

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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School Name: BERKSHIRE ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Maria Bishop

SAC Chair: Claudia Gonzalez

Superintendent: Wayne Gent

Date of School Board Approval:

Last Modified on: 11/9/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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	Maria Bishop	MA in Educational Leadership, BAE in Exceptional Student Education, Florida Atlantic University Certification: School Principal all levels, ESOL	3	10	Principal of Berkshire Elementary in 2011-2012: Grade: A, Reading Mastery: 55%, Math Mastery: 68%, Science: 60%. Principal of Berkshire Elementary in 2010-2011: Grade: A, Reading Mastery: 81%, Math Mastery: 86%, Science: 67%. AYP: 95%, SWD subgroup did not meet AYP in Reading and Math. Principal of North Palm Beach Elementary in 2009-2010: Grade: A, Reading Mastery: 71%, Math Mastery: 72%, Science: 62%. AYP: 79%, SWD, Black, ED subgroups did not make AYP in Reading. Black, Hispanic, and ED did not make AYP in Math. Principal of North Palm Beach Elementary in 2008-2009: Grade: A, Reading Mastery: 77%, Math Mastery: 75%, Science: 48%. AYP: 90%, SWD did not make AYP in Reading. Black, SWD, and ED did not make AYP in Math. 2007-2008:

		Endorsement, Specific Learning Disabilities K-12			Grade: A, Reading Mastery: 80%, Math Mastery: 82%, Science: 60%. AYP: 100%. Assistant Principal of North Grade Elementary in 2006-2007: Grade: A, Reading Mastery: 73%, Math Mastery: 73%, Science: 53%. AYP: 97%. Black students did not make AYP in Math.  2005-2006: Grade: A, Reading Mastery: 70%, Math Mastery: 73%. AYP: 97%. Black students did not make AYP in Math.  2004-2005: Grade: A, Reading Mastery: 68%, Math Mastery: 66%. AYP: 97%. ELL students did not make AYP in Math.
Assis Principal	Shari Bremekamp	B.A. Elementary Education, Florida Atlantic University M.S. in Education, Montessori Education, Barry University, Ed.S. in Educational Leadership, Florida Atlantic University ESOL Endorsement School Leaders Certification All Levels	1	3	Assistant Principal of Berkshire Elementary in January 2012: 2011 - January 2012 Instructional Specialist supporting science: 75% of elementary schools supported made proficiency gains on newly tested benchmarks. Twenty-five percent of the remaining schools maintained proficiency without any statistically significant losses in proficiency. 100% of middle schools maintained proficiency without any statistically significant losses in proficiency. High School Biology EOC n/a.  2010 - 2011 Instructional Specialist supporting science, data and the FCIM process: 80% of schools supported made gains in science proficiency and 20% maintained proficiency without significant losses.  2009 -2010 Instructional Specialist supporting science instruction: 100% of elementary schools supported made gains in science proficiency. 50% of middle and high schools made gains in science proficiency and 50% maintained proficiency without any significant losses.

## INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Melissa Quinn	Specialist Degree in Reading ESOL Endorsement completion 12/09	3	2	Berkshire Elementary in 2011-2012: 2011-2012: Grade: A, Reading Mastery: 55%, Math Mastery: 68%, Science: 60% Berkshire Elementary in 2010-2011: Grade: A, Reading Mastery: 81%, Math Mastery: 86%, Science: 67%. AYP: 95%, SWD subgroup did not meet AYP in Reading and Math.
Math	Claudia Gonzalez	Elementary Education ESOL Endorsement MA Degree with a specializatin in Mathematics	6	2	Berkshire Elementary in 2011-2012: 2011-2012: Grade: A, Reading Mastery: 55%, Math Mastery: 68%, Science: 60% Berkshire Elementary in 2010-2011: Grade: A, Reading Mastery: 81%, Math Mastery: 86%, Science: 67%. AYP: 95%, SWD subgroup did not meet AYP in Reading and Math.
Reading	Lori Stephens	Elementary Education Reading Endorsement ESOL Endorsement		4	North Palm Beach Elementary

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Regular meeting of new teachers with Principal	Principal	On-going	
2	2. Partnering new teachers with veteran staff	Assistant Principal	On-going	
3	3. Team meetings and Team planning	Principal	On-going	
4	4. Honoring teachers for their accomplishments	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
	In the event that a non-highly instructional staff member is hired or placed, the following strategies will be utilized to support the staff member. 1. Regular data chat meetings with teacher(s) will be held by administration to review and analyze data and student achievement. 2. Teacher(s) will be provided with opportunities to plan and collaborate with grade level and observe other teachers when needed.

### Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
95	10.5%(10)	41.1%(39)	24.2%(23)	24.2%(23)	31.6%(30)	100.0%(95)	8.4%(8)	4.2%(4)	56.8%(54)

### 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
Susan Hill	Ashley Carraro	To provide guidance and support for the Educators Support Program that is required by the school district.	Provide support utilizing the coaching continuum for mathematics and literacy, provide classroom management techniques and support, assist teacher familiarizing herself with school and district policy, monthly meetings with the assistant principal.

Kristen Dela Torre	Catalina Toledo	To provide guidance and support with the Educators Support Program that is required by the school district.	Provide support utilizing the coaching continuum for mathematics and literacy, provide classroom management techniques and support, assist teacher familiarizing herself with school and district policy, monthly meetings with the assistant principal.
Adrianna Arlotto	Eva Magalleres Martinez	To provide guidance and support with the Educators Support Program that is required by the school district.	Provide support utilizing the coaching continuum for mathematics and literacy, provide classroom management techniques and support, assist teacher familiarizing herself with school and district policy, monthly meetings with the assistant principal.
Tracey Dickerson	Heather Carmichael	To provide guidance and support with the Educators Support Program that is required by the school district.	Provide support utilizing the coaching continuum for mathematics and literacy, provide classroom management techniques and support, assist teacher familiarizing herself with school and district policy, monthly meetings with the assistant principal.
Lauren Frey	Lilia Garcia	To provide guidance and support with the Educators Support Program that is required by the school district.	Provide support utilizing the coaching continuum for mathematics and literacy, provide classroom management techniques and support, assist teacher familiarizing herself with school and district policy, monthly meetings with the assistant principal.
Marisol Velasquez	Solymar Couto-Figueroa	To provide guidance and support with the Educators Support Program that is required by the school district.	Provide support utilizing the coaching continuum for mathematics and literacy, provide classroom management techniques and support, assist teacher familiarizing herself with school and district policy, monthly meetings with the assistant principal.
Debbie Rosser	Asha Evans	To provide guidance and support with the Educators Support Program that is required by the school district.	Provide support utilizing the coaching continuum for mathematics and literacy, provide classroom management techniques and support, assist teacher familiarizing herself with school and district policy, monthly meetings with the assistant principal.
Marisol Velasquez	Jenny Moote	To provide guidance and support with the Educators Support Program that is required by the school district.	Provide support utilizing the coaching continuum for mathematics and literacy, provide classroom management techniques and support, assist teacher familiarizing herself with school and district policy, monthly meetings with the assistant principal.
Patty Ludwig	Isabel Sogo	To provide guidance and support with the Educators Support Program that is required by the school district.	Provide support utilizing the coaching continuum for mathematics and literacy, provide classroom management techniques and support, assist teacher familiarizing herself with school and district policy, monthly meetings with the assistant principal.

# ADDITIONAL REQUIREMENTS

## Coordination and Integration

Note: For Title I schools only

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

### Title I, Part A

Title 1 funds are utilized by providing two reading coaches/resource teachers and a mathematics coach/resource teacher to model, coach, and tutor students in reading and math. Funds are used to provide parent involvement activities and trainings. Professional development materials and trainings are funded as well as afterschool tutorials. A paraprofessional has been hired to work with bilingual students.

### Title I, Part C- Migrant

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

### Title I, Part D

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

### Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

### Title III

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

### Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

### Supplemental Academic Instruction (SAI)

SAI funds will be used to remediate Level 1 and Level 2 students in grades 3-4.

### Violence Prevention Programs

The school offers a non-violence and anti-drug program through school guidance counselors.

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

### Nutrition Programs

School Food Service provides free breakfast for all students at Berkshire Elementary.

### Housing Programs

N/A

### Head Start

N/A

### Adult Education

Career and Technical Education

N/A

Job Training

N/A

Other

Berkshire receives support from the Rotary Club. The Rotary club provides third grade students with dictionaries and the school with a 1,000 donation.

Boys Town of South Florida works with Berkshire's eligible Kindergarten and first grade students and their families to meet their diverse needs.

### 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, ESOL contact, School Psychologist, Speech Pathologist, classroom teacher, reading coach, RtI/Inclusion Facilitator, and guidance staff.

The principal provides a common vision for the use of data-based decision-making to ensure:

- a sound, effective academic program is in place
- a process to address and monitor subsequent needs is created
- the School Based Team (SBT) is implementing RtI processes
- assessment of RtI skills of school staff is conducted
- fidelity of implementation of intervention support is documented
- adequate professional development to support RtI implementation is provided
- effective communication with parents regarding school-based RtI plans and activities occurs.

The RtI/Inclusion Facilitator will assist in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Intensive (Tier 3) interventions, and offer professional development and technical assistance.

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

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

The SBT will use the Problem Solving Model\* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

\* Problem Solving Model

The four steps of the Problem Solving Model are:

Problem Identification entails identifying the problem and the desired behavior for the student.

Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.

Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.

Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students

achieving benchmarks regardless of their status in general or special education.

\*Problem Solving & Response to Intervention Project 2008.

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.

Topics for discussion include, but are not limited to, the following:

FCAT scores and the lowest 25%

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)

Curriculum Based Measurement

Palm Beach County Fall Diagnostics

Palm Beach Writes

K-5 Literacy Assessment System

Diagnostic Assessment for Reading (DAR)

Progress Monitoring and Reporting Network (PMRN)

Comprehensive English Language Learning Assessment (CELLA)

Office Discipline Referrals

Retentions

Absences

Midyear data:

Diagnostic Assessment for Reading (DAR)

Palm Beach County Winter Diagnostics

Palm Beach Writes

Progress Monitoring and Reporting Network (PMRN)

K-5 Literacy Assessment System

End of year data:

Florida Comprehensive Assessment Test (FCAT)

FCAT Writes

Frequency of required Data Analysis and Action Planning Days:

Once within a cycle of instruction (refer to appropriate focus calendar)

Describe the plan to train staff on MTSS.

The school-based RTI/Inclusion Facilitator will provide in-service to the faculty on designated professional development days (PDD). These in-service opportunities will include, but are not limited to, the following:

Problem Solving Model

consensus building

Positive Behavioral Intervention and Support (PBIS)

data-based decision-making to drive instruction

progress monitoring

selection and availability of research-based intervention

tools utilized to identify specific discrepancies in

reading.

Individual professional development will be provided to classroom teachers, as needed.

Describe the plan to support MTSS.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Team members include: Principal, Assistant Principal, Reading Coach, SAI Resource Teacher, ESOL Coordinator, ESE Coordinator, primary classroom teacher, intermediate resource teacher, media specialist, Dual Language resource teacher.

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

The Literacy Leadership Team (LLT) creates capacity of reading knowledge within the school building and focuses on areas of literacy concern. The LLT will meet monthly to evaluate and review the SIP goals as well as the effectiveness of the literacy professional development occurring during PDDs and Learning Team Meetings. The LLT communicates with both the professional development team and the SBT to ensure the literacy initiatives are being implemented with fidelity.

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

1. Target our lowest 25% ensuring PD on using interventions that match student deficits
2. Increase vocabulary development for students across all disciplines.
3. Oversee the progress of building and leveling classroom libraries to ensure that students have a variety of books to choose from that match their text levels and interests.
4. Planning a comprehensive Family Literacy Night.
5. Overseeing the implementation of Readers Workshop in grades K-5.

## 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 Berkshire Elementary School, all incoming Kindergarten students are assessed upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instruction/intervention programs. About 80 incoming kindergarten students were tested during the summer. All students are assessed with a Broad Screen/Progress Monitoring Tool consisting of Letter Sounds, Phonemic Awareness and Word Reading. Specifically, the Florida Assessments for Instruction in Reading (FAIR) will be used to assess basic academic skill development and academic school readiness of incoming students. FAIR is a comprehensive set of reading assessments to support teachers and student learning. They focus on assessment for learning and provide information to support instructional decision-making. They focus on the elements of reading and are tied to the Common Core Standards. They provide individual student information to: evaluate progress towards end of year benchmarks; diagnose learning needs; set instructional goals; and monitor instructional progress. The Florida Kindergarten Readiness Screener (FLKRS) is administered to assess the readiness of each child for kindergarten. The FLKRS includes a subset of the Early Childhood Observation System (ECHOS) to gather information on a child's development in emergent literacy.

Screening data will be collected and aggregated prior to September 15th, 2012. Data will be used to plan daily academic instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic skills.

Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains to determine the need for changes to the instructional/intervention programs.

A Kindergarten round-up is held in the spring of each school year at Berkshire. We send parent letters home with our students inviting parents with incoming Kindergarten students to attend. We also advertise at each of our day care centers



notifying the parents of the meeting. Agenda items include K Readiness; reading at home; ELL programs including dual language; ESE programs and Family Involvement evenings. All information is offered in English and Spanish. Berkshire also offers Pre-K instruction with a certified teacher on a full time basis. We have one Pre-K classroom.

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

### \*High Schools Only

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

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

N/A

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

N/A

### Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

N/A

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	There will be a 10% increase in the number of students receiving a level 3 on the 2013 FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT Reading data 131 students or 28% of the students scored at level 3 in grades 3-5.	In grades 3-5, 38% of the students will achieve a level 3 on the 2013 FCAT.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Consistency through the staff in implementation of the NGSSS with fidelity.	Teachers will create and utilize Instructional Focus Calendars for Reading based upon the district's scope and sequence that will outline the time frames for all benchmarks to be taught as well as secondary benchmarks as determined by student data	Administration	Ongoing analysis of formative and summative assessments	Formative and summative assessments including mini assessments Core K 12, Diagnostics, and RRR.
2	Consistency of students reading books at appropriate levels	Implement Reader's Workshop. Increase access to appropriately leveled "just right" books	Administration and Reading Coach	Ongoing analysis of formative and summative assessments, Reading logs	Formative and summative assessments including mini-assessments, Diagnostics, RRR
3	Students' lack of reading stamina	Implement Reader's Workshop to increase student reading volume and stamina.	Administration and Reading Coach	Ongoing analysis of formative and summative assessments, Reading logs	Formative and summative assessments including miniassessments, Core K12, Diagnostics, and RRR.
4	Students' lack of reading stamina	Provide IPADS to be used by students to increase reading engagement, fluency, and comprehension. Teachers will use IPADS as a management tool for reading conferences and small group work.	Administration and Reading Coach.	Ongoing analysis fo formative and summarive assessments, Reading logs.	Formative and summative assessments including mini assessments, Diagnostics, RRR.

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.	
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Reading Goal #1b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	There will be a 5% increase in the number of students achieving a level 4 or 5 on the 2013 FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT Reading data 132 students or 28% of the students scored at level 4 or 5 in grades 3-5.	In grades 3-5, 33% of the students will achieve a level 4 or 5 on the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Consistency of the implementation of critical thinking skills embedded in instruction.	Through collaborative planning and unpacking of the standards teachers will incorporate instructional activities that encompass the higher levels of the "DOK".	Administration	Administration, Reading Coach, and teachers will analyze student products during Learning Team Meetings.	Instructional rubrics
2	Consistency of students reading books at appropriate levels	Implement Reader's Workshop. Increase access to appropriately leveled "just right" books	Administration and Reading Coach	Ongoing analysis of formative and summative assessments, Reading logs	Ongoing analysis of formative and summative assessments, Reading logs
3	Consistency of book discussions	Implement Book Clubs to increase student comprehension through discussions.	Administration, Reading Coach, and teachers	Ongoing analysis of formative and summative assessments	Formative and summative assessments including mini-assessments, Core K12, Diagnostics, RRR

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:	
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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:	There will be a 6% increase in the number of students achieving a learning gain on the 2013 FCAT.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT Reading data 202 students or 64% of the students made Learning Gains in grades 3-5.	In grades 3-5, 70% of the students will achieve a learning gain on the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	An ongoing system for analyzing individual student data for the purpose of driving instruction.	Utilize an interactive Data wall to target individual students. Student data will be disaggregated and analyzed. Students who are performing below their previous tested level or who are not proficient will be provided with immediate intensive Reading intervention outside of the 90 minute block during the school day and/or after school tutorial. LLI intervention will be utilized with selected students.	Teachers, Reading coach, and administration	Administration, Reading Coach, and teachers will review student assessment results including progress monitoring data to determine if students are making adequate progress toward benchmark.	The district diagnostic assessment and ongoing progress monitoring tools.
2	Consistency of students reading books at appropriate levels	Implement Reader's Workshop. Increase access to appropriately leveled "just right" books	Administration, Reading Coach and teachers	Ongoing analysis of formative and summative assessments, Reading logs	Formative and summative assessments including mini-assessments, Diagnostics, RRR.
3	Students motivation towards reading	Implement Reading Counts program, Ticket to Read	Administration, Reading Coach, and teachers	Ongoing analysis of formative and summative assessments, Reading Counts reports	Formative and summative assessments including mini-assessments, Diagnostics, RRR
	Whole group instruction	Implement Small group	Administration,	Ongoing analysis of	Formative and

4	does not meet the needs of all students	instruction and individual student conferences.	Reading coach, and teachers	formative and summative assessments, lesson plans, conferencing notes	summative assessments including mini-assessments, Diagnostics, RRR.
5	Students are not aware of their own progress including strengths and weaknesses.	Student data chats will be conducted with all students following Fall and Winter diagnostic assessments to identify strengths and weaknesses and set goals. Students will have individual goal folders for their goal sheets, tracking sheets.	Administration, Reading coach, and teachers	Administration, Reading Coach, and teachers will review student assessment results including progress monitoring data to determine if students are making adequate progress toward benchmark.	Formative and summative assessments including mini-assessments, Diagnostics, RRR, Core K12

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	There will be a 9% increase in the number of students in the Lowest 25% demonstrating a learning gain on the 2013 FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT Reading data 66%(54) of the students in the Lowest 25%(82) demonstrated learning gains in grades 3-5.	In grades 3-5, 75% of the students in the lowest 25% will achieve a learning gain on the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
There are not sufficient instructional minutes in the literacy block to meet the needs of students performing	Students performing below grade level in Reading will be provided with an extra 30-60 minutes of intensive	The School Based Team	Teachers will use a weekly progress monitor tool to track response to intervention	Specific progress monitoring tool for individual students, mini assessments, Diagnostic

1	below grade level.	instructional interventions that match student deficits before, during or after school. Employ resource teacher to provide intervention during the school day. LLI intervention will be utilized with selected students.			Assessments, RRR
2	Consistency of students reading books at appropriate levels	Implement Reader's Workshop. Increase access to appropriately leveled "just right" books	Administration, Reading coach, and teachers	Ongoing analysis of formative and summative assessments, Reading logs	Formative and summative assessments including mini-assessments, Diagnostics, RRR
3	Whole group instruction does not meet the needs of all students	Implement Reader's Workshop. Implement Small group instruction and individual student conferences.	Administration, Reading coach, and teachers	Ongoing analysis of formative and summative assessments, lesson plans, conferencing notes	Formative and summative assessments including mini-assessments, Diagnostics, RRR
4	Limited vocabulary impedes reading comprehension.	Implement wordwork, word walls, word of the week, vocabulary notebooks	Administration, Reading coach, and teachers	Ongoing analysis of formative and summative assessments, lesson plans, conferencing notes	Formative and summative assessments including mini-assessments, Diagnostics, RRR

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	In six years our school will reduce the achievement gap by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	62	65	69	72	76	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	The following subgroups did not meet 2012 Reading Targets: Black, Hispanic, and White. All subgroups will meet the 2013 targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black 60%, Hispanic 44%, White 37%	By 2013, 45%Black, 35% Hispanic, 31% White will not make satisfactory progress.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Whole group instruction does not meet the needs of all students	Implement Small group instruction and individual student conferences.	Administration, Reading coach, teachers	Ongoing analysis of formative and summative assessments, lesson plans, conferencing notes	Formative and summative assessments including mini-assessments,

					Diagnostics, RRR.
2	Students' lack of reading stamina Implement	Reader's Workshop to increase student reading volume and stamina.	Administration and Reading Coach	Ongoing analysis of formative and summative assessments, Reading logs	Formative and summative assessments including miniassessments, Core K12, Diagnostics, and RRR.
3	There are not sufficient instructional minutes in the literacy block to meet the needs of students performing below grade level.	Students performing below grade level in Reading will be provided with an extra 30-60 minutes of intensive instructional interventions that match student deficits before, during or after school. Employ resource teacher to provide intervention during the school day. LLI intervention will be utilized with selected students.	Administration, School Based Team	Teachers will use a weekly progress monitor tool to track response to intervention	Specific progress monitoring tool for individual students, mini assessments, Diagnostic Assessments, RRR

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:	ELL subgroup did not meet 2012 Reading Target. ELL subgroup will meet the 2013 Target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% ELL	By 2013, 39% ELL will not make satisfactory progress.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Whole group instruction does not meet the needs of all students	Implement Small group instruction and individual student conferences.	Administration, Reading Coach, teachers	Ongoing analysis of formative and summative assessments, lesson plans, conferencing notes	Formative and summative assessments including mini-assessments, Diagnostics, RRR.
2	Limited vocabulary impedes reading comprehension.	Implement wordwork, word walls, word of the week, vocabulary notebooks	Administration, Reading Coach, teachers	Ongoing analysis of formative and summative assessments, lesson plans, conferencing notes	Formative and summative assessments including mini-assessments, Diagnostics, RRR
3	There are not sufficient instructional minutes in the literacy block to meet the needs of students performing below grade level.	Students performing below grade level in Reading will be provided with an extra 30-60 minutes of intensive instructional interventions that match student deficits before, during or after school. Employ resource teacher to provide intervention during the school day. LLI intervention will be utilized with selected	Administration, Reading Coach, teachers	Ongoing analysis of formative and summative assessments, lesson plans, conferencing notes	Formative and summative assessments including mini-assessments, Diagnostics, RRR

students.

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:	The SWD subgroup did not meet 2012 Reading Target. SWD subgroup will meet the 2013 Target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD 72%	By 2013, 59% SWD will not make satisfactory progress.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with disabilities are not being exposed to the core curriculum in a pull out setting.	Implement an inclusion model where students receive evidence based differentiated instruction in small groups and exposure to the entire grade level core curriculum.	Teachers, Reading Coach, and administration	Administration and teachers will review student assessment results including progress monitoring data to determine if students are making adequate progress toward benchmark.	The district Diagnostic assessment and ongoing progress monitoring tools.
2	An ongoing system for analyzing individual student data for the purpose of driving instruction.	Utilize an interactive Data wall to target students in the SWD subgroup. Student data will be disaggregated and analyzed. Copier will be leased. Students in this subgroup who are below proficiency levels will be provided with immediate intensive Reading intervention outside of the 90 minute block and/or after school tutorial.	Teachers, Reading coach, and administration	Administration and teachers will review student assessment results including progress monitoring data to determine if students are making adequate progress toward benchmark.	The district Diagnostic assessment and ongoing progress monitoring tools.
3	Students are not aware of their own progress including strengths and weaknesses.	Student achievement/data chats will be conducted with all students following the Fall and Winter Diagnostic assessments to identify strengths and weaknesses and set goals.	Teachers, Reading coach, and administration	Monitor students' progress on mini assessments as well as Fall to Winter Diagnostic	Mini assessment and Fall and Winter Diagnostic
4	Students often cannot retain previously taught lessons. Long term memory can be a barrier.	Anchor charts will be used to provide visual support to students as well as create classroom references and define shared understandings of Reading concepts under study.	Teachers, Reading coach, and administration	Administration and teachers will review student assessment results including progress monitoring data to determine if students are making adequate progress toward benchmark.	Mini assessment and Fall and Winter Diagnostic

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

5E. Economically Disadvantaged students not making satisfactory progress in reading.	The Economically Disadvantaged students did not meet 2012
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Reading Goal #5E:	Reading Targets. All subgroups will meet the 2013 Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ED 46%	By 2013, 37% will not make satisfactory progress.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Consistency of students reading books at appropriate levels	Implement Reader's Workshop. Increase access to appropriately leveled "just right" books	Administration and Reading Coach	Ongoing analysis of formative and summative assessments, Reading logs	Formative and summative assessments including mini-assessments, Diagnostics, RRR
2	Students motivation towards reading	Implement Reading Counts program, Ticket to Read	Administration, Reading Coach, and teachers	Ongoing analysis of formative and summative assessments, Reading Counts reports	Formative and summative assessments including mini-assessments, Diagnostics, RRR

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading Workshop Summer Institute in New York	Reading	Columbia University Project Staff Developers	Administration, select teachers	July 2012, August 2012	Review lesson plans, classroom observations, RRR data wall	Administration, reading coaches, teachers
Small Group Work - guided reading, strategy groups	Grades K-5	Reading Coaches	K-5 reading teachers, ESOL teachers, ESE teachers	September 13, 2012 PLC meetings biweekly	Monitor Reading Running Records, Reading Logs, Conferring Notes, Flexible Grouping, Walkthroughs, Lesson Plans, Student Work Samples	Administration, reading coaches, teachers
Literacy Assessment Administration/ Analysis of Data English and Spanish	Grades K-5	District Specialists	K-5 reading teachers, ESOL teachers, ESE teachers	Sessions offered throughout the year based on district schedule	Review RRR assessment books, monitor progress through RRR data wall	Administration, reading coaches, teachers
Reading Workshop Summer Institute in Palm Beach	Grades K-5	Project Staff Developers	K-5 reading teachers, ESOL teachers, ESE teachers	June 2012	Monitor Reading Running Records, Reading Logs, Conferring Notes, Flexible Grouping, Walkthroughs, Lesson Plans, Student Work Samples	Administration, reading coaches, teachers
Reading Workshop	Reading K-5	Project Staff Developer, District Specialist	k-5 reading teachers, ESOL teachers, ESE teachers	October, November, January, February, March	Monitor Reading Running Records, Reading Logs, Conferring Notes, Flexible Grouping, Walkthroughs, Lesson Plans, Student Work Samples	Administration, reading coaches, teachers

LLI	Reading	District Specialist	Reading coaches, ESOL teachers, RTI interventionist, ESE teacher	June 2012, September 2012	Lesson plans, classroom observations, RRR data wall	Administration, reading coaches, teachers
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Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement LLI with selected L25 students	LLI Kits	Title I funds	\$4,000.00
			Subtotal: \$4,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Attend Reading Workshop Summer Institute	Conference fees and travel	Title I funds, School Improvement Funds	\$7,000.00
Provide Reading Workshop staff development to teachers on school site	Reading Workshop Teachers College consultant	Title I funds	\$12,000.00
Support teachers' efforts to increase reading volume and stamina through the implementation of Readers' Workshop	Reading Coach	Title I funds	\$38,850.00
Provide training for Lucy Calkins' Reading Units of Study	Teachers College Reading, Writing Project Columbia University Staff Developers, Reading Units of Study, Professional Resources	Title I funds	\$12,000.00
Schedule collegial planning during summer preschool.	Part time in system	Title I funds	\$2,000.00
			Subtotal: \$71,850.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide interventions to students	Salary for reading resource teachers	Title I funds	\$96,800.00
Provide Reading tutorial and enrichment programs after school and on Saturdays	Part time in system	Title I funds	\$10,000.00
Provide materials to implement Reading Workshop including classroom libraries, anchor charts, folders.	Books, chart paper, folders	Title I funds	\$4,000.00
Provide summer tutorial to K-2 students performing below grade level.	Part time in system	Title I funds	\$1,500.00
			Subtotal: \$112,300.00
			<b>Grand Total: \$188,150.00</b>

*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:	In grades 3 to 5, an increase of 10% of students will achieve a Level 3 or above on the 2013 CELLA.
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2012 Current Percent of Students Proficient in listening/speaking:

Based on 2012 CELLA 48% (194) of the students demonstrated proficiency in Listening/Speaking.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited vocabulary impedes reading comprehension.	Implement wordwork, word walls, word of the week, vocabulary notebooks	Administration, Reading Coach, teachers	Ongoing analysis of formative and summative assessments, lesson plans, conferencing notes	Formative and summative assessments including mini-assessments, Diagnostics, RRR

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:	In grades 3 to 5, 15% of the students will increase to achieve a Level 3 or above on the 2013 CELLA.
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2012 Current Percent of Students Proficient in reading:

Based on 2012 CELLA 25% (102) of the students demonstrated proficiency in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Consistency through the staff in implementation of the NGSSS with fidelity.	Teachers will create and utilize Instructional Focus Calendars for Reading based upon the district's scope and sequence that will outline the time frames for all benchmarks to be taught as well as secondary benchmarks as determined by student data	Administration	Ongoing analysis of formative and summative assessments	Formative and summative assessments including mini assessments Core K 12, Diagnostics, and RRR.
2	Whole group instruction does not meet the needs of all students	Implement Small group instruction and individual student conferences.	Administration, Reading coach, and teachers	Ongoing analysis of formative and summative assessments, lesson plans, conferencing notes	Formative and summative assessments including mini-assessments, Diagnostics, RRR.

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

3. Students scoring proficient in writing. CELLA Goal #3:	In grades 3 to 5, an increase of 10% of students will achieve a Level 3 or above on the 2013 CELLA.
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2012 Current Percent of Students Proficient in writing:

Based on 2012 CELLA 19% (78) of the students demonstrated proficiency in Writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	All lessons do not address different student learning styles.	Teacher will utilize arts integration strategies to meet the learning styles of all students.	Administration, Writing teachers, Humanities teachers	Student work portfolios and Palm Beach Writes results will be reviewed by administration.	Student Portfolio, Palm Beach Writes, FCATWrites
2	Increase writing volume and stamina.	Daily Tutorial for all 4th grade students scoring below 3.0 on narrative or expository writing, as well as weekly after school tutorial.	Principal, Writing Resource Teacher	Random checks by Principal & Writing Resource Teacher	Student portfolios evaluated with rubrics

CELLA Budget:

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

End of CELLA Goals

## Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	There will be a 7% increase in the number of students achieving a level 3 and above on the 2013 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT Math data 195 students or 41% of the students scored at level 3 in grades 3-5.	In grades 3-5, 48% of the students will achieve a level 3 on the 2013 Math FCAT.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Consistency of the staff in implementation of the NGSSS with fidelity.	Teachers will create and utilize Instructional Focus Calendars for Math based upon the district's scope and sequence that will outline the time frames for all benchmarks to be taught as well as secondary benchmarks as determined by student data.	Administration, Math Coach	Ongoing analysis of formative and summative assessments	Formative and summative assessments including mini assessments, and Diagnostics Assessments, Core K12
2	Accommodating the many different learning styles.	Implement differentiated instruction with fidelity to meet the needs of all learning styles to maximize individual students learning potential.	Administration	Ongoing analysis of formative and summative assessments	Formative and summative assessments including mini assessments and Diagnostics, Core K12
3	Student motivation	Incorporate technology in lessons and center rotations including programs such as Riverdeep, VMath	Administration, Math Resource Teacher	Ongoing analysis of formative and summative assessments,	Formative and summative assessments including mini-assessments, Diagnostics, Core K12
4	Aligning standards, content materials in a variety of formats and assessments	Twice a month students will be assessed using math common assessments and weekly mini-assessments	Administration, Math Coach	Data from the Math Common Assessments will be discussed at PLC meetings using the Data-Feedback-Strategy	Single School Culture for Academics Data-Feedback-Strategy form
5	Students experience difficulty with word problems and problem solving	Increase use of HOT problems that require Higher Order Thinking skills.	Administration, Math Coach	Lesson plans, focused walkthroughs	Formative and summative assessments including mini assessments, and Diagnostics Assessments, Core K12

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	There will be a 5% increase in the number of students achieving levels 4 and 5 on the 2013 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT Math data 127 students or 27% of the students scored at level 4 in grades 3-5.	In grades 3-5, 32% of the students will achieve a level 4 on the 2013 Math FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Consistency of the implementation of critical thinking skills embedded in instruction.	Through collaborative planning and unpacking of the standards, teachers will incorporate instructional activities that encompass the higher levels of Webb's Depth of Knowledge Levels.	Administration	Administration and teachers will analyze student products during Learning Team Meetings.	Instructional rubrics, lesson plans
2	Whole group instruction does not always meet the enrichment needs of students performing above grade level in Math.	Small group instruction will be provided during the math block to meet the needs of individual students with similar needs.	Administration and Math Resource teacher	Analysis of ongoing formative and summative data	Formative and summative assessments including mini assessments and Diagnostics, Core K12
3	Students experience difficulty applying concepts when solving word problems	Provide daily problem solving, critical thinking and word problem solving strategies in order to increase higher level thinking experiences in the Accelerated Academics classrooms in grades 3-5.	Administration and Math Coach, and teachers	Analysis of ongoing formative and summative data.	Formative and summative assessments including mini assessments and Diagnostics, Core K12
4	Students have limited enrichment exposure opportunities.	Utilize GIZMO technology to provide real-world math simulation opportunities.	Administration, Math Coach	Analysis of ongoing formative and summative data.	Formative and summative assessments including mini assessments and

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	There will be a 6% increase in the number of students making learning gains on the 2013 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT Math data 209 students or 66% of students made Learning Gains in grades 3-5.	In grades 3-5, 72% of students will achieve a learning gain on the 2013 Math FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Textbooks do not provide enough kinesthetic activities for many of the kinesthetic learners.	Increase the use of manipulatives and hands on activities.	Administration and Math Coach	Administrative leadership team will review student assessment results to determine student mastery on benchmarks.  Administration will conduct focused classroom walkthroughs to check for implementation and check lesson plans.	Formative and summative assessments including mini assessments and Diagnostics, Core K12
2	Accommodating the many different learning styles.	Implement differentiated instruction with fidelity to meet the needs of all learning styles to maximize individual students learning potential.	Administration and Math Coach	Ongoing analysis of formative and summative assessments	Formative and summative assessments including mini assessments and Diagnostics, Core K12

3	Applying math concepts when solving word problems	Integrate a problem solving station into their rotational model where students will become problem solvers with the aid of a graphic organizer.	Administration and Math Coach	Ongoing analysis of formative and summative assessments	Formative and summative assessments including mini assessments and Diagnostics, Core K12
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	There will be a 3% increase in the number of students in the lowest 25% making a learning gain on the 2013 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT Math data, 72% of students in the Lowest 25% made Learning Gains in grades 3-5.	In grades 3-5, 75% of the students in the Lowest 25% will achieve a learning gain on the 2013 Math FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	An ongoing system for analyzing individual student data for the purpose of driving instruction.	Utilize an interactive Data wall to target students in lowest 25% and track their progress. Students not making progress will be referred to School Based Team. Interventions will then be implemented for those students in addition to the instruction received during the Math Block.	Administration, Math Resource Teacher, Teachers	Administration and teachers will review student assessment results including progress monitoring data to determine if students are making adequate progress toward benchmark during Learning Team Meetings.	Progress monitoring tool, mini assessments, Diagnostics, Core K12
	Lack of sufficient time during the instructional	Develop and implement a tutorial program for Level	Administration, Math Resource	Administration and teachers will review	Mini assessments and Diagnostics,



2	day to provide intensive remediation	1 and 2 students to take place before, after school and Saturdays.	teacher, and teachers	lesson plans, attendance records, and assessment data of students participating in tutorial program.	Core K12
3	Students are not aware of their own progress including strengths and weaknesses.	Student achievement/data chats will be conducted with all students following the Fall and Winter Diagnostic assessments to identify strengths and weaknesses and set goals.	Teachers and administration	Monitor student's progress on mini assessments as well as Fall to Winter Diagnostic.	Mini assessment and Fall and Winter Diagnostic, Core K12
4	Students lack fluency with basic facts	Utilize FastMath in grades 2-5. Implement grade level competitions on basic facts.	Math Coach	Review reports, lesson plans, discuss during LTM meetings.	Mini assessments, fall and winter diagnostics, Core K12

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # In six years our school will reduce the achievement gap by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	70	73	75	78	81	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The following subgroups did not meet 2012 Math Targets: White, and Black. All subgroups will meet the 2013 Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 34%, Black 43%	By 2013, 27%White, 37%Black will not make satisfactory progress.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited understanding of math vocabulary	Utilize Frayer Model to develop math vocabulary comprehension.	Administration, math coach, teachers	Review lesson plans, focused walkthroughs	Formative and summative assessments including mini assessments, and Diagnostics Assessments, Core K12
2	Students experience difficulty with word problems and problem solving	Teachers will integrate a problem solving station into their rotational model where students will become problem solvers with the aid of a graphic organizer.	Administration, math coach, teachers	Review lesson plans, focused walkthroughs	Formative and summative assessments including mini assessments, and Diagnostics Assessments, Core K12

3	Lack of sufficient time during the instructional day to provide intensive remediation	Develop and implement a tutorial program for Level 1 and 2 students to take place before, after school and Saturdays.	Administration, math coach, teachers	Administration and teachers will review lesson plans, attendance records, and assessment data of students participating in tutorial program.	Formative and summative assessments including mini assessments, and Diagnostics Assessments, Core K12
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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 mathematics.  Mathematics Goal #5C:	The ELL subgroup did not meet 2012 Math Target. The ELL subgroup will meet the 2013 Target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% ELL	By 2013, 27% ELL will not make satisfactory progress.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited understanding of math vocabulary.	Implement interactive word wall. Utilize color and illustrated vocabulary cards to facilitate acquisition of new math terms.	Administration, math coach, teachers	Review lesson plans, focused walkthroughs	Formative and summative assessments including mini assessments, and Diagnostics Assessments, Core K12

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	The SWD subgroup did not meet Math Target. The SWD subgroup will meet the 2013 Target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% SWD	By 2013, 48% SWD will not make satisfactory progress.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with disabilities are not being exposed to the core curriculum in a pull out setting.	Implement an inclusion model where students receive evidence based differentiated instruction in small groups and exposure to the entire grade level curriculum.	Teachers and administration	Administration and teachers will review student assessment results including progress monitoring data to determine if students are making adequate progress toward benchmark.	The district Diagnostic assessment and ongoing progress monitoring tools.
	An ongoing system for	Utilize an interactive	Teachers and	Administration and	Progress

2	analyzing individual student data for the purpose of driving instruction.	Data wall to target students in lowest 25% and track their progress. Students not making progress will be brought back to School based team. Interventions will then be set up for those students before, after or during the Math block.	administration	teachers will review student assessment results including progress monitoring data to determine if students are making adequate progress toward benchmark.	monitoring Tool, mini assessments, Diagnostics
3	Students lack exposure to real world application skills.	Students will use a math journal to write critical content words, and apply real world scenarios.	Teachers and administration	Monitor students' progress on mini-assessments as well as Fall to Winter Diagnostic.	Mini-assessments and Fall and Winter Diagnostic

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The Economically Disadvantaged subgroup did not meet the 2012 Math Target. The ED subgroup will meet the 2013 Target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ED 33%	By 2013, 28% ED will not make satisfactory progress.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Accommodating the many different learning styles.	Implement differentiated instruction with fidelity to meet the needs of all learning styles to maximize individual students learning potential.	Administration, Math Coach, teachers	Ongoing analysis of formative and summative assessments	Formative and summative assessments including mini assessments and Diagnostics, Core K12
2	Whole group instruction does not always meet the enrichment needs of students performing above grade level in Math.	Small group instruction will be provided during the math block to meet the needs of individual students with similar needs.	Administration, Math Coach, teachers	Analysis of ongoing formative and summative data.	Formative and summative assessments including mini assessments and Diagnostics, Core K12

*End of Elementary School Mathematics Goals*

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Think Central Basics	K-5	Math Coach	New Math Teachers K-5	August-September 2012	Classroom Walkthroughs iObservation Tool	Math Coach Principal

Math Rotational Model/Small Group Instruction	K-5 Math Teachers	Math Coach	Math Teachers School Wide	September-October 2012	Classroom Walkthrough Lesson Plans iObservation Tool	Math Coach AP Principal
CORE K-12	3-5	Math Coach	Math Teachers	August 2012	Math Interim Benchmark Assessments Math Multiple Benchmark Assessments COREK-12 Reports FCAT Diagnostics	Math Coach AP Principal
Math Common Core	Math K & 1st	District	Math Teachers K-1	August-September	Mid-Year and End-of-Year Assessments Lesson Plans	Math Coach Principal
Destination/Riverd	2-5 Math Teachers	Math Coach	Math Teachers 2-5	Sept. 13, 2012	Riverdeep Assessment Reports Classroom Walk Throughs	Math Coach Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Support teachers' efforts to implement math rotational block and differentiate instruction	Math Coach	Title I	\$38,850.00
Schedule collegial planning during summer preschool.	Part time in system	Title I funds	\$1,200.00
			Subtotal: \$40,050.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide interventions to students	Salary for .5 Math resource teacher	Title I funds	\$32,266.00
Provide Math tutorial and enrichment programs after school	Part time in system	Title I funds	\$6,000.00
			Subtotal: \$38,266.00
			Grand Total: \$78,316.00

End of Mathematics Goals

## Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science.

Science Goal #1a:

Increase the number of students scoring Level 3 on the 2013 Science FCAT by 7%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
In grade 5, 48% or 76 students achieved a level 3 on the FY12 Science FCAT.	In grade 5, 55% of students will achieve a Level 3 on the 2013 Science FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Consistency through the implementation of the NGSSS with fidelity.	Teachers will create and utilize Instructional Focus Calendars for Science based on the district's scope and sequence	Administration	Analysis of ongoing assessments	Formative and summative assessments, mini assessments, and Diagnostics, Core K12
2	Textbooks do not provide enough kinesthetic activities for many of the kinesthetic learners	Students in grades K-5 will participate in at least one hands on lab activity per week with scientific tools and manipulatives.	Administration	Administrative leadership team will review student assessment results to determine student mastery on benchmarks.  Administration will conduct focused classroom walkthroughs to check for implementation and check lesson plans during walk-throughs	Diagnostics, science mini assessments, Core K12, and FCAT
3	Limited number of instructional minutes during the school day for enrichment opportunities.	Provide after school enrichment in Science.	Administration	Analysis of student products	Instructional Rubric
4	Students lack understanding of grade level science vocabulary, especially ELL and ESE students.	Utilize picture vocabulary cards and anchor charts to develop essential FCAT tested vocabulary comprehension. Arts Integration instruction for science vocabulary and terms.	Administration	Administration will conduct focused classroom walkthroughs to check for implementation and check lesson plans during walk-throughs	Diagnostics, science mini assessments, Core K12, and FCAT
5	Students are not reflecting on science concepts.	Implement science notebook in grades 3-5. Teachers will provide descriptive feedback to essential questions in science journals.	Administration, teachers	Administration will conduct focused classroom walkthroughs to check for implementation and check lesson plans during walk-throughs	Diagnostics, science mini assessments, Core K12, and FCAT

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

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	The number of students scoring a Level 4 or 5 will increase 6% on the 2013 FCAT Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 Science FCAT, 13%(20) of students achieved a level of 4 or 5.	In grade 5, 19% of students will achieve a level 4 of 5 on the 2012 Science FCAT.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increase scientific thinking	Implement Gizmo simulated science experiments	Science teacher, Principal	The created lab schedule will be implemented with fidelity and monitored by the Principal.	Improvement on Science Common Assessments and Diagnostics, Core K12
2	Consistency of the implementation of critical thinking skills embedded in instruction	Through collaborative planning and unpacking of the standards teachers will incorporate instructional activities that encompass the higher levels of the "DOK".	Administration	Administration and teachers will analyze student products during Learning Team meetings.	Instructional rubrics
3	Limited opportunities to apply the scientific method outside of the regular school day.	Students in grades K-5 will participate in a school-wide Science Fair to apply the scientific method.	Administration	Students in grades K-5 will participate in a school-wide Science Fair to apply the scientific method.	Instructional rubrics
4	Students need opportunities to experience real world science applications	SECME for grade 5 high performing students. Green Club will provide real world experience about the effects that humans have on our environment	Administration	Attendance rosters, lesson plans	Improvement on Science Common Assessments and Diagnostics, Core K12

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.  Science Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
GIZMOS	3-5	District	12 Strategically Selected Math/Science Teachers	September 28, 2012	Gizmos Assessment Reports Science FCAT Diagnostics	Science Coach AP Principal
Science Notebooks	3-5	Science Coach Randi Pryluck Kelly Swigler AP	Science Teachers grades 3-5	Septemeber-October 2012	Student Notebooks Walkthroughs iObservation Tool Science FCAT Diagnostics	Science Coach AP Principal
Think Central Basics	K-5	Science Coach	Science Teachers K-5	September 13, 2012	Walkthroughs iObservation Tool Lesson Plans	Science Coach AP Principal

Science Budget:

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

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Science Goals

## Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	There will be a 6% increase in the number of students scoring a level 3 or above on the Writing FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT Writing data 138 students or 86% of the students scored a level 3 or above on the FCAT Writing.	92% of the students will score a level 3 or above on the 2013 FCAT Writing

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increase writing volume and stamina.	Daily Tutorial for all 4th grade students scoring below 3.0 on narrative or expository writing, as well as weekly after school tutorial.	Principal, Writing Resource Teacher	Random checks by Principal & Writing Resource Teacher	Student portfolios evaluated with rubrics
2	Maintain consistency throughout the school.	Teacher will implement research -based writing strategies 60 minutes daily utilizing the Writer's Workshop Model. Mini lessons, independent writing, interactive Writing/shared writing, guided writing, investigations and group share evaluation will be the focus of the Writer's Workshop model.	Administration and Writing Resource Teacher	Administration will conduct focused classroom walkthroughs to check for implementation and check lesson plans during walk-throughs  Student work portfolios and Palm Beach Writes results will be reviewed by the coach and administration.	Palm Beach Writes and FCAT writes
3	Palm Beach Writes and FCAT writes	Students will receive instruction on using the FCAT Rubric in grade 4 to create, score and enhance and analyze their own writing.	Administration and Writing Resource Teacher	Student work portfolios and Palm Beach Writes results will be reviewed by administration.	Student Portfolio, Palm Beach Writes, FCATWrites
4	All lessons do not address different student learning styles.	Teacher will utilize arts integration strategies to meet the learning styles of all students.	Administration, Writing teachers, Humanities teachers	Student work portfolios and Palm Beach Writes results will be reviewed by administration.	Student Portfolio, Palm Beach Writes, FCATWrites

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.	
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Writing Goal #1b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Scoring utilizing FDOE calibration guides and anchor papers	Writing - 3rd-4th teachers	District Writing Specialist, Reading Coach	3rd-4th grade Writing teachers	September-October LTM	Lesson plan review, classroom walkthroughs and analysis of students data	Administration
Writing Workshop Basics	K-4	District Writing Specialist	K-4 Writing teachers	August, September LTMs	Lesson plan review, classroom walkthroughs and analysis of students data	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:	By June 2013, the absentee rate will increase by 12%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
2012 Attendance rate is 68%.	Berkshire's 2013 attendance will increase to 80%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
390	250
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
182	140

### 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 non-compliance	Teachers and guidance counselors will monitor students with high number of absences. As soon as a student is absent for 10 days in a 90 day period, an Attendance Study Team meeting will be held to determine the cause of the absences.	Teacher, guidance counselors, Attendance Leader	Attendance sheets	Daily attendance roster, Attendance report
2	Parents do not value the importance of attendance and vacation during the instructional days.	A school-wide incentive will be initiated. Each classroom with perfect attendance will be announced each day on the morning news by the principal. Each class that has perfect attendance for a certain number of days will receive a pizza parties.  Students will also receive perfect	Adminsitration, Guidance Counselors, and teachers	Monitoring the attendance rates	Attendance report

		attendance awards at a trimester awards ceremony.			
3	Some students are sent to school sick and infect other students additional absences.	Students that are deemed infectious will be sent home. If a parent cannot be reached will be kept out of the classrooms	Administration and the nurse	Monitoring the attendance rates	Attendance report
4	Consistent monitoring of tardies	Continue to implement tardy policy for students who have excessive tardies	Assistant Principal	Classroom attendance roster	Attendance report

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Suspension Suspension Goal #1:	By June 2013, in-school suspensions and out of school suspensions will decrease by 1%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
24	22
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
21	18
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
2012 Number of Out-of-School Suspensions is 47.	2012 Expected Number of Out-of-School Suspensions will be 43.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
29	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	Teachers may not implement with fidelity.	The CHAMPS behavior management program will continue to be implemented.	Teachers, District CHAMPS facilitator	Administrators will monitor suspension rate.	Suspension data
2	Inconsistent behavior support practices throughout the school.	Implement PBS (Positive Behavior Support) in grades K-5 through Single School Culture to include school climate, discipline, academics, and behavior	Administration, teachers, district support	Administration will monitor the number of student discipline referrals through monthly meetings. Staff Surveys	Discipline Referral Data
3	Inconsistent implementation by parents and staff	Implement PBS matrix for behavior and setting school expectations	PBS Committee, administration	Monthly meetings will review student referrals and staff surveys	Discipline Referral Data, staff surveys

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
			<b>Grand Total: \$0.00</b>

*End of Suspension Goal(s)*

## Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:					
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.		By the end of June 2012 there will be a 10% increase in the percentage of parents who attend a school activity.			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
70% of the parents participate in school activities during the 2011-2012 school year.		By the end of June 2013 80% of the parents will have attended a school activity.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	A small population of parents is actively involved.	Increase parent participation, parent volunteers and business partners. The school will host monthly Family Curriculum Night, FCAT Night, Family Literacy Night, Science Fair Night, various other grade level specific events related to student academics and community involvement.	Staff, administration, PTA	Analyze surveys and sign in logs	Survey Sign in logs
2	Parents are not being informed of school activities, events and updates through different modes.	Parents will receive communication through student agendas, a monthly newsletter, EDline a school based web page and through parent link phone system	Staff and administration	Review sign in logs to various school events	Sign in logs
3	A small population of parents is actively involved.	An incentive program for parent involvement will be implemented. This will include drawings at curriculum nights, volunteer of the month awards, and drawing box that parents can put their name in every time they come to the school for conferences or events. A prize will be drawn once a month. Parent liaison will oversee program.	Administration and PTA, Parent Liaison	Review sign in logs to various school events	Sign in logs
4	Parents lack of resources	Parents will receive training- Roots & Wings: Raising Resilient children. Classes will be provided in English and Spanish. Establish parent resource center	Counselors, Community providers, Parent Liaison, Administration	Review sign in logs and parent evaluations	Parent Evaluations
5	Parents are not involved in decision making and planning at school	Parents will be invited to attend School Advisory meetings to develop and evaluate SIP plan and develop Parent and Policy compact.	Administration, SAC chairperson, staff	Review sign in sheets	Sign in logs

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
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
Utilize agendas, parent newsletters to communicate with parents	Agendas, paper, ink	Title I funds	\$6,500.00
Provide support to parents through a parent liaison to coordinate parent workshops, resources	Salary for Parent Liaison	Title I funds	\$24,000.00
			Subtotal: \$30,500.00
			Grand Total: \$30,500.00

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)

### Appreciation of Multicultural Diversity Goal:

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

1. Appreciation of Multicultural Diversity Goal Appreciation of Multicultural Diversity Goal #1:	Increase the number of multicultural activities at Berkshire by conducting monthly school-wide multicultural events.
2012 Current level:	2013 Expected level:
4 out of 9 months	9 out of 9 months

#### 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 resources available	Analyze and purchase materials for media center to enhance selections from/for diverse populations.	Media Specialist	Review Media Center Collection	Review of classroom/media center collection development in area of multicultural diversity.
2	Limited multicultural books available in classrooms	Add books to classroom libraries to include fiction and factual texts that are gender and culture specific and incorporate students' cultural knowledge into the literacy curriculum through the use of multicultural literature.	Reading Coach	Review lesson plans, reading logs	Review of classroom/media center collection development in area of multicultural diversity.
3	Limited understanding of multicultural knowledge by students	Implement school wide study of continents and countries. Student s will share knowledge learned at Multicultural Night and evening performances. Culminating activity will be Berkshire's World Fair.	Arts Integration Committee Administration	Review lesson plans, monthly calendars of activities, rosters	Parent sign in sheets, agendas, calendar of activities

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

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

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

Budget:

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

*End of Appreciation of Multicultural Diversity Goal(s)*

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Implement LLI with selected L25 students	LLI Kits	Title I funds	\$4,000.00
				Subtotal: \$4,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Attend Reading Workshop Summer Institute	Conference fees and travel	Title I funds, School Improvement Funds	\$7,000.00
Reading	Provide Reading Workshop staff development to teachers on school site	Reading Workshop Teachers College consultant	Title I funds	\$12,000.00
Reading	Support teachers' efforts to increase reading volume and stamina through the implementation of Readers' Workshop	Reading Coach	Title I funds	\$38,850.00
Reading	Provide training for Lucy Calkins' Reading Units of Study	Teachers College Reading, Writing Project Columbia University Staff Developers, Reading Units of Study, Professional Resources	Title I funds	\$12,000.00
Reading	Schedule collegial planning during summer preschool.	Part time in system	Title I funds	\$2,000.00
Mathematics	Support teachers' efforts to implement math rotational block and differentiate instruction	Math Coach	Title I	\$38,850.00
Mathematics	Schedule collegial planning during summer preschool.	Part time in system	Title I funds	\$1,200.00
				Subtotal: \$111,900.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide interventions to students	Salary for reading resource teachers	Title I funds	\$96,800.00
Reading	Provide Reading tutorial and enrichment programs after school and on Saturdays	Part time in system	Title I funds	\$10,000.00
Reading	Provide materials to implement Reading Workshop including classroom libraries, anchor charts, folders.	Books, chart paper, folders	Title I funds	\$4,000.00
Reading	Provide summer tutorial to K-2 students performing below grade level.	Part time in system	Title I funds	\$1,500.00
Mathematics	Provide interventions to students	Salary for .5 Math resource teacher	Title I funds	\$32,266.00
Mathematics	Provide Math tutorial and enrichment programs after school	Part time in system	Title I funds	\$6,000.00
Parent Involvement	Utilize agendas, parent newsletters to communicate with	Agendas, paper, ink	Title I funds	\$6,500.00

Parent Involvement	parents Provide support to parents through a parent liaison to coordinate parent workshops, resources	Salary for Parent Liaison	Title I funds	\$24,000.00
				Subtotal: \$181,066.00
				Grand Total: \$296,966.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school:  Yes  No

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

No Attachment (Uploaded on 11/9/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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



No. Disagree with the above statement.

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

-Invitations and brochures encouraging parents to join SAC  
 -Parent Link in both English and Spanish encouraging parents to join SAC  
 -Language Facilitator present at every meeting  
 -Hispanic/bilingual SAC Chair to encourage ethnic and racial representation  
 We are currently seeking a community member to join our SAC.

Projected use of SAC Funds	Amount
Funds will be utilized for professional development activities, tutorial, instructional materials to ensure the implementation of the SIP.	\$5,500.00

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

-Develop and review School Improvement Plan  
 -Review SEQ Surveys and brainstormed ideas for improvement  
 -Discuss District Accreditation Process  
 -Review Title I program, requirements, budget  
 -Discuss and vote on budget decisions that support our SIP  
 -Family Nights  
 -Monthly Principal Updates

# AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012  
 Adequate Yearly Progress (AYP) Trend Data 2010-2011  
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

## SCHOOL GRADE DATA

No Data Found

Palm Beach School District BERKSHIRE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	81%	86%	97%	67%	331	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	75%	70%			145	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	70% (YES)	73% (YES)			143	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					619	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District BERKSHIRE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	72%	81%	82%	52%	287	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	66%	73%			139	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	59% (YES)	79% (YES)			138	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					564	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested