FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: GALAXY ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Edmund Capitano

SAC Chair: Mayelin Guerra

Superintendent: E. Wayne Gent

Date of School Board Approval: December 2011

Last Modified on: 11/8/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Edmund Capitano	B.A. in Biology and Physiology. Minor in Chemistry and Criminology University of Miami Masters in Educational Leadership - Florida Atlantic University Certifications: Educational Leadership, Biology Principal All Levels		7	2012-2013 Principal Galaxy Elementary School 2011-2012 Assistant Principal/ Palm Beach Central Community High School Assistant Principal at Palm Beach Central Community High School in 2011 - 2012 (FY12) Grade - Pending 2009-2011 School District of Palm Beach County Science Administrator/ Department of Curriculum
		BS Elementary Education Florida Atlantic University			

| Assis Principal | Lisa Steele | MS Early Childhood/Montessori Education Barry University

EDS Educational Leadership Florida Atlantic University

Certifications: Educational Leadership (All Levels) Early Childhood (PreK-3) Elementary (1-6)

National Board for Professional Teaching Standards Teacher Since 2001

Endorsements: ESOL Reading | 1 | 4 | 2011-12: Grade D (411 Points) Reading Mastery: 27% Reading Learning Gains: 58% Reading Lowest 25%: 72% Math Mastery: 33% Math Learning Gains: 58% Math Lowest 25%: 61% Writing Mastery: 66% Science Mastery: 32%

AYP: Not Applicable

2010-2011: Grade D (410 Points) Reading Mastery: 48% Reading Learning Gains: 54% Reading Lowest 25%: 62% Math Mastery: 46% Math Learning Gains: 45% Math Lowest 25% 55% Writing Mastery: 75% Science Mastery: 25%

AYP subgroups not met: Reading- Black, ED, and ESE students need improvement. Math- Black, ED ESE and ELL students need improvement. |

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Joan Redmond	Certifications: Elementary Education, ESOL, Varying Exceptionalities, ESOL endorsement, Reading endorsement, Master Trainer for the K-12 Florida Assessment for	18	8	Reading Coach of Galaxy Elementary 2011-12: Grade D (411 Points) Reading Mastery: 27% Reading Learning Gains: 58% Reading Lowest 25%: 72% Math Mastery: 33% Math Learning Gains: 58% Math Lowest 25%: 61% Writing Mastery: 66% Science Mastery: 32% AYP: Not Applicable 2010-2011: Grade D (410 Points) Reading Mastery: 48% Reading Learning Gains: 54% Reading Lowest 25%: 62% Math Mastery: 46% Math Learning Gains: 45% Math Lowest 25%: 55% Writing Mastery: 75% Science Mastery: 25% AYP subgroups not met: Reading- Black, ED, and ESE students need improvement. Math- Black, ED ESE and ELL students need improvement. 2009-2010: Grade C (478 Points) Reading Mastery: 50% Reading Learning Gains: 61% Reading Lowest 25%: 76% Math Mastery: 54% Math Learning Gains: 64%, Math Lowest 25% 86% Writing Mastery: 70% Science Mastery: 17% AYP subgroups not met: Reading- Black, ED, ELL and ESE students need improvement. Math- all subgroups met Safe Harbor AYP. 2008-2009: Grade C (444 points) Reading Mastery: 48% Reading Learning Gains: 58%

			Instruction in Reading			Reading Lowest 25% Math Gains: 59% Math Mastery: 49% Math Learning Gains: 59% Math Lowest 25% 63% Writing Mastery: 78% Science Mastery: 33% Total, Black, FRL, and ESE did not make AYP. ELL students made Safe Harbor Gains. 2007-2008: Grade C (458 Points) Reading Mastery: 43% Reading Learning Gains: 54% Reading Lowest 25%: 69% Math Mastery: 46% Math Learning Gains: 63% Math Lowest 25% 70% Writing Mastery: 86% Science Mastery: 27% Total, Black, FRL, ELL and ESE did not make AYP. 2006-2007: Grade A (527 Points) Reading Mastery: 49%, Reading Learning Gains: 72% Reading Lowest 25%: 79% Math Mastery: 47% Math Learning Gains: 65%, Math Lowest 25%: 85% Writing Mastery: 80% Science Mastery: 50%
Math	Nancy Worrell	Elementary Education, Math K-12, Masters degree	5	4	Math Coach of Galaxy Elementary 2011-12: Grade D (411 Points) Reading Mastery: 27% Reading Learning Gains: 58% Reading Lowest 25%: 72% Math Mastery: 33% Math Learning Gains: 58% Math Lowest 25%: 61% Writing Mastery: 66% Science Mastery: 32% AYP: Not Applicable 2010-2011: Grade D (410 Points) Reading Mastery: 48% Reading Learning Gains: 54% Reading Lowest 25%: 62% Math Mastery: 46% Math Learning Gains: 45% Math Lowest 25%: 55% Writing Mastery: 75% Science Mastery: 25% AYP subgroups not met: Reading- Black, ED, and ESE students need improvement. Math- Black, ED ESE and ELL students need improvement. 2009-2010: Grade C (478 Points) Reading Mastery: 50% Reading Learning Gains: 61% Reading Lowest 25%: 76% Math Mastery: 54% Math Learning Gains: 64%, Math Lowest 25% 86% Writing Mastery: 70% Science Mastery: 17% AYP subgroups not met: Reading- Black, ED, ELL and ESE students need improvement. Math- all subgroups met Safe Harbor AYP. 2008-2009: Grade C (444 points) Reading Mastery: 48% Reading Learning Gains: 58% Reading Lowest 25% Math Gains: 59% Math Mastery: 49% Math Learning Gains: 59% Math Lowest 25% 63% Writing Mastery: 78% Science Mastery: 33% Total, Black, FRL, and ESE did not make AYP. ELL students made Safe Harbor Gains. 2007-2008: Grade C (458 Points) Reading Mastery: 43% Reading Learning Gains: 54%

Science	Carolyn Coniglio	Bachelor's Degree in Elementary Education; Professional Certificate in Grades K-6; ESOL Endorsement	8	3	Reading Lowest 25%: 69% Math Mastery: 46% Math Learning Gains: 63% Math Lowest 25% 70% Writing Mastery: 86% Science Mastery: 27% Total, Black, FRL, ELL and ESE did not make AYP. 2006-2007: Grade A (527 Points) Reading Mastery: 49%, Reading Learning Gains: 72% Reading Lowest 25%: 79% Math Mastery: 47% Math Learning Gains: 65%, Math Lowest 25%: 85% Writing Mastery: 80% Science Mastery: 50%

(continued)

Science Coach of Galaxy Elementary

2011-12: Grade D (411 Points)
Reading Mastery: 27%
Reading Learning Gains: 58%
Reading Lowest 25%: 72%
Math Mastery: 33%
Math Learning Gains: 58%
Math Lowest 25%: 61%
Writing Mastery: 66%
Science Mastery: 32%
AYP: Not Applicable

2010-2011: Grade D (410 Points)
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Reading Learning Gains: 54%
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Writing Mastery: 75%
Science Mastery: 25%

AYP subgroups not met: Reading- Black, ED, and ESE students need improvement. Math- Black, ED ESE and ELL students need improvement.

2009-2010: Grade C (478 Points)
Reading Mastery: 50%
Reading Learning Gains: 61%
Reading Lowest 25%: 76%
Math Mastery: 54%
Math Learning Gains: 64%,
Math Lowest 25% 86%
Writing Mastery: 70%
Science Mastery: 17%
AYP subgroups not met: Reading- Black, ED, ELL and ESE students need improvement. Math- all subgroups met Safe Harbor AYP.

2008-2009: Grade C (444 points)
Reading Mastery: 48%
Reading Learning Gains: 58%
Reading Lowest 25%
Math Gains: 59%
Math Mastery: 49%
Math Learning Gains: 59%
Math Lowest 25% 63%
Writing Mastery: 78%
Science Mastery: 33%

Total, Black, FRL, and ESE did not make AYP. ELL students made Safe Harbor Gains.

2007-2008: Grade C (458 Points)
Reading Mastery: 43%
Reading Learning Gains: 54%
Reading Lowest 25%: 69%
Math Mastery: 46%
Math Learning Gains: 63%
Math Lowest 25% 70%
Writing Mastery: 86%
Science Mastery: 27%

Total, Black, FRL, ELL and ESE did not make AYP.

2006-2007: Grade A (527 Points)
Reading Mastery: 49%,
Reading Learning Gains: 72%
Reading Lowest 25%: 79%
Math Mastery: 47%

					Math Learning Gains: 65%, Math Lowest 25%: 85% Writing Mastery: 80% Science Mastery: 50%	

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Regular Meetings of new teachers with Principal and Assistant Principal. Provide content resources to ensure new teachers have the instructional tools needed to assist them with effective instruction. Provide Professional Development (PD) to new staff to ensure "Best Practices" are being utilized in the classroom.	Principal, Assistant Principal	On-going	
2	2. Partnering new teachers with veteran staff to assist new teachers through the process of induction.	Principal, Assistant Principal	On-going	
3	3. College Campus Fairs and District Job Fairs	Principal, Area Recruiting Specialist	On-going	
4	4. Accept student teacher internships from local universities, such as Florida Atlantic University (FAU), Palm Beach Atlantic, and Palm Beach State College.	Principal, Assistant Principal	On-going	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0 % of teachers are teaching out of field	Regular meetings with teachers are held by administration to review and analyze data and student achievement. Teachers will be provided with opportunities to plan collaborative with grade level and observe other teachers when needed.

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
37	2.7%(1)	21.6%(8)	48.6%(18)	27.0%(10)	24.3%(9)	67.6%(25)	16.2%(6)	0.0%(0)	59.5%(22)

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
			Coaching Cycle,

Jamie Diener	Joan Redmond	Strong Literacy Support	Classroom design assistance, lesson planning support, Classroom Management 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

We also have continuous collaboration with our local government bodies, such as the City of Boynton Beach, Boynton Chamber of Commerce, community members, and business partnerships. Services are provided to ensure students requiring additional remediation are assisted through our after-school programs or summer school. Galaxy Elementary also uses Title 1 funds to provide coaching, instructional support and assistance with Family Involvement. A Reading Coach will be provided to support Professional Development needs in Reading. Math and Science Resource Teachers will be provided to improve student achievement and a part-time parent liaison will be utilized to develop and encourage family involvement. Title 1 funds will also be utilized to provide tutorial in our after school program to allow for the enrichment and remediation needs of our students.

Title I, Part C- Migrant

N/A

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with the district Drop-out Prevention programs.

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Teachers will also be provided with professional development to incorporate these strategies into their classroom instruction.

Title III

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

Title X- Homeless

Safe and Drug Free Schools: District receives funds for programs (Red Ribbon Week, Olweus Anti-Bullying Program, etc.) that support prevention of violence in and around the school. These programs prevent the use of alcohol, tobacco, drugs and foster a safe, drug free learning environment supporting student achievement.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title 1 funds to provide summer school for level 1 readers in 3rd grade. Currently, SAI funds are also utilized to support retained third grade students and struggling readers in second grade.

Violence Prevention Programs

Galaxy has an anti-bullying policy that covers all mandates in the Jeffrey Johnston Act. Conflict Mediation is also taught.

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

Nutrition Programs

Galaxy runs a "Commit 2 Be Fit" program with all 3rd grade, 4th grade, and 5th grade students.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school-based RtI Leadership Team is comprised of the following members: principal, assistant principal, ESE contact, ELL contact, school psychologist, classroom teacher, reading/math/science coaches, RtI/Inclusion Facilitator, Learning Team Facilitator (LTF), and guidance staff.

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

The school-based RtI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create 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* 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 (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these 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 (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings. * Problem Solving Model The four steps of the Problem Solving Model are: Problem Identification entails identifying the problem and the desired behavior for the student. Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem. Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented. Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured. The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

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

The RtI team will design and implement progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 3 interventions, and offer professional development and technical assistance.

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) Curriculum Based Measurement Florida Assessment for Instruction in Reading (FAIR) Palm Beach County Fall Diagnostics Palm Beach Writes K-3 Literacy Assessment System Diagnostic Assessment for Reading (DAR) Progress Monitoring and Reporting Network (PMRN) Comprehensive English

Language Learning Assessment (CELLA) Office Discipline Referrals Retentions Absences Midyear data: Florida Assessment for Instruction in Reading (FAIR) Diagnostic Assessment for Reading (DAR) Palm Beach County Winter Diagnostics Palm Beach Writes Progress Monitoring and Reporting Network (PMRN) K-3 Literacy Assessment System End of year data: Florida Assessment for Instruction in Reading (FAIR) Florida Comprehensive Assessment Test (FCAT) FCAT Writes ACT/SAT/CPT Frequency of required Data Analysis and Action Planning Days: Once within a cycle of instruction (refer to appropriate focus calendar)

Describe the plan to train staff on MTSS.

Staff training will take place on the Problem Solving Model consensus building Positive Behavioral Intervention and Support (PBIS) data-based decision-making to drive instruction progress monitoring selection and availability of research-based interventions tools utilized to identify specific discrepancies in reading. Individual professional development will be provided to classroom teachers, as needed.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal- Edmund Capitano
Assistant Principal- Lisa Steele
Reading Coach- Joan Redmond
K- Chow
1st Rossman
2nd McNally
3rd Jackson
4th Brooks
5th Graves
ESE Wallace
ELL Thomas
Media Specialist- Eastman

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

The team meets at least monthly. All grade levels are represented on the team. The team helps create and monitor instructional strategies that are part of the School Improvement Plan. They also try to find resources available to be better utilized by reading teachers.

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

* To get teachers to better utilize the school's reading resources and facilitate daily Guided Reading Instruction
* To get the Reading Counts program fully utilized- 100% grades 2-5
* To help monitor the implementation of SIP strategies
* Create a school-wide Genre Study linked with the school's Character Counts Program creating a love for reading

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

At Galaxy Elementary School, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/syntax, Print/Letter Knowledge, and Phonological Awareness/ Processing. Specifically, the Bracken Basic Concept Scale-Revised (BBCS-R) will be used to assess basic academic skill development and academic school readiness of incoming students. The Clinical Evaluation of Language Fundamentals-Preschool (CELF-P) assessment will be used to ascertain oral language skills of incoming students. The Developmental Skills Checklist (DSC) will be used to determine students' print/letter knowledge and level of phonological awareness/processing. In addition to academics/school readiness assessments, all incoming Kindergarten students will be assessed in the area of social/emotional development. Specifically, the Ages and Stages Questionnaire will be completed by the parent/guardian of all incoming Kindergarten students. Questionnaire results will provide valuable information regarding pro-social behavior, self-regulation, self-concept, and self-efficacy. Screening data will be collected and aggregated prior to September 11th, 2011. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individuals who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily for 20 minutes using the Skills Streaming Curriculum and will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior. Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs. Utilization of Galaxy's VPK Program will be a major part of our students' transition to Galaxy. Galaxy will also continue to host its annual Kindergarten Round-up program designed to provide information to parents of upcoming kindergarten students attending Galaxy Elementary School. Included in this information are readiness skills for school and pertinent school information. Parent information and materials will continue to be provided via our PreK CDA and our parent liaison. These materials will be available in our parent resource center for check out and home use. VPK students will be included in our school functions such as Curriculum Night. PreK students will also wear Galaxy uniforms to help them acclimate to the school setting. Community agencies such as the Chrysalis Center, Youth Services Center, DCF, and our business partners are also available to assist our 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:	By June 2013,65% of the students will be proficient in reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (28)	65% (41)

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	Due to limited experiences, many Galaxy students lack a strong vocabulary and background knowledge to help them comprehend what they read.	Daily Read-alouds with focused comprehension questions that address standards.	Reading Coach, Classroom Teachers, Administration	Progress will be monitored through reading planning sessions (LTMs) and progress with the Fountas and Pinnell Reading Running Records	Reading Running Record books
2	Teachers need to motivate students to read	Provide school-wide as well as classroom based incentive programs to increase reading time.	Administration, Classroom Teacher, Reading Coach,	Student Reading Logs, Incentive Program Outline, Monitoring Charts	Student Reading Logs, Incentive Program Outline, Monitoring Charts
3	Reading instruction does not always best meet the needs of the individual student.	Daily small group instruction using just right books and the Continuum of Literacy Learning for choosing learning goals.	Administration, Classroom Teacher, Reading Coach,	Running Records, Core K-12, FAIR, Diagnostics, Anecdotal Notes, Small Group Lesson Plans	Running Records, Core K-12, FAIR, Diagnostics, Anecdotal Notes, Small Group Lesson Plans
4	Teachers do not have enough strategies to implement RTI effectively	Professional Development on RTI	Area Support	RTI Data / Interventions	RTI Data / Interventions

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:	There will be a 50% decrease in the number of students performing at levels 4,5 and 6 on the 2013 Florida Alternative Assessment in Reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 results of the Florida Alternative Assesment, 50%(1) of the students scored a level 4, 5 and 6 in Reading	Based on the 2013 results of the Florida Alternative Assessment, 100% of the students will score a 7,8 or 9 in Reading.

Problem-Solving Process to Increase Student Achievement	

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

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:	Based on the 2013 FCAT, 20% of the students will achieved FCAT levels 4 or 5 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (16)	20% (18)

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	Galaxy's gifted students leave to attend gifted cluster sites	Selected Galaxy Elementary teachers will attend PD and will earn gifted endorsement	Principal	Retention rates of gifted students	ESE Gifted referral log, withdrawal log
2	Lack of enrichment activities and use of high level readers	Gifted endorsed teachers will provide enrichment for gifted students.	Classroom Teachers, Gifted Teacher, Reading Coach	Classroom Teachers, Gifted Teacher, Reading Coach	Lesson Plans, Classroom walkthroughs, Assessments

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	80% of Galaxy students will make learning gains in reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (61) of Galaxy students made learning gains in reading	80% (76) of Galaxy students will make learning gains in reading

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not consistently monitored to adjust instruction to meet student goals.	Identify the lowest 25% in reading. Use data chats. Adjust practice to meet the needs of the students. Daily small group instruction utilizing the Leveled Literacy Intervention Kits from Fountas and Pinnell.	Administration, Reading Coach, Classroom Teachers, Area 1 Reading Support	Running Records, Lesson Plans, Walkthroughs, LLI Data, FAIR, Core K-12, Diagnostics	Running Records, Lesson Plans, Walkthroughs, LLI Data, FAIR, Core K-12, Diagnostics

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	85% of the lowest 25% will make learning gains in reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (24)of the lowest 25% made learning gains in reading.	85% (32) of the lowest 25% will make learning gains in reading

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not consistently monitored to adjust instruction to meet student goals.	Identify the lowest 25% in reading. Use data chats. Adjust practice to meet the needs of the students. Daily small group instruction utilizing the Leveled Literacy Intervention Kits from Fountas and Pinnell.	Administration, Reading Coach, Classroom Teachers, Area 1 Reading Support	Running Records, Lesson Plans, Walkthroughs, LLI Data, FAIR, Core K-12, Diagnostics	Running Records, Lesson Plans, Walkthroughs, LLI Data, FAIR, Core K-12, Diagnostics

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

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

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	29%	35%	42%	48%	55%	

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:	Based on the 2013 FCAT, all subgroups will meet the 2013 Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black- 73% (114), 64% Hispanic, 83% ELL, 86% SWD and 74% EC DIS	By 2013, 67% Black; 54% Hispanic, 62%ELL, 69% SWD, and 66% EC DIS will not make satisfactory progress.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack intrinsic motivation to read	Increase participation in Reading Counts Program. Provide Enrichment groupings in Reading Tutorials.	Classroom Teacher, Reading Coach, Assistant Principal	Tutorial Groups and Diagnostic Assessment will be monitored. Tutorial groupings will be offered for enrichment.	EDW Reports for Diagnostics 2012 FCAT Assessment

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

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

Reading Goal #5C:	Based on the 2013 FCAT, all subgroups will meet the 2013 Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:

Black- 73% (114), 64% Hispanic, 83% ELL, 86% SWD and 74% EC DIS

By 2013, 67% Black; 54% Hispanic, 62%ELL, 69% SWD, and 66% EC DIS will not make satisfactory progress.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students of non-English speaking parents are unable to have literature read aloud to them in English.	Student's families will be provided access to a listening lending library that contains a variety of texts covering a variety of genres and topics as well as a portable CD player to facilitate listening.	Administration, Reading Coach, Area 1 Reading Support, Classroom Teachers, Media Specialist.	Check Out Logs, Parent feedback, Student feedback	Check Out Logs, Parent feedback, Student feedback

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:	Based on the 2013 FCAT, all subgroups will meet the 2013 Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black- 73% (114), 64% Hispanic, 83% ELL, 86% SWD and 74% EC DIS	By 2013, 67% Black; 54% Hispanic, 62%ELL, 69% SWD, and 66% EC DIS will not make satisfactory progress.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ESE students are not assessed as often as standard curriculum students. Due to this, progress monitoring is lacking.	ESE contact and teachers will create and utilize benchmark assessments to evaluate and monitor student progress.	Administration, ESE Contact, ESE Teachers, Math Coach, Classroom Teachers	Assessments and student performance tasks, IEPs	Assessments and student performance tasks, IEPS
2					

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:	Based on the 2013 FCAT, all subgroups will meet the 2013 Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black- 73% (114), 64% Hispanic, 83% ELL, 86% SWD and 74% EC DIS	By 2013, 67% Black; 54% Hispanic, 62%ELL, 69% SWD, and 66% EC DIS will not make satisfactory progress.

	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 are not consistently monitored to adjust instruction to meet student goals.	Through the use data chats instruction will be adjusted to meet the needs of the students. Daily small group instruction utilizing the Leveled Literacy Intervention Kits from Fountas and Pinnell as well as tutorial.	Administration, Reading Coach, Classroom Teachers, Area 1 Reading Support	Running Records, Lesson Plans, Walkthroughs, LLI Data, FAIR, Core K-12, Diagnostics	Running Records, Lesson Plans, Walkthroughs, LLI Data, FAIR, Core K-12, Diagnostics

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
Leveled Literacy Intervention	K-5	TBA	School-Wide	TBA	Lesson Plans, Classroom Walkthroughs	Administration, Reading Coach, Area 1 Reading Support
Running Record Level 1	K-5	Linda Golightly	School-Wide	August 15, 2012 and Ongoing	Running Record Checks	Administration, Reading Coach, Area 1 Reading Support
Extended Day Reading Training	K-5	TBA	School-Wide	TBA	Lesson Plans, Classroom Walkthroughs	Administration, Reading Coach, Area 1 Reading Support
Data Analysis	K-5	Edmund Capitano	School Wide	Learning Team Meetings	Learning Team Agendas/Grade Level Data Cards	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Monitoring Student Progress	Color Printer & Ink	Title I	$400.00
Increase Student Achievement	Saturday Tutorial and supplies	Title I	$4,100.00
LLI	LLI kits, charts, supplies	Title I	$2,500.00
			Subtotal: $7,000.00
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
Reading Resource Teacher	Salary and Benefits	Title I	$63,644.00
Reference guides to support teacher to appropriately identify students in the RtI process	Reference Guides	Title I	$415.00

LLI Training	Subs	Title I	$6,188.00
			Subtotal: $70,247.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $77,247.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	15% of CELLA students scored proficient in listening /speaking
2012 Current Percent of Students Proficient in listening/speaking:	
15% (6) of CELLA students scored proficient in listening /speaking	

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students have limited opportunities to engage in conversation in English.	Oral language professional development will be provided to demonstrate ways to engage students in worthwhile oral language activities.	Administration, ELL Teacher, Reading Coach, Classroom Teachers, District ELL Support	Oral Language Assessment, CELLA assessment, Anecdotal records, Running Record information	Oral Language Assessment, CELLA assessment, Anecdotal records, Running Record information

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:	18% of CELLA students scored proficient in reading
2012 Current Percent of Students Proficient in reading:	
18% (7) of CELLA students scored proficient in reading	

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students are not consistently monitored to adjust instruction to	Identify ELL students at risk for reading. Adjust practice to meet the	Administration, Reading Coach, Classroom	Running Records, Lesson Plans, Walkthroughs, LLI Data,	Running Records, Lesson Plans, Walkthroughs, LLI

1	meet student goals.	needs of the students. Daily small group instruction utilizing the Leveled Literacy Intervention Kits from Fountas and Pinnell.	Teachers, Area 1 Reading Support	FAIR, Core K-12, Diagnostics, CELLA	Data, FAIR, Core K-12, Diagnostics, 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:	18% of CELLA students were proficient in writing

2012 Current Percent of Students Proficient in writing:
18% (7) of CELLA students were proficient in writing

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The lack of oral language impacts the writing of ELL students.	Primary teacher and the ELL teacher will receive professional development on oral language instruction and how oral language impacts writing development.	Administration, Reading Coach, Area 1 Reading Support, Teachers	Lesson Plans, Classroom Walkthroughs, Agendas, Sign-Ins, Teacher Reflections, Oral Language Assessment Results	Lesson Plans, Classroom Walkthroughs, Agendas, Sign-Ins, Teacher Reflections, Oral Language Assessment Results

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Home Listening Library Resources	Books/CDs/Portable CD Player	Title I	$1,000.00
			Subtotal: $1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,000.00

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	Based on the 2013 FCAT, 66% of Galaxy's students will be proficient in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (42)	66% (59)

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	Some students are behind grade level basic vocabulary and math skills	Continuous review of basic math skills More differentiation in instruction through small groups and technology Integration of Math vocabulary into Fine Arts program	Classroom Teachers Math Coach Administration	Classroom walkthroughs, student products, student data and lesson plans	Results of on-going math assessments will be analyzed for the creation of math secondary benchmarks
2	Teachers need to incorporate how math is linked to real world experiences	Teachers will incorporate authentic activities that mirror real life situations such as using menus, schedules and advertisements to expose students to the relationship between math and real life	Teachers/Coaches and Administration	Classroom walkthroughs, student products, student data and lesson plans	Classroom walkthroughs, student products, Core K-12, Diagnostics, Data Feedback Forms, and lesson plans
3	Teachers have challenges linking previous math learning with current and future math content to ensure student comprehension	Develop a partnership with Tuskegee University in Alabama to show students how prerequisite math will prepare them for college success. Additional partnerships with associates from COSTCO to assist with Math real world usages	Teachers, Coaches and Administration	Pre and Post Assessments, Student products, student surveys and response cards, teacher reflections	Pre and Post Assessments, Student products, student surveys and response cards, teacher reflections

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
1	Students not exposed to the standard curriculum which limits their mathematical potential	ESE teachers will meet with math coach to identify ways to integrate more rigorous instruction into the ESE math block	Administration, Math coach, ESE teachers, Classroom Teachers	Classroom walkthroughs, student products, student data and lesson plans	Classroom walkthroughs, student products, student data and 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:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Based on the 2013 FCAT, 20% of students will score at or above achievement level 4 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (12)	20% (13)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of intrinsic motivation Lack of problem solving experiences	Encouraging intrinsic motivation through data chats Higher Level Questioning	Math Coach Administration	Data chats will be monitored through student portfolios CWTs	Student Portfolios CWTs
2	Galaxy's gifted students leave to attend gifted cluster sites	Selected Galaxy Elementary teachers will attend PD and will earn gifted endorsement.	Principal	Retention of gifted students	Retention rates of gifted students
3	Standard curriculum does not present enough of a challenge to high achieving and gifted students.	Differentiated enrichment activities will be provided by a gifted endorsed teacher.	Math Coach Gifted Endorsed Teachers Administration	Student Portfolios/ Products CWTs Lesson Plans Assessments	Student Portfolios/ Products CWTs Lesson Plans Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	100% of students will maintain a score of level 7 or above on the Flordia Aslternative Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(2) of the students performed at level 7 or above on the Florida Alternative Assessment.	100% of students will maintain a score of level 7 or above on the Flordia Aslternative Assessment

	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 identified as making significant progress need to be reevaluated for possible inclusion options.	Revisit IEPs of students making progress	ESE Contact, Administration, ESE Teacher, Classroom Teacher	IEPs, Meeting Notes	IEPs
2	1.0 No anticipated barrier	barrier 1.0 Student participating in FAA will be instructed on grade level state standards with grade level text to expose them to a rigorous curriculum.	1.0 Administration & ESE Coordinator and Teachers	1.0 Classroom walkthroughs and Ongoing analysis of formative and summative assessments	1.0 Analysis of classroom walkthroughs Formative and summative assessments including mini assessments, Diagnostics and RRR's

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:	75% of Galaxy students will make learning gains in mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (65) of Galaxy students made learning gains in mathematics	75% (75) of Galaxy students will make learning gains 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	Students do not consistently receive math instruction using various modalities to understand math concepts.	Teachers will increase the use of the manipulatives provided in the Math Grab and Go Kits, Math Lab Resources, and Instructional Technology.	Administration, Math Coach, Teachers	Math Lesson Plans, Classroom Walkthroughs, Assessments	Math Lesson Plans, Classroom Walkthroughs, Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
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	ESE students are not assessed as often as standard curriculum students. Due to this, progress monitoring is lacking.	ESE contact and teachers will create and utilize benchmark assessments to evaluate and monitor student progress.	Administration, ESE Contact, ESE Teachers, Math Coach, Classroom Teachers	Assessments and student performance tasks, IEPs	Assessments and student performance tasks, IEPS

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:	70% of the lowest 25% of Galaxy student will make learning gains in mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (17)	70% (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	Students lack basic math fact fluency to do mathematical computation.	Students will use REFLEX Math Program with students K-5 and other classroom resources	Administration, Math Coach, Classroom Teachers	Administration, Math Coach, Classroom Teachers	Student Report sheets , Lesson Plans, Assessments
2	Students are unable to access math technology from home.	A partnership will be established with Boynton Beach Library to motivate students to go to the library and utilize math technology resources.	Administration, Math Coach, City Library Contact, Media Specialist	Student sign in documents, communication with city library, Reflex Math report sheets, Student participation logs	Student sign in documents, communication with city library, Reflex Math report sheets, Student participation logs

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

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

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	29%	36%	42%	49%	55%	

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:	All subgroups will meet the 2013 Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black 68%, Hispanic 55%, ELL 61%, SWD 86%, and EC DIS 68 percent.	By 2013, 66% Black, 59% Hispanic, 67% ELL, 73% SWD and 66 % EC DIS will not make satisfactory progress.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack basic computation skills to further develop more advanced mathematical concepts.	Students will use REFLEX Math Program with students K-5 and other classroom resources	Administration, Math Coach, Classroom Teachers	Student Participation in REFLEX Math, Lessons Plans, Assessments	Student Report sheets , Lesson Plans, Assessments
2	Lack of basic vocabulary and math skills	Continuous review of basic math skills More differentiation in instruction through small groups and technology Integration of Math vocabulary into Fine Arts program	Classroom Teachers Math Coach Administration	Results of on-going math assessments will be analyzed for the creation of math secondary benchmarks	Fall and Winter Diagnostics, Math Mock test in Spring

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:	All subgroups will meet the 2013 Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black 68%, Hispanic 55%, ELL 61%, SWD 86%, and EC DIS 68 percent.	By 2013, 66% Black, 59% Hispanic, 67% ELL, 73% SWD and 66 % EC DIS will not make satisfactory progress.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of basic vocabulary and math skills	Continuous review of basic math skills More differentiation in instruction through small groups and technology Integration of Math vocabulary into Fine Arts program	Classroom Teachers Math Coach Administration	Results of on-going math assessments will be analyzed for the creation of math secondary benchmarks	Fall and Winter Diagnostics, Math Mock test in Spring

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:	All subgroups will meet the 2013 Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black 68%, Hispanic 55%, ELL 61%, SWD 86%, and EC DIS 68 percent.	By 2013, 66% Black, 59% Hispanic, 67% ELL, 73% SWD and 66 % EC DIS will not make satisfactory progress.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ESE students are not assessed as often as standard curriculum students. Due to this, progress monitoring is lacking.	ESE contact and teachers will create and utilize benchmark assessments to evaluate and monitor student progress.	Administration, ESE Contact, ESE Teachers, Math Coach, Classroom Teachers	Assessments and student performance tasks, IEPs	Assessments and student performance tasks, IEPS

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:	All subgroups will meet the 2013 Targets
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black 68%, Hispanic 55%, ELL 61%, SWD 86%, and EC DIS 68 percent.	By 2013, 66% Black, 59% Hisanic, 67% ELL, 73% SWD, and 66 % EC DIS will not make satisfactory progress

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional time to master skills	Provide afterschool tutorial	Classroom Teacher, Reading Coach, Assistant Principal	Tutorial Groups and Diagnostic Assessment will be monitored. Tutorial groupings will be offered for enrichment.	EDW Reports for Diagnostics 2012 FCAT Assessment
2	Lack of basic vocabulary and math skills	Continuous review of basic math skills More differentiation in instruction through small groups and technology Integration of Math vocabulary into Fine Arts program	Classroom Teachers Math Coach Administration	Results of on-going math assessments will be analyzed for the creation of math secondary benchmarks	Fall and Winter Diagnostics, Math Mock test in Spring

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
The Instructional Math Block	K-5	Dale Carothers	Math Teachers in grades K-5	October Math Learning Team Meeting	Lesson Plans/Walkthroughs	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase student achievement	Saturday Tutorial	Title I	$3,000.00
			Subtotal: $3,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Math Coach	Salary and Benefits	Title I	$67,588.00
			Subtotal: $67,588.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $70,588.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	50% of Galaxy students will be proficient in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (17)	50% (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	Level of rigor needs to be increased.	Provide more hands on labs on a regular scheduled basis using the 5 Es (Engage, Explore, Explain, Evaluate, Elaborate model labs)	Principal, Assistant Principal, Science coach	Grade level teams will review assessment data to determine progress toward specific benchmarks.	Improvement on ongoing assessments
2	Teachers need to teach students note taking and data collection abilities.	Students in grade K-5 will maintain a science notebook Teachers will demonstrate note-taking and provide anchor charts to support organized note taking.	Administration, Science Coach, Teachers	Science Journals and extended writing assignments will be reviewed to monitor progress in addition to classroom walkthroughs.	Improvement on the science diagnostic and mini assessments.
	Implementation of	Increase the use of	Teachers,	Teachers will evaluate	Improvement on

3	differentiated instruction needs to be increased.	visuals and technology when learning and practicing new science concepts	Science Coach, IT	students through formative assessments (MBA's) during daily lessons.	ongoing assessments
4	Poor reading skills impact performance due to lack of vocabulary, comprehension, and the ability to use reference and research materials	Teach students roots and affixes to help students access meaning of science vocabulary. Anchor Charts with context clues words and roots and affixes. Utilize Gizmos to teach Cause and Effect Incorporate science vocabulary in the fine arts program Incorporate guided reading groups through content leveled books	Science Resource Teacher Classroom Teachers Administration	CWTs Student data portfolios Science journals LTMs	CWTs Student data portfolios Science journals LTMs
5	Lack of critical thinking skills needed to understand science concepts.	Professional development will be provided on utilizing the gradual release model to teach the science inquiry approach.	Administration, Science Coach, Classroom Teachers, LTF	Agenda, Sign-Ins, Reflections, Classroom walkthroughs, Core K-12, lesson plans,	Reflections, Classroom walkthroughs, Core K-12, 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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	n/a

2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

<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	Level of rigor needs to be increased.	Provide more hands on labs on a regular scheduled basis using the 5 Es (Engage, Explore, Explain, Evaluate, Elaborate model labs)	Principal, Assistant Principal, Science coach	Grade level teams will review assessment data to determine progress toward specific benchmarks.	Improvement on ongoing assessments
2	Use of instructional technology needs to be increased during science instruction.	Professional development will be provided in utilizing instructional technology and district software during the science block.	Administration, Teachers and Science Coach, IT	Classroom Walkthroughs, Lesson Plans, Agendas, Sign ins, Reflections	Classroom Walkthroughs, Lesson Plans, Agendas, Sign ins, Reflections
3	Students lack a connection between science and the real world.	An environmental club will be developed to expose students to the connection between science and their community and their	Administration, Science Coach, Teacher Sponsor	Club event notifications, group products, attendance rosters	Club event notifications, group products, attendance rosters

			world.				

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:	Based on the 2013 FCAT, 20% of students will score at or above achievement level 4 in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2% (1)	20% (10)

<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	Low proficiency in reading has limited students comprehension of science content.	Content integration through reading and reading strategies will better help students comprehend science content questions.	Science Resource Teacher	Students will keep science portfolios that will be monitored by science resource teacher	Student Science Notebooks

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

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:

<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
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
Science Notebooks	3-5	Contact: AnneMarie Dilbert	Science Teachers 3-5	October	Walkthroughs/Viewing Notebooks	Administration
Green Conference	3-5	Dreyfoos School of the Arts	Science Teachers 3-5	October 19, 2012	Lesson Plans	Administration
Instructional technology	3-5	Science Coach	Science Teachers 3-5	On-going	walkthroughs/lesson plans	Administration

Science Budget:

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	75% of Galaxy students will be proficient in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (33)	75% (35)
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 are entering 4th grade with limited knowledge of sentence structure and grammar.	Primary teachers will receive professional development on oral language instruction and how oral language impacts writing development.	Administration, Reading Coach, Area 1 Reading Support, Teachers	Lesson Plans, Classroom Walkthroughs, Agendas, Sign-Ins, Teacher Reflections, Oral Language Assessment Results	Lesson Plans, Classroom Walkthroughs, Agendas, Sign-Ins, Teacher Reflections, Oral Language Assessment Results
2	Students are entering 4th grade with limited vocabulary	All teachers will receive professional development on vocabulary development and Tier 2 Vocabulary Instruction.	Administration, Area 1 Reading Support, Teachers	Lesson Plans, Classroom Walkthroughs, Agendas, Sign-Ins, Teacher Reflections, Oral Language Assessment Results	Lesson Plans, Classroom Walkthroughs, Agendas, Sign-Ins, Teacher Reflections, Oral Language Assessment Results
3	Students are entering 4th grade with limited knowledge of spelling patterns.	Professional Development and teacher materials for utilizing Words Their Way will be provided.	Administration, Area 1 Reading Support, Teachers	Agendas, Sign In, Reflections, Words Their Way Notebooks, Lesson Plans	Agendas, Sign In, Reflections, Words Their Way Notebooks, 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:	
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

Vocabulary Devel.	K-5	Dawn Sarnelli	School-wide	October 11, 2012	Word Walls, Classroom Walkthroughs	Administration, Reading Coach, Area 1 Reading Support
Oral Language	K-1	Lisa Steele	K-1	September 19, 2012	Lesson Plans, Classroom Walkthroughs	Administration, Reading Coach, Area 1 Reading Support
Words Their Way	1-5	Dawn Sarnelli	1-5	August 16, 2012	Lesson Plans, Classroom Walkthroughs	Administration, Reading Coach, Area 1 Reading Support

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Words Their Way	Zip/lock Bags, Magnetic Letters, Index Cards, Glue Sticks, Composition Books	Title I	$500.00
			Subtotal: $500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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: $500.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	By June 2013, Galaxy will reduce the number of excessive absences by 10%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
70%	77%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
134	147

	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
	62	56

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	Parental support for the importance of having their children at school Low attendance on early release days	Attendance recognition One Voice call outs daily to parents of students that are tardy or absent Parent Liaison to make home visits Attendance incentives for early release days	Administration	EDW attendance reports will be monitored to track students with excessive tardies and absences Guidance Counselor will work with families and truancy officer to encourage student attendance	EDW Attendance Reports
2	Students under the age of 6, don't count for compulsory attendance laws.	Kindergarten teachers will regularly communicate the importance of regular school attendance.	K Classroom Teachers; Administration	Administration will monitor kindergarten attendance.	EDW Attendance Reports

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

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

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

Attendance Budget:

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

No Data	No Data	No Data	$0.00
			Subtotal: $0.00

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	By June 2013 Galaxy Elementary will reduce the Out of School Suspension rate by 20%
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
17	14
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
17	14
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
71	57
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
42	34

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	Zero Tolerance for Fighting and Bullying	Staff will be trained in the School-wide Positive Behavior Support Program as part of the Single School Culture for Behavior and Academics All grades will attend regular behavior assemblies	Administration Guidance Counselor Teachers	Evaluations from Positive Behavior training Weekly meetings between administration to discuss student progress and Character Counts participation	EDW Dashboard Report PD Logs.

		Positive behavior choices will be recognized Develop Character Counts Program			
2	Students good decision making is not always recognized and rewarded.	Character Counts will be utilized to reward students showing good character and making positive behavior choices.	Administration Guidance Counselor Teachers	Student and teacher feedback	Character Counts rosters
3	Students do not always receive the same message about what is responsible and acceptable behavior.	Galaxy will institute the school wide STAR expectations to illustrate what constitutes appropriate and expected behavior.	Administration Guidance Counselor Teachers	Evaluation of discipline referrals	EDW Dashboard Report
4	Student disruption in the classroom causes teachers to stop instruction to address behavior.	S.O.S (Supporting Our Students) slips will be used to remove disruptive students from class immediately to increase instructional time.	Administration Guidance Counselor Teachers	Evaluation of discipline referrals Feedback from Teachers	EDW Dashboard Report
5	Few male role models for motivating African American boys.	The members of the Fraternal Order of Kappa Alpha Psi will volunteer on a weekly basis to mentor and motivate boys in behavior, respect for self and others, and academic achievement.	Principal Guidance Counselor	Feedback from members of Kappa Alpha Psi Feedback from Teachers reduced amount of discipline referrals	EDW Dashboard Report
6	Few extra curricular activities for girls.	Cheer Squad to give female students a motivating activity to achieve and excel academically.	Principal Confidential Secretary	Feedback from Teachers reduced amount of discipline referrals	EDW Dashboard Report

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

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

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

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.*	By June 2013, 60% of parents will participate in school activities as measured by attendance/sign-in sheets from all meetings, trainings, and school events.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
30% of parents participated in school activities.	60% of parents will participate in school activities as measured by attendance/sign-in sheets from all meetings, trainings, and school events.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents are not always aware of events and activities occurring at school.	Have a part-time Parent Liaison to help parents feel like they have an advocate Send home parent letters /newsletters notifying them of upcoming events One Voice call-out system Have student performances and invitations to encourage families to attend Develop a School-Parent Compact and Family Involvement	Parent Liaison Administration	Parent Involvement will be documented in Title 1 Notebook and 5 Star Award Portfolio.	School-Parent Compact Title 1 Portfolio

		Policy Plan			
2	Parents do not always have transportation to Plumosa, the holding site for Galaxy Elementary during new school construction	Hold some events and meetings at St. John's Baptist Church and Poinciana Elementary School	Administration	Attendance-Sign-in.	Parent sign-in
3	Students do not always pass on information to parents about school events.	Begin incentive program to promote attendance at school events. Grade level participation contests will be utilized.Winning classes will be awarded.	Administration, Teachers	Parent Sign Ins	Parent Sign Ins
4	Second language speaking parents may not feel comfortable attending events due to the language barrier.	Language facilitators will be available at events to translate.	Administration, Language Facilitators	Parent Sign Ins	Parent Sign Ins
5	Parents may not feel they have an opportunity to make decisions impacting the school	The evaluation of the Family Involvement Policy/Plan will take place October 18, 2012 The School-Parent Compact will be reviewed and implemented on September 20, 2012 Parents will be involved in the construction and implementation of the School Improvement Plan. Regular reviews and feedback will be given at monthly SAC Meetings.	Administration, Teachers, SAC		Parent Sign In School Parent Compact Family Involvement Policy/Play
6	Parent may not be aware of their child's Assessment Performance nor have the strategies to help their child increase their academic proficiency at home	Galaxy will conduct a Parent/Student/Teacher SAL-P (Student Assessment Literacy Program) data chat Training BAR-B-Q at the school. Parents and students will be trained in how to read the SAL-P and have take home strategies to improve academic assessment proficiency.	Administration, Teachers, SAC	Parent survey Strategy Packet handout	Parent Sign Ins Agenda Parent notification

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Parent Conferences and Parent Communication	All grade levels/subjects	Administration	All teachers and staff	November, 2012	Parent Conference Notes and Logs	Administration

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Liasion to assist with increasing family involvement	Salary and Benefits	Title I	$4,000.00
Mail outs of school events and FCAT scores	Postage	Title I	$162.00
			Subtotal: $4,162.00
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
Parent Trainings	Food, child care and supplies to prepare for trainings	Title I	$1,020.00
Parent and Student SAL-P (Student Assessment Literacy Program)Data Chat Training	BAR-B-Q, Homework Strategies Packet, Parent/Student Expectations presentation	Title 1	$1,500.00
			Subtotal: $2,520.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $6,682.00

End of Parent Involvement Goal(s)

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

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

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

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Monitoring Student Progress	Color Printer & Ink	Title I	$400.00
Reading	Increase Student Achievement	Saturday Tutorial and supplies	Title I	$4,100.00
Reading	LLI	LLI kits, charts, supplies	Title I	$2,500.00
CELLA	Home Listening Library Resources	Books/CDs/Portable CD Player	Title I	$1,000.00
Mathematics	Increase student achievement	Saturday Tutorial	Title I	$3,000.00
Writing	Words Their Way	Zip/lock Bags, Magnetic Letters, Index Cards, Glue Sticks, Composition Books	Title I	$500.00
Parent Involvement	Parent Liasion to assist with increasing family involvement	Salary and Benefits	Title I	$4,000.00
Parent Involvement	Mail outs of school events and FCAT scores	Postage	Title I	$162.00
				Subtotal: $15,662.00

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	Reading Resource Teacher	Salary and Benefits	Title I	$63,644.00
Reading	Reference guides to support teacher to appropriately identify students in the RtI process	Reference Guides	Title I	$415.00
Reading	LLI Training	Subs	Title I	$6,188.00
Mathematics	Math Coach	Salary and Benefits	Title I	$67,588.00
Parent Involvement	Parent Trainings	Food, child care and supplies to prepare for trainings	Title I	$1,020.00
Parent Involvement	Parent and Student SAL-P (Student Assessment Literacy Program)Data Chat Training	BAR-B-Q, Homework Strategies Packet, Parent/Student Expectations presentation	Title 1	$1,500.00
				Subtotal: $140,355.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $156,017.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

(Uploaded on 11/8/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
SAC Funds will be utilized for non-consumable materials and programs to ensure equitable resources for all students. SAC funds will also be utilized for Professional Development of teachers to assist with teaching pedagogy.	$4,515.00

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

The SAC Committee will be reviewing the School Improvement Plan at the monthly meetings.
The SAC will vote on SAC funding for various pedological programs and professional developments.
The SAC will participate in disseminating school information of upcoming event within the community.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Palm Beach School District
GALAXY ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	48%	46%	75%	25%	194	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	54%	45%			99	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?	62% (YES)	55% (YES)			117	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					410	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District
GALAXY ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	50%	54%	70%	17%	191	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	61%	64%			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?	76% (YES)	86% (YES)			162	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					478	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested