks.	Principal and Assistant Principal.	Continual monitoring of student progress	Benchmark assessments, Diagnostics, FAIR, RRR, textbook, and Core K-12.
4	Student "Assessment Literacy"	Students will receive a SAL-P and will make goals for improvement	Principal, Assistant Principal, and Guidance	EDW	FCAT Lowest 25% scores
	Students are deficient in	FAST Math will be used in	Classroom	FAST Math Fact Fluency	FAST Math, Lesson

5	basic computational math skills.	grades 2-5 on a daily basis.	Teachers, Math Resource Teacher, ITSA, and Administration.	Reports, Diagnostic Data,	Plans, observations
6	Students have gaps in learning due to the change in standards	Utilize hands-on activities and small group differentiated instruction to fill in the areas of weakness.	Classroom Teachers, Math Resource Teacher and Administration	Lesson plans, classroom walk-throughs, FCAT Diagnostic scores, and analysis of data through Learning Team Meetings.	Formative Assessments and FCAT Diagnostic Data
7	Students struggling with reading word problems and content specific vocabulary	Provide small group specific skill instruction through a tutorial program offered before and after school.	Classroom Teachers, Tutorial Teachers, Math Resource Teacher and Administration	Formative Assessments, Comparison of Pre and Post Data	Post Data, Formative Assessments, and FCAT Diagnostic Data
8	Students feeling disconnected to learning and adults on campus.	Provide Mentorship program to students in lowest 25%	Staff and Administration	Mentor Logs	FCAT

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # Over the next 6 years, our school will reduce the achievement gap by 50%. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	59	63	66	70	74	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The following sub groups did not meet 2012 math targets: Black and White. The White subgroup will make the 82% target and the Black subgroup will make the 47% target. All subgroups will meet the 2013 targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT Math subgroup scores by ethnicity, 22% of White students and 65% of Black students are not making satisfactory progress in mathematics.	By 2013, 18% of White students and 53% of Black students will not make satisfactory progress in mathematics.

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	Consistently including higher order questions in lesson plans and lesson implementation	Using differentiated activities and instruction to increase students achievements.	Principal and Assistant Principal	CWT and Lesson plan rubric	Diagnostics, FAIR, RRR, Core K-12, benchmark assessments
2	Readiness expectation	SAI teacher and other trained teachers will provide LLI instruction to appropriate students to increase readiness.	Principal and Assistant Principal	CWT and Lesson plans	Diagnostics, FAIR, RRR, Core K-12, benchmark assessments
3	Developing cultural examples in instruction that support student ethnicity	Utilizing learning village for lessons regarding highlighting world cultural integration into reading and math.	Multicultural Committee, Team Leaders and Teachers	Lesson Plans	Student Climate Surveys
	Lack of time during the day to provide intensive	Provide prioritized tutorials of intensive	Classroom Teachers, Tutorial	Targeted skill tutorial lesson plans and	Comparison of Pre-post data,

4	remediation	remediation on specific skill instruction in small groups before and after school for struggling students.	Teachers, Math Resource Teacher, and Administration	formative assessments	formative benchmark tests and FCAT Diagnostic data

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The English Language Learner subgroup will meet their target of 44% in 2013 as measured on the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to 2012 FCAT, 53% of English Language Learners (ELL) students tested on the mathematics portion did not make satisfactory progress.	By 2013, 56% of English Language Learners will not make satisfactory progress in mathematics as measured 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	Unfamiliar vocabulary at various grade levels.	Interactive word walls, journals, work samples displayed, independent practice and guided instruction provided.	Principal, Assistant Principal, and Teachers	iObservations and LTM meetings.	Diagnostics, Data analysis, EDW, FAIR, RRR, and Core K-12 benchmark assessments
2	Students need additional time to understand content.	Teachers will modify lessons, and use hands-on activities to assist ELL students as per their LEP plan	Principal and Assistant Principal, teachers	iObservations, LTM meetings	Diagnostics, Cella, FCAT

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	By 2013, 49% of the Students with Disabilities (SWD) will make satisfactory progress in mathematics as measured on the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 62% of Students with Disabilities (SWD) did not make satisfactory progress in mathematics as measured by the FCAT.	By 2013, 51% of Students with Disabilities (SWD) will not make satisfactory progress in mathematics measured by the 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	Knowledge of test item specifications	Analyze item specifications during LTM's	Principal, Assistant Principal and Team Leaders	Learning Team Meetings	Item specifications analysis
2	Readiness Expectations	LLI instruction provided to appropriate students to increase readiness.	Principal, Assistant Principal, Trained LLI teachers	Lesson plans and iObservations	EDW reports, Diagnostics, RRR, FAIR, Core K-12 benchmark assessments
	Teachers facing challenges of utilizing	Through the use of learning team meetings,	EDW Liaison, Principal, Assistant	Lesson plans and iObservation to ensure	Diagnostics, RRR, FAIR, and Core K-

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3	data for differentiated instruction and best practices.	data will be analyzed to implement differentiated instruction.	Principal and Team Leaders	delivery of DI	12 benchmark assessments
4	Consistently include higher order questions and lesson plan implementation.	Offer professional development in differentiated instruction.	Principal, Assistant Principal, and Professional Development Team	Lesson plans and iObservations	Data analysis, Diagnostics, RRR, FAIR, Core K-12 benchmark assessments, EDW reports
5	Students having difficulty applying what they learn in class to real life	Provide hands on activities for students and project kits for home-school connections.	Classroom Teachers, ESE Teachers, Math Resource Teacher and Administration	Pre and Post tests, Formative Assessments, and Completion of Home-School Connection Activities	Project Rubrics and FCAT
6	Students functioning significantly below grade level	Provide intensive remediation tutorials for students functioning below grade level	Classroom Teachers, ESE Teachers, Tutorial Teachers, Math Resource Teacher and Administration	Pre and Post tests	Formative Assessments and FCAT Data

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	In 2013, 48% of Economically Disadvantaged students will make satisfactory progress in mathematics as measured on the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 58% (85) of Economically Disadvantaged students did not make satisfactory progress in mathematics as measured by the FCAT.	By 2013, 52% of Economically Disadvantaged students will not make satisfactory progress in mathematics measured by the 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	Attendance	Phone calls home, letters sent home and home visits	Attendance clerk and Guidance Counselors	Track attendance and document parent contact	Attendance reports and parent contact logs
2	Knowledge of test item specifications	Analyze test item specifications during LTM meetings	Learning Team Facilitators and Team Leaders	Team leader meeting minutes	Item specification analysis
3	Readiness Expectation	LLI instruction provided to appropriate students to increase student readiness	Principal, Assistant Principal, trained LLI teachers (SAI), ESE teachers, RtI teachers, and Classroom teachers	Data analysis and Professional Development	Data analysis of RRR, Diagnostics, FAIR, Core K-12, iObservations and lesson plans
4	Using unfamiliar words in text and conversation	Implementation of Wilson, Fundations, LLI, RtI, and direct instruction of vocabulary	Principal, Assistant Principal, SAI teachers, ESE teachers, RtI teachers, and classroom teachers	Data analysis, lesson plans and iObservations	Data analysis, EDW reports, Core K-12 benchmark assessments, Diagnostics, RRR, and FAIR
5	Students not attending math tutorial.	Increase family awareness and involvement of FCAT interventions and remedial activities.	Classroom Teachers, Tutorial Teachers, Math Resource Teacher and Administration	Sign in sheets	Sign in sheets and completed feedback surveys from family involvement sessions offered on campus.
	Parental involvement, and attending both activities both during and	Increase family awareness and involvement providing	Classroom Teachers, Math Resource Teacher	Sign in sheets	Conferences, Sign in sheets and completed

| 6 | afterschool. | hands-on Home-School Connection Activities | and Administration | | feedback surveys from family involvement sessions offered on campus |
| 7 | Students having difficulty applying what they learn in class to real life. | Provide hands-on activities for students and project kits for Home-School connections. | Classroom Teachers, Math Resource Teacher and Administration | Pre and Post tests, Formative Assessments, and Completion of Home-School Connection Activities | Project Rubrics and FCAT 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
Differentiated Instruction, Hands-on Integration Techniques, Problem Solving and Critical Thinking Skills	K-5	Math Resource Teacher	School-wide	PDD, early release dates and STEM training	Lesson plans, CWT using iObservations, Formative assessments, Diagnostic and FCAT Data	Classroom Teachers, Math Resource Teacher, Professional Development Contact and Administration
Test Item Specification training and Benchmark instruction	K-5	District	School-wide	After School, during LTM, Planning Time	CWT, IFC and Lesson Plans	Principal and Assistant Principal
Math Word Walls/Vocabulary in all K-5 classrooms	K-5	District	School-wide	After School, during LTMs, or Planning Time	CWT	Principal and Assistant Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Afterschool tutorial and Saturday tutorial	Learning Village and Supplemental materials.	Title I	$7,000.00
Provide hands-on activities to teach math concepts.	Math games and manipulatives	Title I	$300.00
		Subtotal: $7,300.00	
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
STEM inservice on utilization of hands on activities to teach math concepts.	Books, journals, substitute money	Title I	$1,000.00
		Subtotal: $1,000.00	
Other			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	$0.00
		Subtotal:	$0.00
		Grand Total:	**$8,300.00**

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	By 2013, students achieving proficiency (FCAT Level 3) in science will make a 10% gain as measured on FCAT Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT scores, 34% (30) of students scored Achievement Level 3 in science.	By 2013, 44% of students will score Achievement Level 3 on FCAT Science.

	Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Consistently including higher order questions in lesson plans	Provide differentiated instruction to meet the needs of each student.	Principal, Assistant Principal, and Team Leaders	Classroom visits, CWT, and Lesson Plans	iObservation Tool and Lesson Plans
2	Students increasing background knowledge in areas of science	Increase students real life experience through science fieldtrips	Administration LTM	Formative Assessments LTM	Formative, Diagnostic and FCAT data
3	Increasing teachers content knowledge in the areas of science content	Increase teachers content knowledge through professional development and co-teaching with resource team.	Resource Team Administration	Lesson plans Classroom visits	Formative, Diagnostic and FCAT data
4	Students inconsistency in being able to express thoughts when writing	Journal writing integrated and completed across the curriculum	Teachers and Administration	Lesson plans, review of journals during walk-throughs	Student Journals, Formative, Diagnostic and FCAT data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

	Problem-Solving Process to Increase Student Achievement				

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Students achieving above proficiency (FCAT levels 4 and 5) in science will make a 5% gain as measured on the FACT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (15) of the students achieved above proficiency (FCAT Levels 4 and 5) in science.	22%(19) of the students will achieve above proficiency (FCAT Levels 4 and 5) in science.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Consistently including higher order questions in lesson plans and lesson plan implementation.	Provide differentiated instruction to meet the needs of each student. Incorporate Science training in selected PDD sessions.	Principal and Assistant Principal	Classroom observations	Science Diagnostic and FCAT

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Science Field Trips Transportation.	Sea World, Marine Lab, Billy Swamp, LEGOLAND, Kennedy Space Center	Title I	$4,000.00
		Subtotal: $4,000.00	
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
STEM Integration - Meeting two times per year to plan.	Substitutes	Title I	$3,200.00
		Subtotal: $3,200.00	
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Classroom instruction	Supplies for specimen dissections and life science labs	Title I	$1,500.00
		Subtotal: $1,500.00	
		Grand Total: $8,700.00	

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	By June 2013, the number of students in 4th grade scoring a 4 or higher on the 2012-2013 FCAT Florida Writing Assessment will increase by 4%
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT Writing Assessment, 86% (76) of the students have proficiency in writing.	By June 2013, 90%(78) of students in 4th grade will score a 4 or higher on the 2012-2013 FCAT Florida Writing Assessment

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New standards and rubric for FCAT Writes!	Teachers will attend district workshops on writing.	Principal	Palm Beach Writes Scores	FCAT Writes!
2	Inconsistent scoring between teachers.	Teachers will double score essays along with administrators	Administration	Double scored essays	EDW data, FCAT Writes!
3	Limited time to remediate struggling students.	Tutorials will be offered to students based on need.	Administration, team leader	Essays of students who attend tutorial	EDW, FCAT Writes!
4	Students are low in grammar conventions	Integration of grammar, vocabulary, punctuation, will be school-wide, when journaling, writing, using technology (EdModo) and classroom work.	Classroom Teachers and Resource Teams, Fine Arts	Classroom walkthroughs	FCAT WRITES! PALM BEACH WRITES!

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

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

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

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

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

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

| anchor papers will be provided by the a district trainer. | 4th grade | Nikki Jones | 4th grade teachers | On going | Palm Beach Writes, EDW data, FCAT Writes. | Prinipal, Assistant Principal, 4th grade teachers. |

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Professional Development on scoring, Florida Writes papers - using anchor papers- Classroom Instructional Writing support.	Substitutes to send teachers to PD	Title I	$953.35
			Subtotal: $953.35
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $953.35

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Reduce absences by 5%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
79%	84%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
13	10
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
30	20

	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	Location and magnet status, parents have difficulties getting their children to school.	Parental conferences Letters sent home	Guidance Teachers Administration	End of year attendance	Terms
2	Parents not getting students to school on time or at all.	Parents called to discuss attendance rule for magnet status and possible attendance probation.	Principal	End of year attendance	Terms

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
SwPBS Training	All subjects and all grade levels	Sue Baillie	School-wide	Early release, PDD, faculty meetings	Attendance data	Guidance Counselor, SwPBS Committee

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	The suspension goal for 2013 year anticipates a 30% decrease from the previous year.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
7	3
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
7	3
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
9	4
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
8	5

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	K-5 students learning expectations.	School Wide Positive Behavior Support (SWPBS)	SWPBS Team	Discipline data and referrals	EDW and Terms reports
2	Kindergarten and first grade students exhibit difficulties with transitioning from home to school	Counseling by Guidance and referral to various outside counseling agencies.	School Based Team, Guidance	Discipline data, teacher notes	EDW, Terms reports
3	Student behaviors while teachers are absent and substitutes are in class.	Teachers will stress the importance of following our SWPBS at all times.	Faculty and staff	Administration will review referrals turned in by subs.	Terms A24 screens, discipline logs.

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
SWPBS training	All Grades levels.	SWPBS Committee	All Teachers	On going	Classroom walk throughs and observation. Sign in sheets.	SWPBS committee, Principal, Assistant 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
			Subtotal: $0.00
			Grand Total: $0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Improve parent and community participation in school sponsored events by 2% and improve satisfaction as indicated on 2012-2013 SEQ.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
According to the 2011-2012 SEQ, 96% of parents attended at least one school sponsored activity or event.	By 2013, (1,100)98% of parents will attend at least one school sponsored activity or event.
Problem-Solving Process to Increase Student Achievement				

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

			Monitoring	Strategy	
1	Parents unable to attend due to scheduling and/or understanding	Inform families well in advance of meeting schedule via multiple methods including, parent link, website, newsletter, marquee, and student agendas well in advance, multiple times, and in different languages if applicable.	Administration	Monitor attendance of events	SEQ
2	Finding more community based organizations and businesses to develop viable partnerships.	Network with current community based organizations, attend community/city meetings, and show that we support the businesses we have through school recognition.	Administration	Parent Surveys	Number of Business Partnerships
3	Limited computer access at home and limited knowledge of computer programs used by school	Open computer lab at school during school events	Administration, resource teachers	Sign in sheets, numbers of parent email addresses	Sign in sheets
4	Lack of parental involvement	Administer Annual Title I Family Survey	Administration	Data used to evaluate schoolwide program	Data collected
5	The importance of SAC is not communicated effectively to parents.	Host Title I Annual Meeting to review data, trainings and parental involvement opportunities. Provide information to parents through SAC on opportunties for parental input on our SIP	Administration	Parent surveys, SIP	Data collected, sign in sheets

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Single School Culture -- School Wide Positive Behavior Support (SwPBS) incoporating parents.	All Subjects and all grade levels	School Wide Positive Behavior Support (SwPBS) Committee	All teachers and Staff	September, on-going	Parent Conference Notes	Admin

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide refreshments for parent trainings and Tool Time	Food and refreshments	Title I	$2,074.00

			Subtotal: $2,074.00

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 newletters/mailings to parents.	envelopes, ink cartridges and postage.	Title I	$500.00
			Subtotal: $500.00
			Grand Total: $2,574.00

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:	STEM content will be integrated with reading, writing, social studies, and fine-arts topics school-wide. Teachers will integrate these topics by choosing reading materials, writing and journal opportunities in conjunction with hands-on and inquiry activities centered around STEM topics.

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	Develop teachers with the appropriate content (benchmark) information on all grade levels.	Utilize an Instructional Focus Calendar so each grade level can see the progression of Science and Math. Implement Year-round staff development.	Principal Learning Team Facilitator	Analyze formative data as well as Winter Diagnostics	FCAT Science and Math
2	Teachers lack general content knowledge of STEM topics as well as grade level appropriate approaches to integrate and teach those topics.	Resource teachers that specialize in STEM topics will co-plan and co-teach hands-on and inquiry based STEM integrated lessons with classroom teachers. STEM topics will be covered in Professional Development.	Principal Learning Team Facilitator	Principal will check lesson plans for STEM subject integration, conduct classroom walk-throughs to monitor implementation, and check student work samples to monitor effectiveness.	FCAT Science and Math
3	Lack of school-wide knowledge of all standards being covered in particular grades at particular times hinders STEM content integration.	Create and utilize Instructional Focus Calendars in Reading, Writing, Math and Science in grades K-5 for lesson plan development. These calendars will be available to all staff.	Principal	Principal will check lesson plans for STEM subject integration, conduct classroom walk-throughs to monitor implementation, and check student work samples to monitor effectiveness.	Classroom formative assessments

4	Lack of common planning time	Utilize Learning Team Meeting time to plan for STEM integration.	Principal LTM Facilitator	Participation at LTM meetings.	Classroom formative assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEM Content Staff Development	K-5	Kris Swanson, Chris Addonizio, Debbie Perry, Sue Baillie	K-5 (school-wide)	PDD days, Inservice days, some paid Saturdays	Resource Teachers will be following up with teachers by planning time to co-teach special units with them.	Principal Resource Teachers

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

Green School Goal Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Green School Goal Goal Green School Goal Goal #1:	School will integrate "Green Curriculum" in a school-wide initiative througout the year.
2012 Current level:	2013 Expected level:
The school is not on a current green level.	The school is expected to be on a beginning green level.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students and staff members lack of knowledge of Florida native plants	Develop our courtyard native garden	Resource team, administration	Logs of classrooms studying in the native garden	Lesson plans
2	Lack of consistent curriculum integration of science within all subject areas	Professional development in the area of curriculum integration and best practices	Administration	Classroom observations	Lesson plans
3	Lack of school-wide sustainability practices	Inservice and lessons on recycling and composting	Administration	Agendas, classroom observations	Lesson plans, sign in sheets
4	Teachers do not have a 'bank' of Green Lesson Plans.	Develop a 'bank' green lesson plans that will easily integrate into existing reading, writing, science, math, social studies, and fine arts units.	Green Committee	Green Committee collaboration	Lesson plans and student work samples.

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

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

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

Budget:

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

End of Green School Goal Goal(s)

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	RtI assistance	.5 Classroom Resource Teacher	Title I	$31,822.00
Reading	STEM Content Enhancement	Providing substitutes for Saturday or after school training	Title I	$2,000.00
Reading	After School Tutorial for skill based instruction	Teacher payroll, FCAT Ready Books	Title 1	$12,000.00
Mathematics	Afterschool tutorial and Saturday tutorial	Learning Village and Supplemental materials.	Title I	$7,000.00
Mathematics	Provide hands-on activities to teach math concepts.	Math games and manipulatives	Title I	$300.00
Science	Science Field Trips Transportation.	Sea World, Marine Lab, Billy Swamp, LEGOLAND, Kennedy Space Center	Title I	$4,000.00
Parent Involvement	Provide refreshments for parent trainings and Tool Time	Food and refreshments	Title I	$2,074.00
				Subtotal: $59,196.00

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	Teacher Differentiating Instruction - Targets and Tracking Learning	Materials - Notebooks and journals, Substitutes for after school and Saturday PD	Title I	$1,700.00
Mathematics	STEM inservice on utilization of hands on activities to teach math concepts.	Books, journals, substitute money	Title I	$1,000.00
Science	STEM Integration - Meeting two times per year to plan.	Substitutes	Title I	$3,200.00
Writing	Professional Development on scoring, Florida Writes papers - using anchor papers- Classroom Instructional Writing support.	Substitutes to send teachers to PD	Title I	$953.35
				Subtotal: $6,853.35

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Supplies for tutorials	Paper, markers, chart paper, pencils	Title I	$500.00
Reading	Books for classroom libraries	Fiction and Non-Fiction	Title I	$400.00
Reading	Supplies for classroom instruction	Paper, markers, chart paper, pencils, highlighters	Title I	$700.00
Science	Classroom instruction	Supplies for specimen dissections and life science labs	Title I	$1,500.00
Parent Involvement	Provide newletters/mailings to parents.	envelopes, ink cartridges and postage.	Title I	$500.00
				Subtotal: $3,600.00
				Grand Total: $69,649.35

Differentiated Accountability

School-level Differentiated Accountability Compliance

⃝ Priority	⃝ Focus	⃝ Prevent	⦿ NA

Are you a reward school: ⃝ Yes ⦿ No

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

No Attachment (Uploaded on 9/7/2012)

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.

 No. Disagree with the above statement.

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

We are recruiting African American, non-district, and community members to comply with SAC requirements.

Projected use of SAC Funds	Amount
SAC funds will be spent on school improvement and staff development ideas brought about by teachers and staff such as, training, conferences, and content enhancement in the STEM areas. SAC will vote on each item regarding the budget and how it supports the SIP.	$1,500.00

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

The SAC meets the first Wednesday of the month from 5:30-6:30. The SAC is instrumental in giving the school feedback on how the partnerships can continue in order to improve the goals of the school. The SACs mission is to keep the goal of the magnet school and STEM focus. The SAC will monitor the goals of the SIP and offer additional assistance for single school culture improvement.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Palm Beach School District POINCIANA ELEMENTARY SCHOOL 2010-2011	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	84%	77%	81%	64%	306	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	73%	56%			129	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	71% (YES)	52% (YES)			123	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					558	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District POINCIANA ELEMENTARY SCHOOL 2009-2010	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	77%	73%	90%	59%	299	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	68%	57%			125	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	56% (YES)	57% (YES)			113	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					537	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested