

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



Gerard Robinson, Commissioner  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor  
K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

School Name: ROOSEVELT ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Glenda Garrett, Ed.D

SAC Chair:

Superintendent: Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 9/6/2012

## 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)
		Doctorate in			2008 FCAT- AYP NOT met/C 3rd grade-52% proficient in Reading, 63% proficient in Math 4th grade- 43% proficient in Reading, 50% proficient in Math & 76% proficient in Writing 5th grade- 58% proficient in Reading, 53% proficient in Math & 27% proficient in Science  2009 FCAT AYP NOT met/C 3rd grade- 57% proficient in Reading, 66% proficient in Math 4th grade- 53% proficient in Reading, 53% proficient in Math & 90% proficient in Writing 5th grade- 42% proficient in Reading, 40 % proficient in Math & 16% proficient in Science

Principal	Dr. Glenda Garrett	Educational Leadership, Nova Southeastern University  Master's Educational Leadership and Reading, Nova Southeastern University Bachelor of Science Degree, Florida Atlantic University	8	19	<p>2010 FCAT AYP NOT met/D 3rd grade- 42% proficient in Reading, 65% proficient in Math 4th grade- 61% proficient in Reading, 52% proficient in Math, 97% proficient in Writing 5th grade- 48% proficient in Reading, 40% proficient in Math &amp; 32% proficient in Science</p> <p>2011 FCAT AYP NOT met/C 3rd grade- 41% proficient in Reading, 66% proficient in Math 4th grade- 42% proficient in Reading, 53% proficient in Math, 97% proficient in Writing 5th grade- 52% proficient in Reading, 46% proficient in Math &amp; 36% proficient in Science</p> <p>2012 FCAT 2.0 I-data not available 3rd grade- 25% proficient in Reading, Math data not available 4th grade- 38% proficient in Reading, 37% proficient in Math &amp; 89% proficient in Writing 5th grade 36% proficient in Reading, 24% proficient in Math &amp; 20% proficient in Science</p>
Assis Principal	Sharonda Alleyne	Bachelor of Science and Masters of Science Degrees in Elementary Education, Florida A & M Educational Leadership Certificate, Florida Atlantic University Certified in English as a Second Language (ESOL).	13	4	<p>2008 FCAT- AYP NOT met/C 3rd grade-52% proficient in Reading, 63% proficient in Math 4th grade- 43% proficient in Reading, 50% proficient in Math &amp; 76% proficient in Writing 5th grade- 58% proficient in Reading, 53% proficient in Math &amp; 27% proficient in Science</p> <p>2009 FCAT AYP NOT met/C 3rd grade- 57% proficient in Reading, 66% proficient in Math 4th grade- 53% proficient in Reading, 53% proficient in Math &amp; 90% proficient in Writing 5th grade- 42% proficient in Reading, 40 % proficient in Math &amp; 16% proficient in Science * Improved FCAT Writes scores * Reduced suspension rate</p> <p>2010 FCAT AYP NOT met/D 3rd grade- 42% proficient in Reading, 65% proficient in Math 4th grade- 61% proficient in Reading, 52% proficient in Math, 97% proficient in Writing 5th grade- 48% proficient in Reading, 40% proficient in Math &amp; 32% proficient in Science</p> <p>2011 FCAT AYP NOT met/C 3rd grade- 41% proficient in Reading, 66% proficient in Math 4th grade- 42% proficient in Reading, 53% proficient in Math, 97% proficient in Writing 5th grade- 52% proficient in Reading, 46% proficient in Math &amp; 36% proficient in Science</p> <p>2012 FCAT 2.0 I-data not available 3rd grade- 25% proficient in Reading, Math data not available 4th grade-</p>

38% proficient in Reading, 37% proficient in Math & 89% proficient in Writing  
5th grade  
36% proficient in Reading, 24% proficient in Math & 20% proficient in Science

## 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	Joy Siedman	<p>Masters Degree in Reading, Rutgers University</p> <p>BA in Psychology &amp; Teacher Certification, Rutgers University</p> <p>*Reading Certified</p> <p>*Reading Recovery Certified</p>	13	11	<p>2008 FCAT- AYP NOT met/C 3rd grade-52% proficient in Reading 4th grade- 43% proficient in Reading 5th grade- 58% proficient in Reading</p> <p>2009 FCAT AYP NOT met/C 3rd grade- 57% proficient in Reading 4th grade- 53% proficient in Reading 5th grade- 42% proficient in Reading</p> <p>2010 FCAT AYP NOT met/D 3rd grade- 42% proficient in Reading 4th grade- 61% proficient in Reading 5th grade- 48% proficient in Reading</p> <p>2011 FCAT AYP NOT met/C 3rd grade- 41% proficient in Reading 4th grade- 42% proficient in Reading, 5th grade- 52% proficient in Reading</p> <p>2012 FCAT 2.0 I-data not available 3rd grade- 25% proficient in Reading 4th grade- 38% proficient in Reading, 89% proficient in Writing 5th grade 36% proficient in Reading</p> <p>*Roosevelt Elem removed from the Reading First Focus School List FY08-09</p> <p>*Featured teacher for MONDO Oral Language Instructional DVD FY 07-08</p>
					<p>2008 FCAT- AYP NOT met/C 3rd grade-63% proficient in Math 4th grade- 50% proficient in Math 5th grade- 53% proficient in Math</p> <p>2009 FCAT AYP NOT met/C</p>

Math Coach	Jacqueline Thomas-Baker	*Masters Degree in Elementary Education	13	8	3rd grade- 66% proficient in Math 4th grade- 53% proficient in Math 5th grade- 40% proficient in Math  2010 FCAT AYP NOT met/D 3rd grade- 65% proficient in Math 4th grade- 52% proficient in Math 5th grade- 40% proficient in Math  2011 FCAT AYP NOT met/C 3rd grade- 66% proficient in Math 4th grade- 53% proficient in Math 5th grade- 46% proficient in Math  2012 FCAT 2.0 1-data not available 3rd grade- Math data not available 4th grade- 37% proficient in Math 5th grade 24% proficient in Math  Outstanding Math Teacher Bonus FY 01-02 83% Learning Gains
------------	-------------------------	---	----	---	---

## 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	Continuous Professional Development & Support	Principal, AP, Professional Development Team	ongoing-June 2013	
2	Mentoring for new teachers	AP, mentor teacher	ongoing-June 2013	
3	Hire HQ Teachers & Para Professionals	Administration	ongoing-June 2013	

## Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0% [0] teachers received less than an effective rating.	Professional Development in content areas and Marzano Teacher Evaluation will be provided. Modeling and in-class support will be provided by Coaches and Resource Teachers

## Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
37	2.7%(1)	27.0%(10)	29.7%(11)	40.5%(15)	43.2%(16)	0.0%(0)	0.0%(0)	2.7%(1)	91.9%(34)

### 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
Christina Williams			

### 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

The Title I School Improvement Grant allowed Roosevelt Elementary to provide before and after-school tutorial services in the areas of reading and math for our predicted level 1 and 2 students in grades 3-5. We were also able to purchase a Math Coach & Reading Coach to support the teachers & provide professional development. Our Community Resource Person works with our parents, volunteers and business partners to increase student achievement.

#### Title I, Part C- Migrant

N/A

#### Title I, Part D

N/A

#### Title II

N/A

#### Title III

N/A

#### Title X- Homeless

We adhere to the policies set by the district.

#### Supplemental Academic Instruction (SAI)

SAI funds will be used for remediation of Level 1 students in grades 2&3.

#### Violence Prevention Programs

Bullying Hotline

Single School Culture and Appreciation for Multicultural Diversity.

#### Nutrition Programs

FAU partnership, breakfast pilot initiative through School Food Services

#### Housing Programs

N/A

Head Start

Partnership with P.B.C. Head Start/Early Head Start

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Required Instruction Listed in FL Statute 1003.42(2), as applicable to appropriate grade levels.

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

#### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school based RtI Leadership Team is comprised of the following members: principal, assistant principal, ESE contact, ELL contact, school psychologist, classroom teacher(s), reading & math coaches, and guidance counselor.

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

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

The SBT will use the Problem Solving Model\* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, 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. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

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

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%

strengthens 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 2.0)  
Curriculum Based Measurement  
Florida Assessment for Instruction in Reading (FAIR)  
Palm Beach County Fall Diagnostics  
Palm Beach Writes  
K-4 Literacy Assessment System  
Diagnostic Assessment for Reading (DAR)  
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  
K-4 Literacy Assessment System  
Curriculum Based Measurement  
Florida Assessment for Instruction in Reading (FAIR)  
Office Discipline Referrals  
Retentions  
Absences

#### End of year data:

Florida Assessment for Instruction in Reading (FAIR)  
FCAT Writes  
K-4 Literacy Assessment System  
Office Discipline Referrals  
Retentions  
Absences

Describe the plan to train staff on MTSS.

In-service opportunities ,through the district, will include, but are not limited to, the following:

Problem Solving Model  
consensus building  
Positive Behavioral Intervention and Support (PBIS)  
data-based decision-making to drive instruction  
progress monitoring  
selection and availability of research-based interventions  
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:

Dr. Glenda Garrett, Principal  
Sharonda Alleyne, Assistant Principal  
Joy Siedman, Reading Coach  
Sandra Murph, SAI Teacher  
Beverly Orth-Guidance Counselor  
Paula McCleese-VE Teacher  
Marion Hake, Rosalind Simmons Primary Grades Team Leaders  
Nikita Young, Willie Rhymes, -Intermediate Grades Team Leaders

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

The administration team meets with the LLT once a month. Agenda topics include the discussion of the team's goals and progress, data analysis, as well as identification of new strategies and activities to implement. As additional needs and concerns arise, the LLT investigates the concern, studies and plans a course of action, shares the action with the staff, implements the action, analyzes its effectiveness, and reflects on the process.

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

Initiatives are based on our school's data and needs assessments. These include increasing students' vocabulary, building reading stamina and utilizing higher order thinking skills and questioning.

## 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.

Roosevelt Elementary School cooperates with preschool programs by disseminating information to the students. A Kindergarten Round-up is held in the spring for all parents and students who will be attending Roosevelt Elementary School. The Kindergarten Round-up helps parents with the registration process, provides information on shots needed to register for school, how to get birth certificates if needed, and health exams. Common Core Standards for Kindergarten are addressed, preparatory materials are shared with parents and a tour of the school, including the Kindergarten classrooms, is given.

All incoming Kindergarten students are assessed upon entering Kindergarten using several measurements of readiness, including FLKRS and the Fountas and Pinnell Benchmark Assessment System. These assessments are used in order to ascertain individual and group needs and to assist in the development of appropriate, differentiated instruction/intervention programs.

### \*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.

### \*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?



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?

### 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](#)

## 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:	In grades 3-5 , 25% of the students will score Level 3 in Reading on the 2013 FCAT 2.0 Reading Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (37)	25% (41)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increasing Higher Order Thinking Skills	Use Webb's Depth of Knowledge to vary levels of questioning  Attend local & national Reading Conferences	Administration & Reading Coach	walkthroughs, anecdotal records, assessments	Diagnostics, FAIR, RRR and classroom assessments
2	Incorporate Best Practices/Fidelity of 90 Minute Block (K-12 Comprehensive Plan)	Reading Coach, Administration and other district personnel will assist with planning, time management, modeling lessons, analyzing data and providing professional development for teachers.	Administration & Reading Coach, Learning Team Facilitator	Walkthroughs, master schedule, lesson plans, anchor charts	Diagnostics, FAIR, RRR and classroom assessments
3	Building Reading Stamina & Fluency	The Daily 5 & Reading Counts Program for Independent Reading, Reading A-Z and Raz Kids for fluency	Administration, Reading Coach, paraprofessional	walkthroughs, reading logs, conference notes	Diagnostics, FAIR, RRR, Reading Counts Quizzes and classroom assessments
4	Bi-Weekly Progress Monitoring	Benchmark Focus calendar with biweekly assessments	Administration & Reading Coach	Student data chats/logs	Diagnostics, FAIR, RRR and classroom/benchmark assessments
5	Increase Instructional Time	Extended day learning opportunities and enrichment activities will be provided for students based upon need	administration	walkthroughs, lesson plans, anecdotal records	Diagnostics, FAIR, RRR and classroom assessments
6					

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.	10% of students in grades 3-5 taking the Florida Alternate
---	--

Reading Goal #1b:	Assessment in Reading in 2013 will score at levels 4, 5 and 6.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% ( 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
1	Increasing Basic Skills	Small group and 1 on 1 instruction using SRA, Edmark and PCI.	Administration, ESE contact	walkthroughs, lesson plans	work samples, classroom assessments

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In grades 3-5 , 20% of the students will achieve Level 4 and above in Reading on the 2013 FCAT 2.0 Reading Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (29)	20% (33)

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	Increasing Higher Order Thinking Skills	Use Webb's Depth of Knowledge to vary levels of questioning	Administration & Reading Coach	walkthroughs, anecdotal records, assessments	Diagnostics, FAIR, RRR and classroom assessments
2	Increasing Enrichment Opportunities	Extended day learning opportunities and enrichment activities will be provided for students based upon need	administration	walkthroughs, lesson plans, anecdotal records	Diagnostics, FAIR, RRR and classroom assessments

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	80% of students in Grades 3-5 taking the Florida Alternate Assessment in Reading in 2013 will score Level 7 and Above
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (6)	80% ( 5 )

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increasing Basic Skills	Small group instruction using SRA, Edmark and PCI	Administration & ESE contact	walkthroughs, lesson plans	work samples, classroom assessment

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In grades 3-5 , 70% of the students will make Learning Gains in Reading on the 2013 FCAT 2.0 Reading Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
NG (no grade/data)	70% (114)

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	Increasing Instructional Time	Extended day learning opportunities and enrichment activities will be provided for students based upon need	administration	walkthroughs, lesson plans, anecdotal records	Diagnostics, FAIR, RRR and classroom assessments
2	Increasing Higher Order Thinking Skills	Use Webb's Depth of Knowledge to vary levels of questioning	Administration & Reading Coach	walkthroughs, anecdotal records, assessments	Diagnostics, FAIR, RRR and classroom assessments
3	Increased Reading Stamina	Daily 5 implementation in all K-5 classrooms	Administration & Reading Coach	walkthroughs, lesson plans, reading journals	Diagnostics, FAIR, RRR and classroom assessments

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	20% of students in grades 3-5 will make learning gains in Reading on the Florida Alternate Assessment 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12% (1)	20% (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
1	Increasing Basic Skills	Small group and 1 on 1 instruction using SRA, Edmark and PCI	Administration & ESE contact	walkthroughs, lesson plans	work samples, classroom assessments

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	70% of the lowest 25% will make learning gains on the 2013 FCAT 2.0 Reading Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
NG (no grade/no data)	70% (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	Increasing Instructional Time	Extended day learning opportunities and enrichment activities will be provided for students based upon need	administration	walkthroughs, lesson plans, anecdotal records	Diagnostics, FAIR, RRR and classroom assessments
2	Increasing Reading Stamina	Daily 5 implementation in all K-5 classrooms	administration & Reading Coach	walkthroughs, lesson plans, reading journals	Diagnostics, FAIR, RRR and classroom assessments
3	Using Differentiated Instruction with Fidelity	daily small groups and centers built around student needs  LLI (Leveled Literacy Intervention) for iii groups	administration & Reading Coach	walkthroughs, lesson plans	Diagnostics, FAIR, RRR and classroom assessments

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 # 5A : <input type="text"/>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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:	In grades 3-5 , 40% of the black students will achieve level 3 or above on 2013 FCAT 2.0 Reading Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (56) Black Students	40%()

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	Increasing Instructional Time	Extended day learning opportunities and enrichment activities (tutoring) will be provided for students based upon need	administration	walkthroughs, lesson plans, anecdotal records	Diagnostics, FAIR, RRR and classroom assessments
2	Using Differentiated Instruction with Fidelity	build small groups and center activities around student needs, RtI model	Administration & Reading Coach	walkthroughs, lesson plans	Diagnostics, FAIR, RRR and classroom assessments
3	Building Reading Stamina	Book study- The Daily 5	Administration, Reading Coach, PD Team	walkthroughs, lesson plans	Diagnostics, FAIR, RRR and classroom assessments

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Not a subgroup
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not a subgroup	Not a subgroup

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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	60% of SWD in grades 3-5 will be proficient in Reading on the 2013 FCAT 2.0 Reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (34)	60% ( )

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	Using Differentiated Instruction with Fidelity	daily small groups and centers built upon	administration & Reading Coach	walkthroughs, lesson plans	Diagnostics, FAIR, RRR and classroom

		student needs			assessments
2	Increasing Instructional Time	Extended day learning opportunities and enrichment activities will be provided for students based upon need	administration	walkthroughs, lesson plans	Diagnostics, FAIR, RRR and classroom assessments

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	40% of economically disadvantaged students will score proficient in Reading on the 2013 Reading FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (69)	40% ()

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	Increasing Instructional Time	Extended day learning opportunities and enrichment activities will be provided for students based upon need	administration	walkthroughs, lesson plans	Diagnostics, FAIR, RRR and classroom assessments
2	Using Differentiated Instruction with Fidelity	build small groups and center activities around student needs, Rtl model	Administration & Reading Coach	walkthroughs, lesson plans	Diagnostics, FAIR, RRR and classroom assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading Conferences- IRA, FRA, ASCD, Model schools, FASA, NABSE and other Reading conferences	K-5	conference sites	K-5 teachers as determined by Administration	Sept 2012-May 2013	share information at PDD and faculty meetings	Administration
Data Analysis and Differentiated Instruction	K-5	Reading Coach & LTF	school-wide	Sept 2012-May 2013	data review	Administration
The Daily 5	K-5	PD Team	school-wide	preschool & PDDs	classroom walkthroughs, lesson plans	Administration & Reading Coach
RRR training						

LLI (Leveled Literacy Intervention) training	K-5	district staff	school-wide	summer & fall 2012	data review/EDW instructional implications	Administration & Reading Coach
--	-----	----------------	-------------	--------------------	--	--------------------------------

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Classroom Libraries	books, baskets, labels	Title I	\$1,000.00
Consumables	Florida Ready, Pathways	Title I	\$1,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Data Analysis/Classroom Instruction	ink, mobis, printers, headphones, Reading A-Z softwear license	Title I	\$3,000.00
Increase reading fluency	Reading A-Z & Raz Kids subscriptions	Title I	\$1,000.00
			Subtotal: \$4,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Conferences-IRA,FRA, ASCD, Model schools, FASA, NABSE and other Reading conferences	registration, hotel, per diem, airfare	Title I	\$10,000.00
On model lessons, conference with teachers, data analysis, PD	Reading Coach	Title I CRRP	\$33,794.00
			Subtotal: \$43,794.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Supplies	paper, pencils, chart, paper, journals, poster paper, laminating film, highlighters, markers, FCAT prep materials	Title I	\$3,000.00
Stipends for teachers	Tutorial & Bootcamp	Title I	\$5,000.00
Substitutes	Substitutes for teachers to attend professional development including LLI, RRR and other Reading trainings	Title I	\$2,046.00
			Subtotal: \$10,046.00
			Grand Total: \$59,840.00

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:	40% of ELL students will score proficient in listening and speaking on the 2013 CELLA.
2012 Current Percent of Students Proficient in listening/speaking:	
33% (9)	



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 Listening & Speaking Proficiency	Daily 5 Listen to Reading & read to Someone to build fluency.	Administration, ELL contact, reading Coach	anecdotal records	student conferences

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:

25% of ELL students will score proficient in reading on the 2013 CELLA.

2012 Current Percent of Students Proficient in reading:

22% (6)

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	Building Reading Stamina	The Daily 5 & Reading Counts Program for Independent Reading	Administration, ELL Contact, Reading Coach,	walkthroughs, reading logs, conference notes	Diagnostics, FAIR, RRR, Reading Counts, Classroom Assessments
2	Increased Instructional Time	Extended day learning opportunities and enrichment activities will be provided for students based upon need	Administration	walkthroughs, lesson plans, anecdotal records	Diagnostics, FAIR, RRR, Reading Counts, Classroom Assessments

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

3. Students scoring proficient in writing.

CELLA Goal #3:

20% of ELL of students will score proficient in writing on 2013 CELLA.

2012 Current Percent of Students Proficient in writing:

15% (4)

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	Writing with focus, organization and details	Writer's Workshop, North Area Writing Program	Administration, ELL contact, district writing resource teacher	writing samples	Palm Beach Writes, daily writing
	Increased Instructional	Extended day learning	Administration,	walk throughs, lesson	Palm Beach

2	Time	opportunities and enrichment activities will be provided for students based upon need	ELL contact, district writing resource teacher	plans, writing samples	Writes, daily writing
---	------	---	--	------------------------	-----------------------

CELLA Budget:

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

End of CELLA Goals

# Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	In grades 3-5 , 25% of the students will achieve Level 3 on the 2013 FCAT 2.0 Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (35) proficient	25%(41)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Bi-Weekly Progress Monitoring	Benchmark Focus Calendar & biweekly assessments	administration & Math Coach	student data chats/logs	diagnostics, classroom/benchmark assessments
2	Problem Solving Strategies	Go Math program, use of math manipulatives, Reflex Math, attend local & national Math Conferences	Administration & Math Coach	walkthroughs, anecdotal records and assessments	Diagnostics, classroom assessments
3	Increasing Instructional Time	Extended day learning opportunities and enrichment activities will be provided for students based upon need	Administration	walkthroughs, lesson plans, anecdotal records	Diagnostics, classroom assessments
4	Using Differentiated Instruction with Fidelity	small group instruction and learning centers	Administration & Math Coach	walkthroughs, lesson plans, anecdotal records	Diagnostics, classroom assessments
5	Incorporating Best Practices with Fidelity	Math resource teacher/Math Coach will model lessons, analyze data and provide professional development for staff	administration, Math Coach, Math Resource Teacher, Learning Team Facilitator	walkthroughs, lesson plans	Diagnostics, classroom assessments

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	40% of students in grades 3-5 will score at levels 4,5, and 6 on the Mathematics portion of the Florida Alternate Assessment in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (3)	40% (2)

### Problem-Solving Process to Increase Student Achievement

	Person or	Process Used to
--	-----------	-----------------

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Increase basic math skills	Hands On practice in small group and 1on1 using the Equals program	Administration & ESE contact	walkthroughs, lesson plans	work samples, classroom assessments

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	In grades 3-5, 18% of students will achieve Level 4 or above in Mathematics on the 2013 FCAT 2.0 Math test
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (21)	18% (29)

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	Increasing Enrichment Activities	small group instruction for enrichment	administration	walkthroughs, lesson plans	Diagnostics, classroom assessments
2	Increasing Instructional Time	Extended day learning opportunities and enrichment activities will be provided for students based upon need	administration	walkthroughs, lesson plans	Diagnostics, classroom assessments

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	65% of students in grades 3-5 will score at Level 7 or above in Mathematics on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (5)	65% (4)

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 basic math skills	Hands On practice in small group using the Equals program	Administration & ESE contact	walkthroughs, lesson plans	work samples, classroom assessments

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.	In grades 3-5, 70% of the students will make learning gains
--	---

Mathematics Goal # 3a:	on the 2012 FCAT Mathematics Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
NG-no grade or data	70% (114)

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	Using Differentiated Instruction with Fidelity	small group instruction for Math and differentiated learning centers	administration & Math Coach	walkthroughs, lesson plans	Diagnostics, classroom assessments
2	Increasing Instructional Time	Extended day learning opportunities and enrichment activities will be provided for students based upon need	administration	walkthroughs, lesson plans	Diagnostics, classroom assessments

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal # 3b:	65% of students in grades 3-5 will make learning gains in Mathematics on the Florida Alternate Assessment 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (5)	65% (4)

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 Basic Skills in Math	Hands On practice in small group and 1on1 using the Equals program	Administration & ESE contact	walkthroughs, lesson plans	work samples & classroom assessments

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	In grades 3-5 , 70% of our students in the lowest 25% will make learning gains on the 2013 FCAT 2.0 Mathematics Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
NG-no grade/no data	70% (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	Using Differentiated Instruction with Fidelity	small group instruction in math	administration & Math Coach	walkthroughs, lesson plans	Diagnostics, classroom assessments
2	Increasing Instructional Time	Extended day learning opportunities and enrichment activities will be provided for students based upon need	administration	walkthroughs, lesson plans	Diagnostics, classroom assessments

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 #				
		5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:	In grades 3-5 , 70% of all subgroups will make satisfactory progress in Mathematics on the 2013 FCAT 2.0 Mathematics Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
NG-no grade/no data	70% (114)

**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	Increasing Instructional Time	Extended day learning opportunities and enrichment activities (tutoring) will be provided for students based upon need	administration	walkthroughs, lesson plans	Diagnostics, classroom assessments
2	Problem solving strategies	Problem Solving Strategies using Go Math! program	Administration & Math Coach	walkthroughs, anecdotal records and assessments	Diagnostics, classroom assessments

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	In grades 3-5 , 70% of ELL students will make satisfactory progress in Mathematics on the 2013 FCAT 2.0 Mathematics Test
---	--

2012 Current Level of Performance:	2013 Expected Level of Performance:
NG-no grade/no data	70%

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	Problem Solving strategies	Problem Solving Strategies using Go Math! program	Administration & Math Coach	walkthroughs, lesson plans	Diagnostics, classroom assessments
2	Increasing Instructional Time	Extended day learning opportunities and enrichment activities (tutoring) will be provided for students based upon need	Administration & Math Coach	walkthroughs, lesson plans	Diagnostics, classroom assessments

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	In grades 3-5 , 70% SWD will make satisfactory progress in Mathematics on the 2013 FCAT 2.0 Mathematics Test
--	--

2012 Current Level of Performance:	2013 Expected Level of Performance:
NG-no grade/no data	70%

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	Using Differentiated Instruction with Fidelity	small groups in math instruction	administration & Math Coach	walkthroughs, lesson plans	Diagnostics, classroom assessments
2	Increasing Instructional Time	Extended day learning opportunities and enrichment activities (tutoring) will be provided for students based upon need	administration	walkthroughs, lesson plans	Diagnostics, classroom assessments

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	In grades 3-5 , 70% of Economically Disadvantaged students will make satisfactory progress in Mathematics on the 2013 FCAT 2.0 Mathematics Test.
---	--

2012 Current Level of Performance:	2013 Expected Level of Performance:
NG-no grade/no data	70%

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	Problem Solving strategies	Problem Solving Strategies using Go Math! program	administration & Math Coach	walkthroughs, lesson plans, anecdotal records	Diagnostics, classroom assessments
2	Increasing Instructional Time	Extended day learning opportunities and enrichment activities (tutoring) will be provided for students based upon need	administration	walkthroughs, lesson plans	Diagnostics, classroom assessments

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
National MathConference, NCTM & other Math Conferences	K-5 teachers	conference presenters	K-5 Math teachers	Aug 2012-May 2013	walkthroughs, lesson plans	Administration & Math Coach
Go Math trainings	K-5 teachers	Math Coach	K-5 Math teachers	Aug 2012-May 2013	walkthroughs, lesson plans	Administration & Math Coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Problem Solving through Go Math/NGSSS & Common Core	Consumables and FCAT prep materials, Acaletics Learning Resource	Title I	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Problem Solving through Go Math/NGSSS & Common Core	Reflex Math Software	Title I	\$3,000.00
			Subtotal: \$3,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NCTM and other Math related conferences in state and out of state travel	lodging, registration, travel, meals	Title I	\$5,000.00
Model lessons, conference with teachers, data analysis, PD	Math Coach	Title I	\$67,588.00
			Subtotal: \$72,588.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Supplies	Dry Erase markers, washable crayons, and other manipulatives, poster paper, laminating film, highlighters, paper, markers	Title I	\$3,144.94
Tutorial & Bootcamp	Stipends for teachers	Title I	\$4,062.50



## 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:			In grade 5, 20% of the students will achieve Level 3 in Science on the 2013 FCAT 2.0 Science Test		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
14% (10)			20%		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increasing Instructional Time/Labs	Extended day learning opportunities and enrichment activities (tutoring) will be provided for students based upon need	administration	walkthroughs, lesson plans	Diagnostics, classroom assessments
2	Using "hands-on" Science experiments/labs to teach Science concepts	Grades 3-5 will rotate weekly to the Science Lab, SECME program, Picture Perfect Science, Science based Field Trips, attendance at local & national Science Conferences	administration	lesson plans, walkthroughs	Diagnostics, classroom assessments
3	Biweekly Progress Monitoring	Benchmark Focus Calendar & biweekly assessments	administration	student data chats/logs	diagnostics, classroom/benchmark assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal #1b:	10% of students in grades 3-5 will score Levels 4,5,and 6 in Science on the Florida Alternate Assessment 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10%
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:	In grade 5, 15% of the students will score LLevel 4 or above in Science on the 2013 FCAT 2.0 Science Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (5)	15% (11)

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	Using "hands-on" Science experiments to teach Science concepts	grades 3-5 will rotate weekly to the Science Lab, SECME program	administration, science teacher	lab reports, discussion, anecdotal records, SECME competitions	diagnostics, classroom assessments
2	Increasing Instructional Time	Extended day learning opportunities and enrichment activies will be provided for students based upon need	adminsitration	lesson plans, walkthroughs	Diagnostics, classroom assessments

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.  Science Goal #2b:	100% of students in grades 3-5 will score at or above level 7 in Science on the Florida Alternate Assessment 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2)	100%

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
NSTA , National Magnet Conference and other Science related conferences	K-5	conference presenters	K-5 Science teachers	Aug 2012-May 2013	attendees will present info to staff	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Professional Resources	AIMS, Picture Perfect Science	Title I	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NSTA , National Magnet Conference and other Science related conferences	in state and out of state travel-lodging, travel, registration, meals	Title I	\$5,000.00
			Subtotal: \$5,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Tutorial & BootCamp	Stipends	Title I	\$1,875.00
Supplies	Science Lab supplies/materials for experiments, microscopes	Title I	\$1,500.00
			Subtotal: \$3,375.00
			Grand Total: \$8,875.00

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:	In grade 4, 94% of the students will achieve 3.0 or higher in Writing on the 2013 FCAT 2.0 Writing Test

2012 Current Level of Performance:	2013 Expected Level of Performance:
93% (42)	94%

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	Writing with focus, organization and details	Writer's Workshop, North Area Writing Program	administration, writing resource teacher	writing samples	Palm Beach Writes, daily writing
2	Increasing Instructional Time	Extended day learning opportunities and enrichment activities will be provided for students based upon need	administration	walkthroughs, lesson plans, writing samples	Palm Beach Writes, daily writing

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing Goal #1b:	100% of students in grade 4 will score 4 or higher on the Florida Alternate Assessment Writing test
--	---

2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (5)	100% (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
1	Building vocabulary (oral language)	Provide students with activities during daily instruction that deal with the open-response topics	Administration, ESE contact	walkthroughs, lesson plans	classroom assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writer's Workshop	K-2	district staff	K-2 teachers	Aug 2012-May 2013	walkthroughs, writing folders	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
Writing tutorial/Bootcamp	stipends	Title I	\$5,250.00
Substitutes	substitutes for teachers to attend Writing training	Title I	\$1,000.00
			Subtotal: \$6,250.00
			Grand Total: \$6,250.00

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		Our attendance rate for FY 2013 will increase to 70%			
Attendance Goal #1:					
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
68% (369)		70%			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
182		150			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
110		90			
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 attending school more frequently & on time	contact parents-send Community Resource Person on home visits	administration & Community Resource Person	students attending school more frequently and on time	daily attendance records
---	---	---	--	---	--------------------------

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

## Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	100% of K-5 students will follow the Positive School-wide Behavior model
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions

0	0				
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School				
0	0				
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
43	30				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
22	15				
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	Consistent Behavior Management	School-wide Positive Behavior Plan	administration	walkthroughs, use of school wide expectations, incentives and consequences	Suspension 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
School-wide Positive Behavior Plan	K-5	Administration	school-wide	Aug 2012-May 2013	Student Behavior Badges	Administration

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
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
School wide Positive Behavior Plan	badges, ink	Title I	\$300.00
			Subtotal: \$300.00
			<b>Grand Total: \$300.00</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:		80% of parents will participate in a school event/meeting.			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
70% (343)		80% (320)			
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 Parent-School Communication	Community Resource Person/Language Facilitator will make home visits, communicate with parents and facilitate family involvement trainings; fliers and announcements will be sent home via mail and/or by students. Parents will also be invited to parent/teacher conferences and report card conferences throughout the school year.	administration	attendance at school events & meetings	Sign in sheets
	Increase parent involvement at school events/meetings/workshops	Parents will be invited in writing and through Parent Link to participate in monthly SAC & PTO meetings,	administration, SAC chair, PTO president, Community Resource	attendance for school meetings	sign in sheets



2		Title I/AYP Annual Meeting in October and Open House in September. Parents will be involved in the design, implementation and evaluation of the Schoolwide Plan. Babysitting will be provided as well as refreshments	Person/Language Facilitator		
3	Increase parent volunteers & business partners	Parents, volunteers and businesses will be invited to volunteer in the classrooms, tutor students and read to classes. Volunteers/tutors include Omega Psi Phi Fraternity & West Palm Beach Library	administration, Community Resource Person/Language Facilitator	volunteer hours	VIPs sign in
4	Increase Student Achievement	Training will be provided for the parents to assist students with preparing for FCAT Writes, FCAT Reading, Math & Science. In addition, we will hold Literacy Nights for K-2 parents offering Reading & Math activities parents can use at home.	Administration, Reading Coach & Math Coach	Attendance at parent trainings	sign in sheets, evaluations

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
Family Involvement PD	K-5	Administration	school-wide	Fall 2012/Winter 2013	Conference logs & sign ins heets	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
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Communication	in county travel-home visits	Title I	\$500.00
Parent Communication	agendas (planners), postage	Title I	\$500.00
Parent Training/Meetings	supplies-copy paper, ink cartridges, refreshments for trainings and door prizes	Title I	\$500.00
Increased parental involvement	Community Resource Person	Title I	\$32,980.56
			Subtotal: \$34,480.56
			<b>Grand Total: \$34,480.56</b>

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:

<b>Evidence-based Program(s)/Material(s)</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

			Subtotal: \$0.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
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 STEM Goal(s)*

## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Classroom Libraries	books, baskets, labels	Title I	\$1,000.00
Reading	Consumables	Florida Ready, Pathways	Title I	\$1,000.00
Mathematics	Problem Solving through Go Math/NGSSS & Common Core	Consumables and FCAT prep materials, Acaletics Learning Resource	Title I	\$1,000.00
Science	Professional Resources	AIMS, Picture Perfect Science	Title I	\$500.00
				Subtotal: \$3,500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Data Analysis/Classroom Instruction	ink, mobis, printers, headphones, Reading A-Z softwear license	Title I	\$3,000.00
Reading	Increase reading fluency	Reading A-Z & Raz Kids subscriptions	Title I	\$1,000.00
Mathematics	Problem Solving through Go Math/NGSSS & Common Core	Reflex Math Software	Title I	\$3,000.00
				Subtotal: \$7,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Conferences- IRA,FRA, ASCD, Model schools, FASA, NABSE and other Reading conferences	registration, hotel, per diem, airfare	Title I	\$10,000.00
Reading	On model lessons, conference with teachers, data analysis, PD	Reading Coach	Title I CRRP	\$33,794.00
Mathematics	NCTM and other Math related conferences in state and out of state travel	lodging, registration, travel, meals	Title I	\$5,000.00
Mathematics	Model lessons, conference with teachers, data analysis, PD	Math Coach	Title I	\$67,588.00
Science	NSTA , National Magnet Conference and other Science related conferences	in state and out of state travel-lodging, travel, registration, meals	Title I	\$5,000.00
				Subtotal: \$121,382.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Supplies	paper, pencils, chart, paper, journals, poster paper, laminating film, highlighters, markers, FCAT prep materials	Title I	\$3,000.00
Reading	Stipends for teachers	Tutorial & Bootcamp	Title I	\$5,000.00
Reading	Substitutes	Substitutes for teachers to attend professional development including LLI, RRR and other Reading trainings	Title I	\$2,046.00
Mathematics	Supplies	Dry Erase markers, washable crayons, and other manipulatives, poster paper, laminating film,	Title I	\$3,144.94

		highlighters, paper, markers		
Mathematics	Tutorial & Bootcamp	Stipends for teachers	Title I	\$4,062.50
Science	Tutorial & BootCamp	Stipends	Title I	\$1,875.00
Science	Supplies	Science Lab supplies/materials for experiments, microscopes	Title I	\$1,500.00
Writing	Writing tutorial/Bootcamp	stipends	Title I	\$5,250.00
Writing	Substitutes	substitutes for teachers to attend Writing training	Title I	\$1,000.00
Suspension	School wide Positive Behavior Plan	badges, ink	Title I	\$300.00
Parent Involvement	Parent Communication	in county travel-home visits	Title I	\$500.00
Parent Involvement	Parent Communication	agendas (planners), postage	Title I	\$500.00
Parent Involvement	Parent Training/Meetings	supplies-copy paper, ink cartridges, refreshments for trainings and door prizes	Title I	\$500.00
Parent Involvement	Increased parental involvement	Community Resource Person	Title I	\$32,980.56
				Subtotal: \$61,659.00
				Grand Total: \$193,541.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
-----------------------------------	--------------------------------	----------------------------------	-----------------------------

Are you a reward school:  Yes  No

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

No Attachment (Uploaded on 8/22/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Incentives for Reading/Behavior Programs, Reading Consumables, Sponsors for Safety Patrols	\$1,500.00

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

The SAC will contribute to SIP, Parent Involvement Policy, and Parent/School compact. They will also review school data, school policies and instructional materials.

# 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 ROOSEVELT ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	46%	54%	97%	36%	233	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	54%	57%			111	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?	64% (YES)	57% (YES)			121	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					465	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District ROOSEVELT ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	54%	55%	84%	32%	225	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	59%	44%			103	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?	52% (YES)	42% (NO)			94	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					422	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested