FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: ROSENWALD ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Dionne Napier

SAC Chair: Tequella Collins

Superintendent: Wayne Gent

Date of School Board Approval:

Last Modified on: 4/30/2013

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	Dionne Napier	Ed. S, Ed. Leadership – Nova Southeastern University M.S., Varying Exceptionalities – Nova Southeastern University B.S. Criminal Justice –Univ. of Central Florida	4	4	Assistant Principal at Rosenwald Elementary for four years. (2011-2012) State grade of C. High Standards in Reading: 36%,High Standards in Math 39%, High Standards in Writing: 90%, High Standards in Science:19%. Learning Gains: Reading:74% , Math:64% Lowest 25% Making Learning Gains in Reading:65%,Math: 70% (2010-2011)State grade of C and not meeting AYP standards. High Standards in Reading:51%, High Standards in Math: 61%, High Standards in Science: 16%, High Standards in Writing: 96%. Learning Gains: Reading:60%, Math:61% Lowest 25% Making Learning Gains in Reading: 57%, Math: 53% (2009-2010) State grade of D and not meeting AYP standards. In 09-10, High Standards in Reading: 48% High Standards in Math: 56% High Standards in Writing:

Title	Name	Degree(s)/Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record
		Certification: Varying Exceptionalities k-12, Elementary Ed. K-6, Educational Leadership – All Levels, ESOL endorsement			60%High Standards in Science: 18% Learning Gains: Reading: 62% Math: 51% Lowest 25% Making Learning Gains in Reading: 53% Lowest 25% Making Learning Gains in Math: 55% (2008-2009) State grade of D and not meeting AYP standards. In 08-09, High Standards in Reading: 32% High Standards in Math: 48% High Standards in Writing: 91% High Standards in Science: 13% Learning Gains: Reading: 44% Math: 57% Lowest 25% Making Learning Gains in Reading: 47% Lowest 25% making Learning Gains In Math: 73%
Assis Principal	Charlotte Loveley	M.S., Educational Leadership- Lynn University B.S., Elementary Education- Florida A&M University Certification: Educational Leadership All Levels English for Speakers of Other Languages (ESOL) K-12 Elementary Ed Grades 1-6	1	5	(2008-2009, 2009-2010, 2010-2011, 2011-2012)K-5 Instructional Specialist Curriculum Development and School Improvement. Beginning in 2010 – 2011 supported 4th grade students and teachers in preparation for the FCAT Writes. 2011 results are as follows: 1. Jupiter Elementary- 95% 2.North Grade Elementary- 94% 3. Orchard View Elementary- 69% 4. Rosenwald Elementary- 94% 5. Village Academy- 82% 6. Lantana Elementary- 76% 7. Westward Elementary- 75% (4.0 + State of Florida 81%, School District 85%) 2012 results as follows: 1. Jupiter Elementary- 94% 2.North Grade Elementary- 89% 3. Orchard View Elementary- 86% 4. Rosenwald Elementary- 90% 5. Village Academy- 86% 6. Lantana Elementary- 83% (3.0 + State of Florida 81%, School District 85%) Palm Beach County School District an 'A' rated for past 8 years.

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)
Math/Science	Amanda Brown	B.S. Organizational Management- Palm Beach Atlantic University State of Florida Certified Elementary Ed.K-6	2	2	Math Coach at Rosenwald Elementary 2011-2012 SY. FCAT Level 3 or Higher 39%, Math Gains 64%, Lowest 25% making learning gains 70%. Teacher at Glade View Elementary during the 2010-2011 School Year. 68% of 2nd grade students demonstrated proficiency on the Math Diagnostic Assessment. 64% of students made learning gains on Math Diagnostics.
Reading	Sharon Johnson	M.S. Elementary Education – NOVA Southeastern University B.S. Elementary Education – NOVA Southeastern University State of Florida Certifications: Elementary Ed. 1-6 ESOL Endorsement Reading Endorsement	11	4	Reading Coach at Rosenwald Elementary during the years of 2008 – present School Year. Students in grades 3-5 demonstrated the following in proficiency in Reading, learning gains and lowest 25% on the FCAT. 2011–2012 Level 3 or Higher 36%, Learning Gains 71%, Lowest 25 62% 2010-2011 Level 3 or Higher 51%, Learning Gains 60%, Lowest 25 57% 2009-2010 Level 3 or Higher 48%, Learning Gains 62%, Lowest 25 53% 2008-2009 Level 3 or Higher 32%, Learning Gains 44%, Lowest 25 47

Science	Tyron Fields	Bachelor degree Educati-Florida A&M University; K-6 elementary certification Reading Endorsement	1	1	2011-12 Science FCAT 10% proficient Glade View Elementary 5th grade Science teacher 2010-11 Science FCAT 76% proficient Glade View Elementary 5th grade Science teacher 2009-10 Science FCAT 59% proficient Glade View Elementary 5th grade Science teacher 2008-2009 Science FCAT 46% proficient Glade View Elementary 5th grade Science teacher

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. Assign mentors to new teachers	Principal	August 30, 2012	
2	2. Classroom Walk-through observations	Principal and Assistant Principal	On-going	
3	3. Grade level and/or grade level department LTM meetings	Principal and Assistant Principal	Monthly through-out the school year	
4	4. Teacher Data Chats with Administrator	Principal and Assistant Principal	On-going	
5	5. Mentor and pair new teachers with veteran staff	Grade Chairs	On-going	
6	6. Provide model lessons of best practices in reading, mathematics, science	District staff, Reading Coach, Science Coach, and Math Coach	On-going	
7	7. Conduct professional development to support high quality instructional practices	Principal, Assistant Principal, District Staff, Reading Coach, Science Coach, and Math Coach	On-going	
8	8.Mentor and pair new teachers with veteran staff	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
N/A	Provide professional development in Marzano Design Questions, Elements and Desired Effects for any teacher who becomes non-highly effective, ensure that he/she completes appropriate coursework, and assign a highly effective mentor teacher as 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
24	4.2%(1)	54.2%(13)	25.0%(6)	16.7%(4)	33.3%(8)	100.0%(24)	4.2%(1)	0.0%(0)	33.3%(8)

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
Josie Boone	Shamekia Camel	Mrs. Boone has served as a regular education teacher, Reading Coach, and SAI teacher. She has data documenting years of moving students to proficiency. Mrs. Boone has also completed the Clinical Education Training through the district which prepares her for mentoring others.	Mrs. Camel will participate in the Educator Support Program or ESP which outlines activities that will be implemented with her and Mrs. Boone. In addition, Mrs. Camel will receive support from the Assistant Principal, Ms. Lovely, who is the ESP contact. Mrs. Boone will provide Mrs. Camel with feedback and assistance with lesson planning and developing the classroom environment.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Services are provided to ensure students requiring remediation are provided supplemental instruction through tutorial services, and Summer School. Funds are available for resources, teachers, staff development and family involvement.

Title I, Part C- Migrant

Services and support are provided by the migrant liaison.

Title I, Part D

District receives funds to provide support services. These services are coordinated with the District's drop-out prevention program.

Title II

The District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement educational programs.

Title III

The District provides services and educational materials to improve the education of immigrant and English language learners.

Title X- Homeless

District Area Attendance Specialists provide resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI teacher will be provided to support iii students at the school.

Violence Prevention Programs

The school offers anti-drug programs and non-violence programs with assistance of the school's resource officer.

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

Nutrition Programs

N/A

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, Guidance Counselor/ELL Contact, School Psychologist, Classroom Teacher, Reading Coach and Math/Science Coach.

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

The school-based RtI Leadership Team meets 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 an 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 school –based RTI Leadership team will use the Problem-Solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and /or behavioral support (supplemental or intensive). An intervention plan will be developed (PBSD form 2284) which identifies a student's specific areas of deficiencies. The team will ensure the necessary resources are made available and the intervention is implemented with fidelity. Problem-Solving Model:
The four steps of the Problem-Solving Model are:

1.Problem Identification -entails identifying the problem and the desired behavior for the students.
2.Problem Analysis- involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
3. Intervention Design and Implementation -involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.

4.Evaluating -is also termed Response-to-Intervention. In this step, the effectiveness of a student's or a group of students' responses to the implemented intervention is evaluated and measured. The problem-solving process is self-correcting,and, if necessary, recycled in order to achieve the best outcomes for all students.

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

Members of the school-based RTI Leadership Team will meet with the School Advisory Council (SAC) and will help develop the SY13 SIP. Utilizing the previous year's data, information on Tier 1,Tier 2,and Tier 3 targets, and focus attention on deficient areas will be discussed. Additional topics for discussion include, but are not limited to, the following:
• FCAT scores and the lowest 25%
• AYP and subgroups
• Strengths and weaknesses of intensive programs
• Mentoring, tutoring, and other services

MTSS Implementation

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

Baseline Data:
Florida Comprehensive Assessment Test (FCAT)
Florida Assessment for Instruction in Reading (FAIR)
Palm Beach County Fall Diagnostics
Palm Beach Writes
K-4 Literacy Assessment for Reading
Progress Monitoring and Reporting Network (PMRN)
Comprehensive English Language Learning Assessment (CELLA)
Office Discipline Referrals
Retentions
Absences

Midyear:
Florida Assessment for Instruction in Reading (FAIR)
Palm Beach Writes
Progress Monitoring and Reporting Network (PMRN)
K-4 Literacy Assessment System

End of year data:
Florida Assessment for Instruction in Reading (FAIR)
Florida Comprehensive Assessment Test (FCAT)
FCAT Writes

Describe the plan to train staff on MTSS.

The Principal will work with the school's Professional Development Team and Area personnel to schedule professional development (PD)for the faculty throughout the year. These PD opportunities will include, but are not limited to, the following:

• Problem Solving Model
• Consensus Building
• Positive Behavioral Intervention and Support (PBIS)
• Data-base 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.

The ESE contact as part of the school-based RTI Leadership Team will provide monthly updates to team members as to the status of students receiving support through the RTI process. During these meetings, a plan will be developed to address any concerns dealing with documentation of interventions, teacher training,etc. This plan may include but is not limited to:

individual/grade level/ or school-wide PD, student observations, teacher-parent conferences, etc.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The LLT is composed of the Principal(Dionne Napier), Assistant Principal(Charlotte Lovely), Reading Coach(Sharon Johnson), Math/Science Coach (Amanda Brown and Tyron Fields), Guidance Counselor (Jymel Andrews), 3 teachers (Julia McLaughlin, Josie Boone and Jeralene Johnson), and the Learning Team Facilitator (LTF).

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

The LLT (which also serves as the school Leadership Team) meets at least once a month. The principal serves as the chairperson and forms the agenda based on team input. Each member of the team is responsible for monitoring the academic progress of various subjects and subgroups.

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

The major initiatives of the LLT is to use the Fountas and Pinell Continuum of Literacy to build a strong foundation for instruction during the Literacy Block. This includes a professional development focus on Guided Reading and Skills groups, Development and utilization of Higher Order thinking questions, and using the Read Aloud/Think Aloud to model effective reading strategies to build comprehension.
The LLT will also determine and monitor the implementation of select staff development based upon the needs of the staff and students as a result of classroom observations and assessment results.

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 Rosenwald 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, Print/Letter Knowledge, and Phonological Awareness/Processing. Specifically, the Florida Assessment for Instruction in Reading (FAIR) will be used to assess basic academic skill development and academic school readiness of incoming students.

Screening data will be used to plan daily academic and social/emotional instruction for all students including those who will need interventions beyond core instruction.

K-4 Literacy Assessment and FAIR will be re-administered mid-year and at the end of the year in order to determine student learning gains and to determine the need for changes to instructional/intervention programs.

The school will meet with daycares in the surrounding areas to provide data that reflects the strengths and weaknesses of incoming Kindergarten students. The school will provide kindergarten-readiness folders to daycares to view with parents during their parent events. These resources are designed to prepare and enrich the academic performance of children entering kindergarten. Parents, daycare faciliites, and community members will be invited to the annual Kindergarten Round-up.

*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

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

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:	Rosenwald's goal is to increase the percent of students scoring level 3 and above to 50% (46).
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (36) scored level 3 or higher on FCAT Reading in 2012.	50% (46) will score level 3 or higher on FCAT Reading in 2013.

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	Continue implementation of Reader's Workshop with fidelity in all reading classes.	Implement strategies from Reader's and Writers Worshkop. Reader's Workshop support through the coaching cycle.	Administration Reading Coach	Class walkthroughs, review of lesson plan units of study, and collegial planning	Reading Diagnostic, FCAT 2013, Core K-12, and K-4 Literacy Assessment Results
2	Lack of vocabulary skills to function on grade level.	Implement Word Study and Degrees of Words	Administration Reading Coach Teachers	Performance on NGSSS,Comprehension Checks,and FAIR	Progress Monitoring FAIR
3	Enhancing teacher presentation in order to address various student learning styles and needs.	Utilize presentation station and audio enhancement system to meet the needs of various learning styles in the classroom.	Administration Reading Coach	Performance on NGSSS,Comprehension Checks or FAIR Classroom Walk-throughs	Progress Monitoring, Classroom walk-throughs
4	Limited use of comprhension strategies to comprehend grade level text.	Identify, model, and monitor comprehension strategies using the Continuum of Literacy as a guide.	Administration Reading Coach	Performance on NGSSS, Comprehension Checks, and FAIR	Reading Diagnostics and FCAT 2013 K-4 Literacy Assessment
5	Limited access to a variety of texts and genres based upon varying reading levels.	Implement use of IPADS and apps to address various learning styles in the classroom.	Administration Reading Coach Classroom teacher ITSA	Class walkthroughs, review of lesson plans, observations	Reading Diagnostics FCAT K-4 Literacy Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Student will increase reading proficiency by two levels as measured by the K-4 Literacy Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
*	*

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Rosenwald's goal is to increase the percentage of students scoring a level 4 or higher to 14%(13)on FCAT 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 10% (9) scored level 4 or 5 on FCAT Reading in 2012.	In 2013, 14%(13) of students in grades 3-5 will achieve a level 4 or above on FCAT Reading.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher planning higher level literacy learning centers.	Continue the use of higher level reading activities such as Graphic Organizers, Anchor Charts, Literature Circles, High Quality Literacy Centers, Collaborative planning for teachers as well as Utilize the Coaching Cycle.	Administration Reading Coach Teachers	Monitor guided reading and literacy work stations for quality instruction and differentiated literacy stations	Reading Diagnostic FCAT, Classroom Walk-through
2	Lack of additional reading time outside the instructional day.	Incorporate the Reading Counts Incentive reading program.	Media Specialist Administration	Student Report indicating students' performance on reaching Reading Counts Goals.	Reading Counts data FCAT SRI FAIR Comprehension Readings scores in 2013

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:	Student will increase reading proficiency by two levels as measured by the K-4 Literacy Assessment.
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:	In 2013, 68% (62) of students in grades 3-5 will achieve learning gains in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012,71%(28) of students made learning gains in Reading.	At least, 68% (62) of students will make learning gains on FCAT Reading in 2013.

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	Differentiated curriculum to meet the needs of all students	Determine core instruction needs by reviewing assessment data for all students. Plan differentiated instruction using evidence-based strategies and interventions within the 90 minute reading block. Utilize coaching cycle. Additional daily supplemental reading support	Administration, Reading Coach, Teachers	Lesson plans must reflect researched based differentiated reading instruction; Student Data Chats, and on-going Progress Monitoring.	FAIR FCAT Reading Diagnostic
2	Lack of vocabulary skills to function on grade level.	Implement Word Study Utilize Coaching Cycle Shades of Meaning	Administration Reading Coach	Analysis of student performance on District Benchmark, Comprehension Checks , FAIR, and Classroom Walk-throughs.	Progress Monitoring or FAIR and Classroom Walk-throughs
3	Limited motivation to read.	School-wide incentives: Reading Counts a.k.a. Principal's Heroes each trimester and Reading Plus	Administration Media Specialist	Observation of students' participation in incentive and monthly monitoring	Reading Counts reports Reading Plus Data Reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Student will increase reading proficiency by two levels as measured by the K-4 Literacy Assessment.
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:	At least, 65% (59) of students in the lowest quartile will display learning gains on FCAT Reading in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 62%(55)of students displayed learning gains on FCAT Reading 2012.	In 2013, 65% (59) will display learning gains on FCAT Reading 2013.

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 in lowest quartile need additional time for instruction and practice.	Offer after school tutorial program to all students in the lowest quartile. Provide Supplemental Academic Instruction to students during the day.	Assistant Principal	Analysis of data reports, Comprehension Check, and FAIR	Progress Monitoring Tool, FCAT 2012 or Destination Reading
2	Inability to consistently demonstrate proficiency at grade level.	In addition to the core curriculum, plan specific interventions for students not responding to core curriculum.(i.e. LLI- Level Literacy Intervention by Fountas & Pinnell)	Administration Teachers Reading Coach SAI Teachers	Monitor and utilize data to determine effectiveness of intervention.	FCAT Comprehension Checks FAIR On-going Progress Monitoring

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 # 32% (23) will meet the Annual Measurable Objectice in Reading by 2013. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	36	38	45	51	57	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making

satisfactory progress in reading. Reading Goal #5B:		The results show 50% (45)of black students did not make satisfactory progress in reading during the 2012 school year.		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
In 2012, 36% (25) black students were proficient in reading.		In 2013, 50% (45) of black students will show proficiency in reading.		

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<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
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<td></td>
<td>Anticipated Barrier</td>
<td>Strategy</td>
<td>Person or Position Responsible for Monitoring</td>
<td>Process Used to Determine Effectiveness of Strategy</td>
<td>Evaluation Tool</td>
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<tr>
<td>1</td>
<td>Lack of text in the home.</td>
<td>Provide an opportunity for parents and students to check out books for Reading Counts to increase access to a variety of texts across content areas.</td>
<td>Administration Reading Coach Media Speicialist</td>
<td>Record of checkout

Student Reading Logs and Notebook entries</td>
<td>FAIR FCAT</td>
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<td>2</td>
<td>No computer access at home to practice skills.</td>
<td>Use computer lab before, during, and after school to access Reading Plus.</td>
<td>Administration Readig Coach Teachers</td>
<td>Observations Computer Lab sign-in logs</td>
<td>FAIR FCAT</td>
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<tr>
<td>3</td>
<td>Black students need additional time for instruction and practice.</td>
<td>Offer after school and/or Saturday tutorial program to all students.</td>
<td>Assistant Principal</td>
<td>Analysis of data reports, Comprehension Checks, and FAIR</td>
<td>Progress Monitoring Tool, Florida Achieves, and FCAT 2012</td>
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<td>4</td>
<td>Identifying specific needs of subgroups</td>
<td>Administration will conduct walkthroughs using Marzano to identify effective instructinal strategies.</td>
<td>Administration Area 3 Administration</td>
<td>Student progress monitoring logs Completed observations/walkthroughs uing iobservation</td>
<td>FCAT 2013 IObservation tool</td>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	There are not enough students to make a subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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<td>N/A</td>
<td>N/A</td>
</tr>
</table>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	There are not enough students to make a subgroup.

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	N/A	N/A

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

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The percent of economically disadvantage students who score a level 3 or higher will be 50% (21).
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (31) of economically disadvantage students scored level 3 or above on FCAT Reading 2012.	50% (21) or more of economically disadvantage students will score level 3 or above in Reading on FCAT Reading 2013.

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	No computer access at home to practice skills.	Use computer lab before and after school to access Reading Plus.	Administration Reading Coach Teachers	Observations Computer Lab sign-in logs	FAIR FCAT
2	Inability to consistently demonstrate proficiency at grade level.	In addition to the core curriculum, plan specific interventions for students not responding to core curriculum. (i.e. LLI-Leveled Literacy Intervention by Fountas and Pinnell.)	Administration Teachers Reading Coach	Monitor and utilize data to determine effectiveness of intervention	FCAT 2013 Comprehension Check FAIR On-going Progress Monitoring

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
Continuing the Reader's Workshop model with fidelity	K-5	District Personnel Reading Coach	Instructional staff (k-5), Resource teachers, coaches	On-going	Walkthroughs Observations Lesson Plans	Adminstration Reading Coach
Using the						

Continuum of Literacy to develop teaching points/strategies for Guided Reading.	K-5	District Personnel Reading Coach	Instructional staff (k-5),Resource teachers, Coaches	On-going	Walkthroughs, Observations Lesson Plans	Administration Reading Coach
Vocabulary development (shades of meaning, multiple meaning words, and context clues)	K-5	District Personnel Reading Coach	Instructional staff (k-5), Resource teahers, Coaches	On-going	Walkthroughs, Observations, Lesson Plans,	Administration Reading Coach
Creating Literacy Learning Centers during the reading block	K-5	District Personnel Reading Coach	instructional staff (k-5) Resource teachers, coaches	On-going	Walkthroughs Observations Student data binders	Administration Reading Coach
Teacher's College Reading/Writing Institutes	K-5	Columbia Teacher's College Staff Developers	instructional staf (k-5), Resource teachers, coaches	On-going	Walkthroughs Observations Student data binders	Administration
International Reading Association Conference	K-5	IRA Staff Developers	Instructional Staff (k-5), Resource teachers, coaches	On-going	On-site PD Walk throughs observations	Administration
Thinking Maps	K-5	Watson/Evans	Instructional Staff (K-5) Resource teachers Coaches	November	Walkthroughs Observations Student completed work	Administration
Leveled Literacy Intervention (LLI) Training	K-5	District Personnel Reading Coach	Instructional Staff (K-5) Resource teachers Reading Coach Fine Arts teacher	November	Walkthroughs Observations Lesson Plans for LLI	Administration
Professional Development on implementing ESOL strategies in all content areas.	K-5	District ESOL Personnel	Instructional staff (k-5) Resource teachers Reading Coach Fine Arts teacher	November	Walkthroughs Observations Student work samples	Administration ESOL Contct District ESOL Coordinator
Continuing the Reader's Workshop Model with fidelity	Administration	K-12 Curriculum Dept	Reader's and Writer's workshop training for administrators Iobservation (Marzano) training	On-going	Walkthroughs, Observations, and Learning Teams	Administration Area 3 Superintendent
Analyze Reading Diagnostic Results through the use of EDW Reports and Florida Continuous Improvement Model (FCIM).	3-5	Administration Reading Coach	Instructional staff (3-5) Resource teachers Reading Coach	On-going	Learning Team Meetings Collaborative Planning Instructional Focus Calendars (IFCs)	Administration Reading Coach
Utilize Ipads in the classroom to differentiate practice of comprehension strategies that address multiple genres.	K-5	ITSA Reading Coach	All Instructional staf	On-going	Classroom Walkthroughs Observations	Administration Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Continue implementation of Readers Workshop	Consumable items: Easel pads, copier paper, pens, pencils, notebooks, folders, sticky notes, book baggies, etc	SIG	$2,000.00
Provide professional development for K-5 teachers	Reading Coach	Title I	$67,588.00
Offer after school tutorial program to all students in the lowest quartile.	Reading Resource books (Florida Ready) for reinforcement of State Standards	Title I	$1,000.00
			Subtotal: $70,588.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Plus Software program	Software program enables students to practice remedial skills in order to improve reading	Title I	$2,000.00
IPADS	IPAD hardware enables students to practice reading strategies on a variety of texts.	SIG	$50,000.00
IPAD Apps	Apps allow for a variety of texts and features to be downloaded on IPADS for students to use daily in class.	Title I	$3,000.00
			Subtotal: $55,000.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Implement Word Study and Vocabulary instruction(shades of meaning)	Professional development on how to develop and incorporate learning centers focused on word study and vocabulary	SIG	$1,500.00
In addition to core curriculum, plan specific interventions for students not responding to core curriculum.	Professional development on creating lesson plans using Leveled Literacy Intervention Kits (LLI by Fountas and Pinnell)	SIG	$1,500.00
Analyze Diagnostic Reading Results by use of EDW Reports.	Purchase high volume laser printer.	Title I	$4,000.00
			Subtotal: $7,000.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $132,588.00

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:	Students scoring proficient in listening/speaking will increase to 36% (12) on the 2013 CELLA assessment.
2012 Current Percent of Students Proficient in listening/speaking:	
24% of students demonstrated proficiency on the 2012 CELLA assessment.	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited Vocabulary (English Language)	Vocabulary activities to inlcude visual representations such as pictures, realia, etc. Increase use of cooperative learning groups in the classroom to increase use of vocabulary.	Administration ESOL Contact District ESOL Coordinator	Walkthroughs Observations Student Writing samples	Observations Palm Beach Writes Published Writing Student Writing Notebooks/Folders CELLA 2013 results
2	Limited use of ESOL strategies in the classrooms	Professional Development on implementing ESOL strategies in all content areas.	Administration	Walkthroughs Observations Student work samples	Observations Palm Beach Writes Published Writing Student Writing Notebooks/Folders CELLA 2013 results

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:	Students scoring proficient in Reading will increase to 50% ( ) on the 2013 CELLA assessment.
2012 Current Percent of Students Proficient in reading:	
4% (1) of students demonstrated proficiency on the 2012 CELLA Assessment.	

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited Vocabulary (English Language)	Vocabulary activities to include visual representations such as pictures, realia, etc. Increase use of cooperative learning groups in the classroom to increase use of vocabulary.	Administration ESOL Contact District ESOL Coordinator	Walkthroughs Observatins Student Writing samples	Observations Palm Beach Writes Published Writing Student Writing Notebooks/Folders CELLA 2013 results
2	Limited use of ESOL strategies in the classrooms	Professional Development on implementing ESOL strategies in all content areas.	Administration	Walkthroughs Observations Student work samples	Observations Palm Beach Writes Published Writing Student Writing Notebooks/Folders CELLA 2013 results

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	Students scoring proficient in Writing will increase to 50% ( ) on the 2013 CELLA assessment.

2012 Current Percent of Students Proficient in writing:

0% (0) of students demonstrated proficiency on the 2012 CELLA assessment.

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited Vocabulary (English Language)	Vocabulary activities to include visual representations such as pictures, realia, etc. Increase use of cooperative learning groups in the classroom to increase use of vocabulary.	Administration ESOL Contct District ESOL Coordinator	Walkthroughs Observations Student Writing Samples	Observations Palm Beach Writes Published Writing Student Writing Notebooks/Folders CELLA 2013 results
2	Limited ue of ESOL strategies in the classrooms	Professional Development on implementing ESOL strategies in all content areas.	Administration	Walkthroughs Observations Student work samples	Observatins Palm Beach Writes Published Writing Student Writing Notebooks/Folders CELLA 2013 results

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
On-going training for Readers Workshop	Consumable materials: Easel pads, copier paper, pencils, pens, sticky notes (post-its), high lighters, high lighter tape, composition notebooks, spiral notebooks, binders, two-pocket folders,	Title I	$3,000.00
Implement Word Study and vocabulary instruction (ex. Shades of Meaning)	Thesarus, dictionary, folders, index cards, markers, pencils, pens,baggies	Title I	$1,000.00
			Subtotal: $4,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Readers and Writers Workshop Training Columbia College, New York, New York	PD at Columbia's Teacher College in New York	School Improvement Grant	$10,000.00
Implement Word Study and Degrees of Words	Professional Development on how to create rigorous centers for vocabulary and word study	SIG	$1,500.00
In addition to Core curriculum, plan specific interventions for students using Leveled Literacy Interventions (LLI by Fountas and Pinell)	Professional Development on how to plan for intervention groups using LLI kit.	SIG	$3,000.00

			Subtotal: $14,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $18,500.00

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	Rosenwald's goal is to increase the percent of students scoring level 3 to 75% (68).
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (23) of students in grades 3-5 scored level 3 or higher on FCAT math in 2012.	75%(68)of students currently enrolled in grades 3-5 will score level 3 on FCAT Math in 2013.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New math textbook series	Utilize the Go-Math resources provided to by the district and 60 Minute Math Block cycle. Utilize Coaching Cycle.	Administration District Area Support Specialist	Review lesson plans and conduct walkthroughs to monitor math cycle. Monitor coaching cycle.	Lesson Plans Classroom Walkthroughs
2	Continued to implement Next Generation Sunshine State Standards for Math with fidelity	Utilize NGSSS when developing lesson plans and Instructional Focus Calendar. Collegial planning to include the "unpacking of standards". Utilize Coaching cycle.	Administration District Area Support Specialist.	Lesson Plans, Learnig Team Meetings (Data analysis), and classroom observations/walkthroughs Monitor coaching cycle.	FCAT Math 2013 Lesson Plans Classroom walkthroughs
3	Students have not mastered previous grade level benchmarks.	Utilize Acaletics to support each big idea. Utilize coaching cycle. Provide instruction on problem solving strategies. Create IFC based upon deficits in prerequisite skills. SAL-P , Data Chats	Administration and Teachers	Analysis of Math diagnostics, informal observations of Acaletics Quik-Piks for grade 2-5. Monitor Coaching cycle	FCAT Math 2013, Math diagnostics, and classroom observations and classroom walkthroughs

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:	Student will demonstrate one year's growth as measured by Benchmark Assessments/ Access Points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
*	*

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The percentage of students scoring a level 4 or above will increase to 20% (18)on FCAT Mathematics 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13%(11) of students in grades 3-5 scored level 4 or 5 on FCAT Math in 2012.	20% (18) of students in grades 3-5 will achieve above proficiency on FCAT 2013 in mathematics.

<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	Creating rigorous lessons utilizing New math textbook series, along with NGSSS.	Utilize Go Math resources provided by district. Collegial planning to include how to utilize resources and unpack NGSSS standards to address students working above grade level.	Administration District Area Support Specialist	Class walkthroughhs Lesson Plans IFC's	FCAT Math 2013 Math Diagnostics Classroom Observations and walkthroughs Core K-12
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 group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	Student will demonstrate one year's growth as measured by Benchmark Assessments/ Access Points.
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		

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:	In 2013, the expected level of performance will be 65%(59) of students in grades 3-5 will achieve a learning gain in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 62%(30) students making learning gains in math.	At least 65%(59) of students will display learning gains on FCAT Math in 2013.

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 additional time in the schedule for remediation for students.	Provide after school tutorial for students not responding to core curriculum during the math block.	Administration	Learning Team Meetings (Data analysis and chats) Tutorials Lesson Plans Benchmark Assessments	Progress Monitoring Tool, Classroom walkthroughs, FCAT Math 2013, Math 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 mathematics. Mathematics Goal #3b:	Student will demonstrate one year's growth as measured by Benchmark Assessments/ Access Points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
*	*

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	At least 70% of students in the lowest quartile will display learning gains on FCAT Math in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (24)of students in the lowest quartile displayed learning gains on FCAT Math 2012.	70% currently enrolled students in the lowest quartile will display learning gains on FCAT Math 2013.

	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 more small group instruction.	Utilize math rotational center model to offer differentiated instruction and the opportunity for small group instruction Utilize coaching cycle.	Administration	Classroom walkthrough	Lesson Plans Classroom Walkthrough
2	Students need additional time to master math skills.	Offer afterschool tutoring for math to all students in the lowest quartile. Understanding and utilizing problem solving strategies.	Administration	Analysis of Math Data Learning Team Meetings (data chats and analysis) Model problem solving strategy for sstudents.	FCAT Math 2013, Math Diagnostics, Core K-12

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 #
	47% (23) will meet the Annual Measurable Objective (AMO) in Mathematice in 2013. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	39	52	57	61	66	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The percent of Black students demonstrating proficiency will be 75%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (46) of Black students scored level 3 or higher on FCAT Math 2012.	75% of Black students will score level 3 or above on FCAT Math 2013.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited fluency in remedial math skills (ie. addition and subtraction facts, multiplication facts)	Implement Secondary benchmark or focus to address remedial skills. Utilize Reflex Math Software to provide practice with basic skills.	Administration District Area Math Specialist	Class Walkthroughs Usage Report for Reflex Math Lesson Plans	Math Diagnostic Core K-12 FCAT 2013
2	Covering all benchmarks for grade level.	Utilize Question of the Day and Acaletics to provide continous exposure to students on all Big Ideas/Benchmarks	Administration District Area Math Specialist	Class Walkthroughs Lesson Plans Core K-12	Math Diagnostics Core K-12 Florida Achieves FCAT 2013

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:	There are not enough students to make a subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	There are not enough students to make a subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The percent of Economically Disadvantaged students who will score a level 3 or higher is
2012 Current Level of Performance:	2013 Expected Level of Performance:
% of students scored a level 3 or higher on FCAT 2012.	In 2013, % of Economically Disadvantaged Students will score a level or higher on FCAT 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
	Utilizing New Math	Utilize Go Math Resources	Administration	Class Walkthrough	Math Diagnostics

1	textbook series along with NGSSS with fidelity	and the NGSSS in developing and presenting daily lessons. Also, focus on unpacking NGSSS during collegial planning.	Math Coach	Lesson Plans	Core K-12 FCAT Math 2013

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
Go Math Training along with NGSSS and Common Core	K-5	District Personnel	K-5	On-going	Learning Team Meetings Data Chats Observations Lesson plans	Administration District Personnel
Reflex Math	K-5	Math teachers	K-5	November 2012	Walkthroughs Observations	Administration
Create Instructional Focus Calendars based upon student data	K-5	District Personnel Administration	K-5	October 2012 January 2013	Observations Lesson Plans Learning Team Meetings Data Chats	Administration District Personnel
Acaletics	K-5	Math teachers	2-5	November 2012	Observation Tutorial Lesson Plans	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Offer math tutorial for all students in lowest quartile.	Math Resource books (Florida Ready) for reinforcement of state standards	Title I	$1,000.00
Provide instruction on problem solving strategies.	Everglades math resource book provides additional math resource for differentiating instruction and modeling problem solving strategies.	Title I	$2,000.00
			Subtotal: $3,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Create Instructional Focus Calendar (IFC) based upon prerequisite skills not mastered.	Reflex Math program provides practice on remedial math skills	Title I	$2,000.00
			Subtotal: $2,000.00
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

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:	Rosenwald's goal is to increase the percentage of students scoring level 3 and above to 50% (10)on the FCAT Science 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (5) of students enrolled in 5th grade scored level 3 and above on FCAT Science in 2012.	50% (6)of students currently enrolled in 5th grade will score a level 3 and above on FCAT Science in 2013.

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 additional instructional time outside of regular academic school day	Implementation of before/after school tutoring program Utilize Science Coach to support components of the coaching cycle.	Administration	Lesson plans, Learning Team Meetings (data analysis) and classroom observations and walkthroughs	Science Diagnostics, Benchmark Assessments, Core K-12,and FCAT Science 2013
2	Limited prior knowledge of science content and vocabulary.	Increase real-world/hands on lab activities and field trips to enhance comprehension of science content. Utilize Science Coach to support components of the coaching cycle. Use of Gizmos and FCAT Explorer to increase knowledge of content and vocabulary.	Administration	Lesson Plans,Learning Team Meetings, Student Science notebooks, classroom observations, walkthroughs, and science notebooks.	Science Diagnostics, Benchmark Assessments, Core-K-12 and FCAT Science 2013
3	New Science Textbook Series and NGSS Standards	Utilize Science Fusion resources and Science NGSS Standards daily in developing and implementing instruction. Utilize Science Coach to support components of the coaching cycle. Cross grade level planning.	Administration Science Coach	Analysis of Science Diagnostic Scores to determine if we are on track for students scoring level 3 or higher on FCAT Sciencde 2013	Benchmark Assessments, Core K-12, Science Diagnostics and Science FCAT 2013
4	Problem Solving Skills/Critical Thinking	Hands-on labs/activiites Utilization of Science Notebooks Classroom Experiments Student Guided Lessons with Science Fusion	Administration Science Coach	Lesson Plans, Learning Team Meetings, Student notebooks, classroom observations, and walkthroughs.	Science Diagnostics, Benchmark Assessments, Core K-12, and FCAT Science 2013

		Use of Gizmos and FCAT Explorer			

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:	Student will demonstrate one year's growth as measured by Benchmark Assessments/ Access Points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
*	*

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The percentage of students scoring a level 4 or above will increase to meet the school goal of 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3% (1) of students in 5th grade scored a level 4 or 5 on FCAT Science in 2012.	20% (4) of students currently enrolled in 5th grade will score a level 4 or 5 on FCAT Science in 2013.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Limited prior knowledge of science content</td><td>Increase real-world/hands on experiences through field trips to enhance comprehension of science content. Utilize Science Coach to support components of the coaching cycle. Use Gizmos and FCAT Explorer to increase knowledge of content</td><td>Administration</td><td>Lesson Plans,Learning Team Meetings (data analysis),classroom observations and walkthroughs</td><td>Science Diagnostics, Benchmark Assessments, Core K-12, and FCAT Science 2013</td></tr>
<tr><td>2</td><td>Lack of additional instructional time outside of the regular academic day</td><td>Implementation of before/after school tutorial program. Utilize Science Coach to support components of the coaching cycle.</td><td>Administration</td><td>Lesson Plans, Learning Team Meetings (data analysis) and classroom observations and walkthroughs</td><td>Science Diagnostics, Comprehension Checks, Benchmark Assessments, Core K-12, and FCAT Science</td></tr>
</table>

					2013
3	New Science Textbook Series and NGSSS Standards	Implement training for new Science Fusion textbook and Science NGSSS Standards. Utilize Science Fusion Resources provided by the district to meet Next Generation Sunshine State Standards.	Administration Science Coach	Analysis of Science Diagnostic Scores to determine if we are on track for students scoring level 3 or above.	Benchmark Assessments Core K-12 FCAT Science 2013
4	Problem Solving/Critical Thinking	Hands-on Labs/Activities Utilization of Science Notebooks Classroom Experiments Student guided Lessons with Science Fusion Use of Gizmos and FCAT Explorer Utilization of Coaching Cycle	Administration Science Coach	Lesson Plans Learning Team Meetings Student Science Notebooks Class observations Walkthroughs	Science Diagnostics Benchmark Assments Core K-12 FCAT Science 2013

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:	Student will demonstrate one year's growth as measured by Benchmark Assessments/ Access Points.
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
Science						

Notebooks-Developing and implementing notebooks in the science classroom	K-5	District Personnel and Science Coach	Instructional staff (k-5) Resource teachers and coaches	October 2012	Class walk throughs focusing on notebooks	Administration Science Coach
Think Central -Utilizing Science Fusion in the classroom	K-5	Area and District Support Specialist	Instructional staff (k-5) Resource teachers and coaches	November 2012	Class walk throughs Observations Lesson Plans Usage Report for Science Fusion	Administration Science Coach
Critical Thinking in the Science Classroom	K-5	Learning Team Facilitator/Science Coach/District personnel	Instructional staff (k-5) Resource teaches and coaches	On-going	LTM -agendas PD -agendas Lesson Plans Class walk throughs/observations	Administration Science Coach
National Science Teacher Association (NSTA) Regional Conference - Atlanta, GA	K-5	NSTA	Instructional staff,Science coach, administration	November 1-3, 2012	On-site PD class walkthroughs/observations	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Hands-on Labs/Activities Utilization of Science Noteooks Classroom Experiments	Notebooks are used for students to demonstrate understanding of science content, record labs/experiments, write across the content areas, and develop critical thinking skills.	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
Limited Prior knowledge of Science Content and vocabulary.	National Science Teacher Association Regional Conference (NSTA)	Title I	$6,000.00
			Subtotal: $6,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $7,000.00

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.	Rosenwald's goal is to increase the percentage of students scoring a level 4.o or above on FCAT Writes to

	Writing Goal #1a:	97%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
90% (17) of 4th grade students scored a level 3.0 or above on the 2012 FCAT Writes.	97% (27) of students currently enrolled in 4th grade will score a 4.o or above FCAT Writes 2013.

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	Full implementation of Writing Workshop with fidelity.	Utilize Writer's Workshop Units of study to develop lessons/strategies for Writer's Workshop. Participate in writing training Teachers College in New York.	Administration	Classroom walkthroughs and observations, writing notebooks, published pieces, and lesson plans.	Palm Beach Writes, unit publications, writing notebooks, and comprehension checks, and FCAT 2013
2	Lack of school-wide writing plan.	Develop and implement a school-wide writing plan.	Administration	Classroom walkthroughs and observations, lesson plans, administrative,and writing notebooks.	Palm Beach Writes, unit publications, writing notebooks, FCAT Writes 2013

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:	Student will increase by at 1 writing level as measured by Writing Comprehension Checks and Writing Calibration Anchor Papers.
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
Participate in writing training Teachers College in New York.	All grades	Teacher's College	All teachers	on-going	Writing prompts and essays	Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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 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:	Decrease the number of students with excessive unexcused absences by 10% in order to increase the instructional timeline.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
In 2012, the Attendace Rate was 82%.	By June of 2013, the expected Attendance Rate will be 90%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
The number of students with excessive absences (10 or more) was 48.	By June of 2013, the number of students with excessive absences will be 43.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

The number of students with excessive tardies was 28.	By June of 2013, the number of students with excessive tardies will be 25.

	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	Parent's lack of understanding of the importance of daily attendance and punctuality.	Provide parent trainings on the correlation between attendance and academic achievement.	Administrators Attendance Clerk Guidance Counselor School based team leader	Monthly reports indicating decrease in tardies/absences.	EDW report listing number of absences and tardies monthly.
2	School is not provided with appropriate documentation verifying excused absences.	Communicate importance of providing proper documentation during parent meetings.	Administration Guidance Counselor District personnel	Monthly reports indicating a decrease in tardies/absences.	EDW report listing number of absences and tardies monthly.

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

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	The number of suspensions will remain less than 3% during the 2012-2013 school year.
2012 Total Number of In—School Suspensions	2013 Expected Number of In-School Suspensions
There were 0 in school suspension during the 2012 school year.	There will be 0 in school suspensions during the 2013 school year.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
There were 0 students suspended in-school during the 2012 year.	There will 0 students suspended in-school during the 2013 year.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
There were 8 out of school suspensions during the 2012 school year.	There will be no more than 8 out of school suspensions during the 2013 school year.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
The number of students suspended out-of-school was 5 during the 2012 school year. .	There will be no more than 5 students suspended out-of-school during the 2013 school year.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of understanding expected behavior in various school settings.	Implement School-wide Positive Behavior Plan and model expected behaviors with students.	Administration Faculty/Staff	Decrease in number of out of school suspensions.	Monthly EDW reports indicating decrease in number of suspensions.

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.*	Parent Involvement activities and meetings designed to adress student achievement or the 2012-2013 will be scheduled at flexible times throughout the school year.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
85% of Parents/guardians, who completed the Title I Family Involvement Survey at the end of the 2011-2012 school year, found that the school provided trainings and meetings focusing on academic achievement during flexible times and informed them regularly about their child's academic achievement.	By the end of the 2012-2013 School year, the percentage of parents/guardians who agree or strongly agree that meetings and trainings focusing on academics are scheduled during flexible times will increase to 90%.
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	Low attendance during acadmically focused activities.	Implement student performance with parent workshops/training activities. Advertise/recruit parent involvement in the development of SIP, PIP, School Compact. Include business/community partners to provide incentives for parent involvement.	Administration Leadership Team	Sign-in sheets completed during various activities and observations	Title 1 Survey
2	Limited knowledge of impact parent involvement has on student achievement.	Include parent activities focusing on how parents can assist students at home (ex. Curriculum Night)and increase understanding of NGSSS.	Administration Leadership team	Parent participation in Curriculum Night Activities	Completed Sign-in sheets
3	Consistent and timely communication to include school activities and student progress both academically and behaviorally	Implement use of Communication folders/agendas requiring parent/teacher to communicate daily about student and school issues. Schedule parent/teacher conferences.	Administration Leadership team Classroomteacher	Observation of daily use/completion of folders	Completed folders
4	Flexible scheduling of activities for parents to attend.	Schedule activities during non-traditional hours such as before/during, and immediately after school.	Administration Guidance	Sign-in sheets completed during various activities	Results of Title I Family Involvement Survey 2012-2013
5	Parents need real-time communication during events in their native language.	Utilize translator devices during school events, so parents can have information translated into their native language in real-time.	Administration Guidance Language Facilitator	Parent Sign-in sheets completed during various activities.	Results of Title I Family Involvement Survey 2012-2013.

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
Home School Connections-Teachers develop take home activities parents can use to reinforce skills taught in school.	K-5	Coaches District Support Personnel	All instructional staff	January 2013	Title I Parent Survey	Administration

| Getting parents involved in school - teachers and administration plan activities/workshops for parents to participate in throughout the year. | K-5 | Administration Coaches | All instructional Staff | December 2012 March 2013 May 2013 | Title I Parent Survey Visitor sign-in sheet | |

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Include parent activities focusing on how parents can assist students at home (ex. Curriculum Night)and increase understanding of NGSSS.	Purchase food, beverages, paper products, and utensils, door prizes, ink cartridges.	Title I	$2,500.00
Implement student performance with parent workshops/training activities.	Purchase food, beverages, paper products, and utensils, door prizes, ink cartridges	Title I	$2,500.00
Communicate with parent via mailings	Postage	Title I	$100.00
			Subtotal: $5,100.00
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: $5,100.00

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	Continue implementation of Readers Workshop	Consumable items: Easel pads, copier paper, pens, pencils, notebooks, folders, sticky notes, book baggies, etc	SIG	$2,000.00
Reading	Provide professional development for K-5 teachers	Reading Coach	Title I	$67,588.00
Reading	Offer after school tutorial program to all students in the lowest quartile.	Reading Resource books (Florida Ready) for reinforcement of State Standards	Title I	$1,000.00
CELLA	On-going training for Readers Workshop	Consumable materials: Easel pads, copier paper, pencils, pens, sticky notes (post-its), high lighters, high lighter tape, composition notebooks, spiral notebooks, binders, two-pocket folders,	Title I	$3,000.00
CELLA	Implement Word Study and vocabulary instruction (ex. Shades of Meaning)	Thesarus, dictionary, folders, index cards, markers, pencils, pens,baggies	Title I	$1,000.00
Mathematics	Offer math tutorial for all students in lowest quartile.	Math Resource books (Florida Ready) for reinforcement of state standards	Title I	$1,000.00
Mathematics	Provide instruction on problem solving strategies.	Everglades math resource book provides additional math resource for differentiating instruction and modeling problem solving strategies.	Title I	$2,000.00
Science	Hands-on Labs/Activities Utilization of Science Noteooks Classroom Experiments	Notebooks are used for students to demonstrate understanding of science content, record labs/experiments, write across the content areas, and develop critical thinking skills.	Title I	$1,000.00
Parent Involvement	Include parent activities focusing on how parents can assist students at home (ex. Curriculum Night)and increase understanding of NGSSS.	Purchase food, beverages, paper products, and utensils, door prizes, ink cartridges.	Title I	$2,500.00
Parent Involvement	Implement student performance with parent workshops/training activities.	Purchase food, beverages, paper products, and utensils, door prizes, ink cartridges	Title I	$2,500.00
Parent Involvement	Communicate with parent via mailings	Postage	Title I	$100.00
				Subtotal: $83,688.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Plus Software program	Software program enables students to practice remedial skills in order to improve reading	Title I	$2,000.00
		IPAD hardware enables		

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	IPADS	students to practice reading strategies on a variety of texts.	SIG	$50,000.00
Reading	IPAD Apps	Apps allow for a variety of texts and features to be downloaded on IPADS for students to use daily in class.	Title I	$3,000.00
Mathematics	Create Instructional Focus Calendar (IFC) based upon prerequisite skills not mastered.	Reflex Math program provides practice on remedial math skills	Title I	$2,000.00
				Subtotal: $57,000.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Implement Word Study and Vocabulary instruction(shades of meaning)	Professional development on how to develop and incorporate learning centers focused on word study and vocabulary	SIG	$1,500.00
Reading	In addition to core curriculum, plan specific interventions for students not responding to core curriculum.	Professional development on creating lesson plans using Leveled Literacy Intervention Kits (LLI by Fountas and Pinnell)	SIG	$1,500.00
Reading	Analyze Diagnostic Reading Results by use of EDW Reports.	Purchase high volume laser printer.	Title I	$4,000.00
CELLA	Readers and Writers Workshop Training Columbia College, New York, New York	PD at Columbia's Teacher College in New York	School Improvement Grant	$10,000.00
CELLA	Implement Word Study and Degrees of Words	Professional Development on how to create rigorous centers for vocabulary and word study	SIG	$1,500.00
CELLA	In addition to Core curriculum, plan specific interventions for students using Leveled Literacy Interventions (LLI by Fountas and Pinell)	Professional Development on how to plan for intervention groups using LLI kit.	SIG	$3,000.00
Science	Limited Prior knowledge of Science Content and vocabulary.	National Science Teacher Association Regional Conference (NSTA)	Title I	$6,000.00
				Subtotal: $27,500.00

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: $168,188.00

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.

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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
The SAC Committee has decided to provide resources that will enhance parent participation, teacher effectiveness, and raise student acheivement. Request will be reviewed on a case by case bases	$6,475.00

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

During the 2013 school year the following activities will be offered to SAC:
Discuss School Improvement Plan
Discuss District Accreditation Process
Review Title I program, requirements, budget
Discuss and vote on budget decisions that support our SIP
Provide Parent Workshop/Trainings

AYP DATA

SCHOOL GRADE DATA

No Data Found

Palm Beach School District ROSENWALD ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	51%	61%	96%	16%	224	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	60%	61%			121	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?	57% (YES)	53% (YES)			110	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					455	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District ROSENWALD ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	48%	56%	60%	18%	182	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	62%	51%			113	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?	53% (YES)	55% (YES)			108	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					403	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested