

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: ROLLING GREEN ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Sandra Sanchez

SAC Chair: Nadia Stewart

Superintendent: E. Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 11/2/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					Principal at Rolling Green 2011-2012 Grade B Reading Proficiency: 35% Learning Gains: 74% Math Proficiency: 40% Learning Gains: 72% Writing Proficiency: 79% Science Proficiency: 48% 2010-2011 Grade: C Reading Mastery: 54% Math Mastery: 58% Science Mastery: 41% AYP – 69% Did not meet AYP in reading and math for all subgroups. 2009-2010 Grade: B Reading Mastery: 56% Math Mastery: 60%

	Principal	Sandra Sanchez	Bachelor's and Master's Degrees from Nova Southeastern University Principal, all levels Primary Education K-3 Elementary Education 1-6 ESOL Endorsement Reading Endorsement	5	9	<p>Science Mastery: 31% AYP – 67% Did not meet AYP in reading and math for all subgroups.</p> <p>2008-2009 Grade: A Reading Mastery: 63% Math Mastery: 60% Science Mastery: 41% AYP – 90% Met AYP in reading for all subgroups. Black, Hispanic, Econ. Disadv., and ELL subgroups did not meet AYP in math.</p> <p>Assistant Principal at Barton Elementary. 2007-2008 Grade: B Reading Mastery: 58% Math Mastery: 61% Science Mastery: 41% AYP – 72% Total, Black, Econ. Disadv., ELL, and SWD subgroups did not meet AYP in reading. Total, Black, Hispanic, Econ. Disadv., ELL, and SWD subgroups did not meet AYP in math.</p> <p>Assistant Principal at Barton Elementary. 2006-2007 Grade: B Reading Mastery: 63% Math Mastery: 62% Science Mastery: 21% AYP – 100% Meet AYP in all subgroups for reading and math.</p> <p>Assistant Principal at Barton Elementary. 2005-2006 Grade: A Reading Mastery: 68% Math Mastery: 65% AYP – 100% Meet AYP in all subgroups for reading and math.</p> <p>Assistant Principal at Barton Elementary. 2004-2005 Grade: B Reading Mastery: 68% Math Mastery: 62% AYP – 93% The SWD subgroup did not meet AYP in math.</p> <p>Teacher On Assignment at Barton Elementary. 2003-2004 Grade: B Reading Mastery: 58% Math Mastery: 60% AYP – 97% The SWD subgroup did not meet AYP in reading.</p> <p>Teacher On Assignment at Barton Elementary. 2002-2003 Grade: C Reading Mastery: 44% Math Mastery: 40% AYP – 332 Hispanic and ELL subgroups did not meet AYP in math.</p> <p>Teacher On Assignment at Barton Elementary. 2001-2002 Grade: D Reading Mastery: 28% Math Mastery: 26%</p> <p>Teacher at Barton Elementary 2000-2001 = Grade: D 1999-2000 = Grade: D 1998-1999 = Grade: F</p>
						<p>Assistant Principal at Rolling Green 2011-2012 Grade B Reading Proficiency: 35% Learning Gains: 74% Math Proficiency: 40% Learning Gains: 72%</p>

Assis Principal	Lynn Cato	<p>Bachelor's of Arts Degree in Elementary Education from Florida Atlantic University</p> <p>Master's of Science Degree in Elementary Education</p> <p>Nova Southeastern University Primary Education K-3 Elementary Education 1-6 ESOL Endorsement Educational Leadership Endorsement</p>	4	4	<p>Writing Proficiency: 79% Science Proficiency: 48%</p> <p>2010-2011 Grade: C Reading Mastery: 54% Math Mastery: 58% Science Mastery: 41% AYP – 69% Did not meet AYP in reading and math for all subgroups.</p> <p>2009-2010 Grade: B Reading Mastery: 56% Math Mastery: 60% Science Mastery: 31% AYP – 67% Did not meet AYP in reading and math for all subgroups.</p> <p>Mrs. Cato had a position at the district office for the 2008 - 2009 school year. District Data 2008-2009 Grade A Reading Mastery: 68% Math Mastery: 77% Science Mastery: 52% AYP – 72% Total, Black, Hispanic, American Indian, Econ. Disadv., ELL, and SWD subgroups did not meet AYP in reading. Black, Econ. Disadv., ELL, and SWD subgroups did not meet AYP in math.</p> <p>Math Specialist Lake Worth Middle Restructuring Department 2008-2009 Grade B Reading Mastery: 41% Math Mastery: 47% Science Mastery: AYP – 79% Total, Black, Econ. Disadv., ELL, and SWD subgroups did not meet AYP in reading. Total, Black, Hispanic, Econ. Disadv., ELL, and SWD subgroups did not meet AYP in math.</p> <p>Fifth Grade Teacher at Crystal Lakes Elementary 2007-2008 Grade: A Reading Mastery: 79% Math Mastery: 80% Science Mastery: AYP – 100% SWD subgroup did not meet AYP in reading.</p> <p>Fifth Grade Teacher at Crystal Lakes Elementary 2006-2007 Grade: A Reading Mastery: 78% Math Mastery: 75% Science Mastery: AYP – 95% SWD subgroup did not meet AYP in reading. Econ. Disadv. and SWD subgroups did not meet AYP in Math</p> <p>Fifth Grade Teacher at Crystal Lakes Elementary 2005-2006 Grade: A Reading Mastery: 77% Math Mastery: 75% Science Mastery: AYP – 97%</p> <p>Fifth Grade Teacher at Crystal Lakes Elementary 2004-2005 Grade: A Reading Mastery: 76% Math Mastery: 74% Science Mastery: AYP – 100%</p>
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					Fifth Grade Teacher at Crystal Lakes Elementary 2003-2004 Grade: A Reading Mastery: 78% Math Mastery: 76% Science Mastery: AYP – 100% Teacher at Quiet Waters Elementary Broward County 2002-2003= Grade: B 2001-2002 2000-2001 1999-2000 1998-1999 1997-1998 1996-1997 1995-1996 1994-1995 1993-1994
Principal					

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)
Writing Resource Teacher	Marilyn Eisenman	B.S. in Education Elementary ESOL Early Childhood	24	12	2011 - 2012 Grade: B Writing Mastery: 79% 2010 - 2011 Grade: C Writing Mastery: 89% 2009 - 2010 Grade: B Writing Mastery: 76% 2008-2009 Grade: A Writing Mastery: 96% 2007-2008 Grade: A Writing Mastery: 93% 2006-2007 Grade: B Writing Mastery: 91% 2005-2006 Grade: A Writing Mastery: 90% 2004-2005 Grade: B Writing Mastery: 86% 2003-2004 Grade: B Writing Mastery: 93% 2002-2003 Grade: B Writing Mastery: 90% 2001-2002 Grade: C Writing Mastery: 75%
					2011 - 2012 Grade: B Science Mastery: 48% 2010 - 2011 Grade: C Science Mastery: 41%

Science Resource Teacher	Susan Swain	<p>Early Childhood National Board Certified</p> <p>Early Childhood Ed.</p> <p>ESOL Endorsement</p> <p>Elementary Education Certificate</p> <p>Masters/Elementary Education</p>	9	9	<p>2009 - 2010 Grade: B Science Mastery: 31%</p> <p>2008-2009 Grade: A Science Mastery: 41% Mean Score: 302</p> <p>2007-2008 Grade: A Science Mastery: 33% Mean Score: 293</p> <p>2006-2007 Grade: B Science Mastery: 32% Mean Score: 303</p> <p>2005-2006 Mean Score: 286</p> <p>2004-2005 Mean Score: 292</p> <p>2003-2004 Mean Score: 260</p>
Reading Coach	Sharilynn Jones	<p>B.S. Elementary Education M.S. Reading K-12</p> <p>Certifications Elementary Ed. K-6</p> <p>Reading K-12</p> <p>ESOL Endorsement</p>	6		<p>2011 - 2012 Grade: B Reading Mastery: 35%</p> <p>2010 - 2011 Grade: C Reading Mastery: 54%</p> <p>2009 - 2010 Grade: B Reading Mastery: 56% AYP - 67% Total, Black, Hispanic, Econ. Disadv., SWD and ELL subgroups did not meet AYP in reading.</p> <p>2008-2009 Grade: A Reading Mastery: 63% AYP - 90% Met AYP in reading for all subgroups.</p> <p>2007-2008 Grade: A Reading Mastery: 55% AYP - 85% Black, ELL, and SWD subgroups did not meet AYP in reading.</p> <p>2006-2007 Grade: B Reading Mastery: 55% AYP - 87% Total, Hispanic, Econ. Disadv., and SWD subgroups did not meet AYP in reading.</p> <p>2005-2006 Grade: A Reading Mastery: 58% AYP - 97% SWD subgroup did not meet AYP in reading.</p> <p>2004-2005 Grade: B Reading Mastery: 62% AYP - 83% SWD subgroup did not meet AYP in reading.</p> <p>2003-2004 Grade: B Reading Mastery: 51% AYP - 87% SWD subgroup did not meet AYP in reading.</p> <p>2002-2003 Grade: B Reading Mastery: 43%</p> <p>2001-2002 Grade: C Reading Mastery: 37%</p>
					<p>2011 - 2012 Grade: B Math Mastery : 40%</p>

Math Resource Teacher	Vicki Gaddy	<p>BS Elementary Education</p> <p>MS Elementary Education</p> <p>ESOL Endorsement</p>	7	2	<p>2010 - 2011 Grade: C Math Mastery: 58%</p> <p>2009 - 2010 Grade: B Math Mastery: 60% AYP - 67% Total, Black, Hispanic, Econ. Disadv., SWD and ELL subgroups did not meet AYP in reading.</p> <p>2008-2009 Grade: A Math Mastery: 60% AYP - 90% Black, Hispanic, Econ. Disadv., and ELL subgroups did not meet AYP in math.</p> <p>2007-2008 Grade: A Math Mastery: 57% AYP - 85% Black, ELL, and SWD subgroups did not meet AYP in math.</p> <p>2006-2007 Grade: B Math Mastery: 53% AYP - 87% Met AYP in math for all subgroups.</p> <p>2005-2006 Grade: A Math Mastery: 56% AYP - 97% Met AYP in math for all subgroups.</p> <p>2004-2005 Grade: B Math Mastery: 53% AYP - 83% Black, Economically Disadvantaged, ELL and SWD subgroups did not meet AYP in math.</p> <p>2003-2004 Grade: B Math Mastery: 49% AYP - 87% ELL and SWD subgroups did not meet AYP in math.</p>
Reading Resource Teacher	Emily McElroy	<p>B.S. Elementary Ed. 1-6</p> <p>Masters Elementary Education</p> <p>Masters in Cultural Foundations of Elementary Education</p> <p>National Board Certified Generalist/Middle Childhood</p> <p>ESOL Endorsed</p>	16		<p>2011 - 2012 Grade: B Reading Mastery: 35%</p> <p>2010 - 2011 Grade: C Reading Mastery: 54%</p> <p>2009 - 2010 Grade: B Reading Mastery: 56% AYP - 67% Total, Black, Hispanic, Econ. Disadv., SWD and ELL subgroups did not meet AYP in reading.</p> <p>2008-2009 Grade: A Reading Mastery: 63% AYP - 90% Met AYP in reading for all subgroups.</p> <p>2007-2008 Grade: A Reading Mastery: 55% AYP - 85% Black, ELL, and SWD subgroups did not meet AYP in reading.</p> <p>2006-2007 Grade: B Reading Mastery: 55% AYP - 87% Total, Hispanic, Econ. Disadv., and SWD subgroups did not meet AYP in reading.</p> <p>2005-2006 Grade: A Reading Mastery: 58% AYP - 97% SWD subgroup did not meet AYP in reading.</p>

					2004-2005 Grade: B Reading Mastery: 62% AYP – 83% SWD subgroup did not meet AYP in reading. 2003-2004 Grade: B Reading Mastery: 51% AYP – 87% SWD subgroup did not meet AYP in reading. 2002-2003 Grade: B Reading Mastery: 43% 2001-2002 Grade: C Reading Mastery: 37%

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	Professional Development Meetings	Principal, Professional Development Team and Coaches	June, 2013	
2	Learning Team Meetings	Principal, Learning Team Facilitator and Coaches	June, 2013	
3	Monthly meetings with new teachers	Principal, Assistant Principal	June 2013	
4	District meetings as needed and as appropriate	Principal, Assistant Principal, Coaches	June 2013	
5	Hire highly qualified teachers and paraprofessionals	Principal, Assistant Principal	June 2013	
6	Book Study	Reading Coaches	June 2013	
7	Coaches work closely with teachers to build capacity and assist in the implementation of strategies to meet student achievement goals.	Reading Coaches	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
1.4% (2)	Coaches are working with these teachers to build capacity in them to become highly effective. Taking subject area exam

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
75	9.3%(7)	33.3%(25)	40.0%(30)	24.0%(18)	28.0%(21)	97.3%(73)	8.0%(6)	6.7%(5)	61.3%(46)

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
Ms. McLaughlin	Ms. Tsemberlis	Ms. McLaughlin is a dedicated, knowledgeable and nurturing first grade teacher. She knows the curriculum well and is an expert in her grade to mentor another teacher. Best practices are evident in her classroom on a regular basis.	Monthly meetings are held or as needed. The assistant principal is at the monthly meetings. SCHOOL ACTIVITIES 1. Visit Master Teacher's classroom 2. Support given by Coach/Resource Teachers, Grade Chair and administration. 3. Professional Readings 4. District personnel will support this teacher weekly. 5. Grade level and Schoolwide common planning
Ms. Thomas	Ms. Lomauro	Ms. Thomas is an excellent math and writing teacher. She knows both subjects very well in order to support a new teacher in a different grade.	Monthly meetings are held or as needed. The assistant principal is at the monthly meetings. SCHOOL ACTIVITIES 1. Visit Master Teacher's classroom 2. Support given by Coach/Resource Teachers, Grade Chair and administration. 3. Professional Readings 4. District personnel will support this teacher weekly. 5. Grade level and Schoolwide common planning
Ms. McKee	Ms. Bianchi	Ms. Derenze is an excellent teacher whose methodical approach to teaching has helped to move her students academically. She is a great example of a master teacher, who will help to develop a new teacher who will be effective in the classroom.	Monthly meetings are held or as needed. The assistant principal is at the monthly meetings. SCHOOL ACTIVITIES 1. Visit Master Teacher's classroom 2. Support given by Coach/Resource Teachers, Grade Chair and administration. 3. Professional Readings 4. District personnel will support this teacher weekly. 5. Grade level and Schoolwide common planning
Mrs. Borgen	Ms. Golf	Mrs. Borgen is a master fifth grade teacher. She knows the curriculum well and is an expert in her grade to mentor	Monthly meetings are held or as needed. The assistant principal is at the monthly meetings. SCHOOL ACTIVITIES 1. Visit Master Teacher's classroom 2. Support given by Coach/Resource Teachers, Grade Chair

another teacher. Best practices are evident in her classroom on a regular basis.

and administration.
3. Professional Readings
4. District personnel will support this teacher weekly.
5. Grade level and Schoolwide common planning

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

Funds at Rolling Green Elementary are used to purchase a Reading Coach, Reading Resource Teacher, .5 Reading Resource Teacher, Science Resource Teacher, Math Resource Teacher, and a Writing Resource teacher. In addition Professional Development, Tutoring program, and classroom instructional materials and provide Parent Involvement activity. Rolling Green Elementary recognizes the importance of forming a strong partnership with parents and community members in order to positively impact the students in our school. As a Title I school in the heart of transient community, it is vital for the success of our students to develop a parent school relationship.

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

N/A

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. Funds at Rolling Green Elementary are used to provide professional development for computer technology.

Title III

Services are provided through the district for education materials and ELL district support serviced to improve the education of immigrant and English Language Learners. ELL students work with ESOL teachers in small groups to increase student performance for reading. Regular K-2 homeroom teachers and subject area teachers (3-5) provide ESOL accommodations as needed.

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 are used for a supplemental reading program targeting retained 3rd grade students.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporates field trips, community service, drug tests, and counseling. Conflict resolution is also part of our Guidance class.

School-Wide Positive Behavior Support Program (SwPBS)

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

Nutrition Programs

Great effort is made for parents to complete the Free/Reduce lunch application. Rolling Green does free breakfast for all students and has participated in the summer meals program.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school-based RtI Leadership Team is comprised of the following members: Principal or Assistant Principal, ESE contact, ESOL contact, school psychologist, classroom teacher, reading coach or Reading Resource Teacher, Speech-Pathologist, and guidance staff, and School Based Team Leader.

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

- * 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 SBT Chairperson and SBT Team members will assist in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement 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 meets biweekly to discuss referrals generated by classroom teachers.

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, case liaison, 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 outcomes for the student.
- Problem Analysis is an in-depth look at possible root causes of the problem.
- Intervention Design & Implementation involves selecting or developing research and evidence-based interventions that target the skill in need of remediation. These interventions are then implemented.
- Evaluating is also termed Response-to-Intervention. In this step, the

effectiveness of a student's 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. The team will analyze the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and deficient areas based on needs identified.

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

- FCAT scores and the lowest performing 25% of students
- Percent of student meeting proficiency (Level 3 - Level 5)
- Strengths and weaknesses of intensive programs
- Mentoring, tutoring, and other services

The SBT Chair Person will provide professional development for the SAC members on the RtI process.

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: Progress Monitoring and Reporting Network (PMRN), FLKRS,

- Florida Comprehensive Assessment Test (FCAT)
 - Curriculum Based Measurement
 - Palm Beach County Fall Diagnostic
 - Palm Beach Writes
 - K-5 Literacy Assessment System
 - CORE K-12 Assessment
 - Scholastic Reading Inventory (SRI)
- Annual Measurable Objectives
- Progress Monitoring and Reporting Network (PMRN)
 - Comprehensive English Language Learning Assessment (CELLA)
 - Office Discipline Referrals
 - Retention
 - Absences

Midyear data:

- Florida Assessment for Instruction in Reading (FAIR)
- Diagnostic Assessment for Reading (DAR)
- Palm Beach County Winter Diagnostics
- Palm Beach Writes
- Progress Monitoring and Reporting Network (PMRN)
- K-5 Literacy Assessment System

End of year data:

- Florida Assessment for Instruction in Reading (FAIR)
- Florida Comprehensive Assessment Test (FCAT)
- FCAT Writes
- Florida Alternative Assessment (FAA)

Describe the plan to train staff on MTSS.

The school-based team 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
- 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.

Faculty will receive timely updates on the progress of Tier II and Tier III students. Administration will monitor the progress of students and provide training to teachers to meet the need of students.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Sandra Sanchez Principal
 Lynn Cato Assistant Principal
 Sharilyn Jones Reading Coach
 Emily McElroy Reading Resource Teacher
 Maryalice Kindred ESOL Coordinator
 Mrs. Torrey Esham Reading Resource Teacher
 Mrs. Connie Dansereau SAI Teacher
 Susan Swain Science Resource Teacher
 Marilyn Eisenman Writing Resource Teacher

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

Leadership team meets on a biweekly basis to discuss best practices, strategies, professional development and student needs to increase performance in our school.

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

To strengthen phonics, fluency, oral language, language development and guided reading instruction in all grade levels. Interactive . Also Interactive Read Alouds, Interactive Word Walls and Project Based Learning.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 9/18/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

A kindergarten round-up is held in the spring to introduce in-coming kindergarten students and their parents to Rolling Green. At this time students tour the classrooms, to see a day in the life of a kindergarten student. Starting in school year FY13 Rolling Green will provide Pre-Kindergarten for students in the community. Our goal is to provide the best preparation for our future kindergarten students.

All incoming kindergarten students will be assessed upon entering kindergarten in order to ascertain individual and group needs and to assist in the development of a rigorous instruction/intervention programs. All students will be assessed within the Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. At Rolling Green Elementary, we will continue to provide the following services to assist preschool children with the transition to elementary school:

- Presentation on Immunizations and physical requirements by Health Care District.
- Participate in the Math/Science Night, Curriculum Night, Fine Arts Night
- Kindergarten Round-up / Orientation Day

Rolling Green will invite the area preschoolers to visit Kindergarten. The preschool students will tour the school and participate

in activities with current kindergarten students. Each child will receive a packet of activities to help prepare them for kindergarten. The packet will include suggestions for reading and math. Students and parents will be invited back to attend the end of the year Kindergarten round- up.

Within the first 30 days of kindergarten, all students will be assessed using FLKRS. Data will be used to appropriately plan academics and social instruction for the students. Core kindergarten academic and behavioral instruction will include guided and independent practice and modeling.

Beginning this school year administration will conduct conversations with Day Care Centers in our area to share academic and social /emotional expectations for pre-school students, best practices for pre-school students and offer professional development for their staff at our meetings

*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:	By June 2013, the percent of 3rd, 4th and 5th grade students being proficient at level 3 in reading as determined by the FY13 FCAT 2.0 Reading will be increased to 27% (98)
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2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (79)	27% (83)

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	Higher Level thinking	Questioning techniques and using more rigorous questions (Question Stems)	Principal, Assistant Principal, Coaches, teacher	Teacher observations Notebooks Anchor Charts	Reading assessments Reader's notebook District assessments
2	Inferencing	Questioning during shared and guided reading. Question stems	Principal Assistant Principal Teacher and Reading Coach	Teacher observations	Reader's notebooks.
3	Comprehension	Teacher modeling think aloud using interactive Read Alouds	Principal Assistant Principal Teachers and Reading Coach	Teacher observations and reading notebooks.	Reading Assessments Graphic organizers
4	Vocabulary development	Use of secondary benchmarks (prefix/suffix interactive word wall)	Principal Assistant Principal Reading teacher and reading coach	Teacher observations of notebooks	Reading assessments Teacher created assessments
5	Text Structure / Features Analysis	Graphic organizers Teacher modeling	Principal Assistant Principal Teacher and Reading Coach	Teacher observations	Reading assessments / notebooks
6	Question Analysis	QAR utilized to analyze questions	Principal Assistant Principal Reading teacher and coaches	Teacher observation QAR student coding	Reading assessments Teacher created assessments
7	Mastery of Common Core Standards and NGSSS benchmarks	Instructional Focus calendar, LTM, Teacher Data Chats, curriculum maps	Principal Assistant Principal Learning Team Facilitator Reading Coach, Reading Resource Teacher	Data Analysis	AMOs Diagnostics, RRR, Core-K12 CELLA FAA FCAT
8	Relevant and rigorous instruction based on students need. Differentiated instruction	Staff Development, LTMs and Team Planning	Principal Assistant Principal Learning Team Facilitator Reading Coach, Reading Resource Teacher	iObservations Follow-up from professional Development	FCAT Diagnostics RRR Core K-12 FAA

					CELLA
9	Student "Assessment Literacy"	Students will know their own data by having access to their SAL-P. Data chats and goal settings with students	Principal Assistant Principal Teachers	EDW	FCAT Scores Diagnostics RRR CELLA FAA
10	Lack of parental support with academic needs due to education or language barrier	Introduce parents to district websites Learning Tools Riverdeep FCAT Explorer	Teachers Principal Assistant Principal	Review technology reports and ongoing progress monitoring	Print data that is relevant for parents. Reading Counts SRI score SAL-P Tumblebooks Riverdeep

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	All students taking the FAA will make improvement.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (1) student scored a level 4, 5, or 6 in reading	0% (0) students will score a level 4, 5, or 6 in reading 100% (6) students will score a level 7 or higher in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not be motivated to meet the challenges of learning	Concrete delivery of instruction. Address the learning style(s) of the student	Teacher Coaches Administration	Administration and coaches will monitor implementation	Florid Alternative Assessment (FAA)
2	Students may not be motivated to meet the challenges of learning	Concrete delivery of instruction. Address the learning style(s) of the student	Teacher Coaches Administration	Administration and coaches will monitor implementation	Florida Alternative Assessment (FAA)

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Students scroing level 4 or 5 in reading will increase to 15% (52). Implementation of Enrichment Activities along with Differentiated Instruction to meet the individual needs of our students. The teachers will be using assessment data to guide the instruction. The student will also be using notebooks to reflect on their reading strategies during independent and guided reading. The notebooks will also be used to support answers to high level questions based on Webb's Depth of Knowledge.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12% (45)	15% (47)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Applying concepts	Explain, reflect, and respond to higher order thinking questions through the use of notebooks	Teachers, coaches and administration	Assessments Teacher observation Reading notebook	Reading assessments District assessments Reader's notebook
2	Vocabulary development	Constant use of language in the classroom. A focus on figurative language. Context clues will also be taught.	Teacher and Reading Coach	Teacher observation	Vocabulary testing and observations
3	Analytical and evaluative thinking	Saturday tutorial program	Teacher and Reading Coach	Teacher observation	Reading Diagnostic and class assessments.
4	Analytical and evaluative thinking	QAR used in all subject areas.	Teachers and reading coach	Reading notebooks.	Reading assessments.
5	Using differentiated instruction to provide students with enrichment	Project base instruction. Rubrics/Scale will be provided for students to meet or exceed expectations	Teacher Coaches	Teacher	

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:	By June 2013, 100% (6) of students will score at or above level 7 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (5)	100%(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	Students may not be motivated to meet the challenges of learning	Concrete delivery of instruction. Address the learning style(s) of the student	Teacher Coaches Administration	Administration and coaches will monitor implementation	Florida Alternative Assessment (FAA)

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:	By June 2013 the number of students making learning gains in reading will increase by to 74% (257) as measured on the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:

70% (180)

74% (188)

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	Infer / comprehension	Differentiated instruction through small groups or centers	Teacher and coaches	Assessments Teacher observations Reader's notebook	Assessments District assessments Reader's notebook
2	Students' reading levels	Focus on decoding skills and word work.	Teachers, Reading Coach, reading Resource Teacher and Administrator	Reading notebooks and secondary benchmarks	Running Records
3	Vocabulary	Teacher modeling along with a focus on phonemic awareness, interactive word walls, phonics and fluency to identify words accurately, fluently and interactive read aloud	Teachers, Reading Coach, reading Resource Teacher and Administrator	Teacher observations and notebooks	Class assessments
4	Reading comprehension text structure/ text feature analysis	Making connections to texts, visualization, summarizing and predicting	Teachers, Reading Coach, reading Resource Teacher and Administrator	Readers' notebooks, graphic organizers and class discussions	Class assessments
5	text/structure/text feature analysis	Graphic organizers/teacher modeling	Teachers, Reading Coach, reading Resource Teacher and Administrator	teacher observations	Reading assessments notebooks

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	By June 2013, 80% (5) of students will be performing at levels 7-9 on the FAA Reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (3)	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	Students may not be motivated to meet the challenges of learning	Concrete delivery of instruction. Address the learning style(s) of the student	Teacher Coaches Administration	Administration and coaches will monitor implementation	Florida Alternative Assessment (FAA)

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:	By June 2013, the percent of 4th and 5th grade students (and retained third grade students) from the bottom 25% making learning gains as determined by the FY13 FCAT 2.0 Reading will be 75% (65).
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (64)	75% (66)

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	Basic phonics skills	Wilson Foundations and vocabulary development	Teachers and coaches	Assessments Teacher observation Reader's notebook	Assessments District assessments Reader's notebook
2	The low reading levels of students	Differentiated instruction	Teacher, Reading Coach, reading resource Teacher, Administration	Teacher observations	Center work and assessments
3	The low reading levels of students	After school tutoring	Tutor, Tutoring coordinator, and Administration	Students' work and teacher observations	Classroom assessments
4	Low comprehension level of the students	Use of leveled readers and QAR strategies in all subject areas	Teacher and Reading Coach	Student notebooks and teacher observations	Reading assessments
5	Targeting and Identifying the lowest 25% students and the individual benchmarks that need reteaching	Monitoring students in LTM meetings and during data chats that support remediation while teaching the benchmarks.	Teacher, Reading Coach, reading resource Teacher, Administration	Continual monitoring of student progress	Benchmark assessments, Diagnostics, RRR, CORE K-12 textbook assessments
6	Lack of time during regular day to thoroughly remediate students in the lowest 25%	Provide tutorial for students before and after school to remediate areas of deficiency	Administration	Frequent visits to tutorial program	Pre and Post Assessment
7	Limited time during the day for regular education teachers to provide RTI services	Purchased a .5 Reading Resource Teacher	Administration	Number of students becoming proficient in identified benchmarks	Benchmark Assessments
8	Time to provide additional instruction	Morning, during, and afterschool tutorials that targets the lowest 25%	Administration Tutorial Director Teachers	Frequent classroom walk throughs Feedback from teachers	Benchmark Assessments Diagnostics Core K-12
9	Student knowing their own academic data	Students will receive SAL-P and will make goals for improvement	Administration	EDW	Winter Diagnostic FCAT results lowest 25%
10	Targeting and identifying the lowest 25% students and the individual benchmarks that need reteaching	Monitoring students in LTM meetings and during data chats that support remediation while teaching the benchmarks.	Principal Assistant Principal Reading Coach Reading Resource Teacher Teacher	Continual monitoring of student progress	Benchmark assessments Diagnostics RRR CORE

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	Reading Goal # Using Annual Measurable Objectives (AMOs), students will meet the target each year.

by 50%. 5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	35	41	47	53	59	

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 and Hispanic. All subgroups will meet the 2013 Targets
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black 64%, Hispanic 71%	Black 58% Hispanic 63%

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	Inferring and comprehension	Differentiated instruction through small groups or centers	Teacher and Coaches	Assessments Teacher observation Reader's notebook	Teacher-made assessments District assessments Reader's notebook
2	The low reading levels of these students	Differentiated Instruction	Reading Teacher, Reading Resource Teacher, Reading Coach and Administration	Teacher observations	Small group work and assessments
3	The low reading levels of these students	After-school tutoring	Tutoring, Tutor coordinator and Administration	Students' work and teacher observations	Classroom assessments
4	Low comprehension level of these students	Use of leveled readers and QAR in all subject areas	Teachers, Reading Coach, reading Resource Teacher and Administration	Student notebooks and teacher observations	Reading assessments
5	Consistently including higher order questions in lesson plans and lesson implementation	Using differentiated activities and instruction to increase students achievements Question stems	Administration	Frequent CWT Lesson plans Anchor charts	Diagnostics 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	By 2013, ELL subgroup will meet the Target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74%	62%

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	Basic phonic skills	Wilson Foundations and vocabulary development	Teacher and Coaches	Assessments Teacher observations Reader's notebook	Weekly assessments District assessments Reader's notebooks
2	Low reading levels of these students	Differentiated Instruction	Administration, ESOL Coordinator, Reading Teacher and Reading Coach	Teacher observations	Reading assessments
3	Low reading and comprehension levels of these students	Small groups pulled out of class for specific instruction	ESOL teachers Administration, ESOL Coordinator, Reading Teacher and Reading Coach	Teacher observations	Reading Assessments
4	Low comprehension level of these students	Use of QAR questioning and leveled readers in all subject areas	Administration, Teachers, Reading Coach, ESOL Coordinator, Reading Resource Teacher	Reading notebooks and teacher observations	Reading assessments
5	Oral Language	MONDO Charts ROL strategy cards	Administration, Teachers, Reading Coach, ESOL Coordinator, Reading Resource Teacher	Assessments Teacher Observations	Reading Assessments ROL Assessment
6	Students need extra time to translate content and understand content	Spanish and Creole dictionaries Assign student to a buddy Print rich classroom with labels Teachers will use hands-on experiences Create prior knowledge for students	Administration, Teachers, Reading Coach, ESOL Coordinator, Reading Resource Teacher	iObservations LTM	CELLA/FCAT 2.0
7	Unfamiliar vocabulary at various grade levels	Interactive wordwalls Journals Wordwork Daily 5s Independent practice and guided instruction provided	Administration, Teachers, Reading Coach, ESOL Coordinator, Reading Resource Teacher	iObservations LTM	Diagnostics Data chats EDW 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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	By June 2013 SWD students will make satisfactory progress in reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
86% (87)	72%

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Basic phonic skills	Wilson Foundations and vocabulary development	Teacher and coaches	Assessments Teacher observations Reader's notebook	Weekly assessments District assessments Reader's notebooks
2	Reading levels	Differentiated instructional groups	Administration, ESE Reading Teacher and Reading Coach	Teacher Observations	Reading Assessments
3	Reading Comprehension levels	QAR used in all subject areas	Administration, ESE Reading Teacher and Reading Coach, and Reading Resource Teacher	Teacher Observations and reading notebooks	Reading assessments
4	Reading Comprehension levels	After-school tutoring is offered	Tutor Administration ESE Reading Teacher Reading Coach Reading Resource Teacher	iObservations	Reading 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:	By June 2013, 60% of our Economically Disadvantaged students will make improvement in reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (231)	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	Inferring and comprehension	Differentiated instruction through small groups or centers	Teacher and coaches	Assessments Teacher observations Reader's notebook	Weekly assessments District assessments Reader's notebook
2	Limited vocabulary	Interactive reading word walls	Administration Reading Teacher Reading Coach Reading Resource Teacher	Teacher observations	Reading/vocabulary assessments
3	Limited comprehension	QAR strategy used in all subject areas	Administration Reading Teacher Reading Coach Reading Resource Teacher	Teacher observations	Reading assessments
4	Limited reading levels	Leveled readers used in small group instruction	Administration Reading Teacher Reading Coach Reading Resource Teacher	Teacher observation and reading notebook	Reading 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
Interactive Read Alouds Interactive Word Walls	K-5	Reading Coach Reading Resource Teacher	All Reading Teachers	June 2013 On-going Support given throughout the year	Walk-throughs to see lessons iObservation Rolling Green "Look For's"	Reading Coach, Reading Resource Teacher Assistant Principal Principal
Cross-curricular Instruction	K-5	Reading Coach Reading Resource Teacher	All Reading Teachers	June 2013 On-going Support given throughout the year	Walk-throughs to see lessons iObservation Rolling Green "Look For's"	Reading Coach, Reading Resource Teacher Assistant Principal Principal
Balanced Literacy	K-5	Reading Coach Reading Resource Teacher	All Reading Teachers	June 2013 On-going Support given throughout the year	Walk-throughs to see lessons iObservation Rolling Green "Look For's"	Reading Coach, Reading Resource Teacher Assistant Principal Principal
Daily 5	K-5	Reading Coach Reading Resource Teacher	Reading Coach Reading Resource Teacher	June 2013 On-going Support given throughout the year	Walk-throughs to see lessons iObservation Rolling Green "Look For's"	Reading Coach, Reading Resource Teacher Assistant Principal Principal
iPads for classroom walkthroughs and observation	K-5	Vod-cast	Principal and Assistant Principal	After school training as needed	Walk-throughs to see lessons iObservation Rolling Green "Look For's"	Principal Assistant Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide Tutoring after school	Students receive after-school reading tutorial	Title I	\$5,750.00
			Subtotal: \$5,750.00
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
Reading Resource Teacher	Teacher to assist classroom teachers with the effective delivery of lessons	Title I	\$63,644.00
.5 Reading Coach	Reading Coach to build capacity in reading teachers	Title I	\$31,822.00
.5 Reading Resource Teacher	To remediate the lowest 25% students	Title I	\$31,822.00
Purchased materials to support reading instruction	Extra classroom reading materials (chart paper, classroom libraries, Wilson Foundations kits, paper, folders, composition books, spiral note books, post it notes highlighters, pens, educational carpets for whole group instruction during Shared Reading and independent reading to support reading instruction	Title I	\$500.00
Provide material to support reading and language arts	Laminating film and poster maker paper	Title I	\$800.00
			Subtotal: \$128,588.00
			Grand Total: \$134,338.00

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:		June 2013 40% (296) of students will score proficient in listening and speaking on the CELLA.			
2012 Current Percent of Students Proficient in listening/speaking:					
38% (103)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are hearing english only at school, while other languages are spoken at home.	Encourage parents through SAC, teacher conferences, parent meetings and Parent University to engage their children in english programs via the media/television, computer programs, games and songs. Interactive word walls	Administration ESOL Coordinator and classroom teacher	Oral Language Assessment CELLA Running Reading Record ROL Assessments	Reading Fluency Speaking and Listening

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:	To increase the number of students who perform at a proficiency level on the CELLA
2012 Current Percent of Students Proficient in reading:	

18% (49)

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 come to school without the basic skills in their native language	Create Print Rich environment. Create prior knowdelge for students. Use dictionaries for all subjects to help students with vocabulary	Reading Teacher, ESOL Teacher	Administration will monitor through classroom walk throughs, and Data chats with students	Effectiveness will be determined through on-going assessments such as: CELLA, FCAT 2.0 AMOs, Diagnostic Testing, CORE-K12

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

3. Students scoring proficient in writing.

CELLA Goal #3:

To increase the number of students who write in English at grade level similar to non-ELL students.

2012 Current Percent of Students Proficient in writing:

14% (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	Students come to school without the basic skills in their native language	Create Print Rich environment. Create prior knowdelge for students. Use dictionaries for all subjects to help students with vocabulary	Reading Teacher, ESOL Teacher	Administration will monitor through classroom walk throughs, and Data chats with students	Effectiveness will be determined through on-going assessments such as: CELLA, FCAT 2.0 AMOs, Diagnostic Testing, CORE-K12

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:	By June 2013, the percent of 3rd, 4th and 5th grade students making satisfactory progress of (level 3 and above) in math as determined by the FCAT 2.0 Math will be 30% (104)
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (94)	30% (98)

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	Higher Level thinking	Questioning techniques and using more rigorous questions / Question Stems	Principal, Assistant Principal Coaches, teacher	Teacher observations Math notebooks	Math assessments / chapter tests Math notebook District assessments
2	Students' understanding of the math questions	Implementing essential question throughout math instruction/modeling of reflecting and answering question in notebook.	Math teacher and math coach	Math notebooks with essential question answered wipe boards (from math series) and teacher observations	Math assessments
3	Students' lack of math vocabulary	Use of word walls, anchor charts and display words and use in context. Also, manipulatives are used so the students can visualize the concepts and vocabulary	Administration, Math teacher and Math Coach	Math notebooks with vocabulary words defined	Math vocabulary games and assessments
4	Lack of basic math facts	Use of Fast Math program in math computer centers and math lab	Homeroom teachers, math coach, and administration	FASST Math self checking activities/review sheets	Number correct on FASST Math Activities and sheets
5	Students working at various levels in math	Use of differentiated instruction and centers in class	Homeroom teachers, math coach, and administration	iObservations and math notebooks	Math 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:	By June 2013, all FAA students will score a level 7 or higher on the FAA except for one student who scored a level 5
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (2)	0% (0)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not be motivated to meet the challenges of learning	Concrete delivery of instruction. Address the learning style(s) of the student	Teacher Coaches Administration	Administration and coaches will monitor implementation	Florida Alternative Assessment (FAA)

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:	By June 2013, the percent of 3rd, 4th and 5th grade students achieving above proficient (level 4 or 5) in math as determined by the FCAT 2.0 Math will be 20% (73).
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (47)	20% (50)

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	Applying concepts	Explain, reflect, and respond to higher order thinking questions through the use of notebooks	Teachers, coaches and administration	Assessments Teacher observation Math notebook	Math assessments / Chapter tests District assessments Math notebook
2	Applying concepts	Explain, reflect, and respond to higher order thinking questions through the use of notebooks	Teachers and coaches	Assessments Teacher observation Science notebook	Science assessments / Chapter tests District assessments Science notebook
3	Students' lack of understanding math questions.	Building vocabulary by using math notebooks, word walls and Teacher modeling. Answering math questions through math warm-up problem of the day. Primary/Intermediate problem of the week on morning announcements. Model understanding math questions and problem solving	Teachers, coaches and administration	Reading math notebooks and teacher observations. Student written answers to problem of the week	Math assessments. Problem of the Week response
4	Students' lack of a solid understanding of the concepts	Use of hands-on materials and virtual programs	Teachers, coaches and administration	Teacher observations and computer program completion (Online Intervention/ Destination Math, Gizmos)	Computer and math assessments
5	Students' lack of a solid understanding of the concepts.	Use of math notebooks to develop higher order thinking skills along with differentiated instruction	Teachers, coaches and administration	Teacher observations, notebooks, Gizmos activity pages	Math Assessments, Gizmos activity pages

		using technology			
6	Students' lack of a solid understanding of the concepts	After-school tutorial programs	Tutoring teacher Teachers, coaches and administration	Observations	Math 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:	To increase the number of students scoring a level 7 or higher, 70% (4)
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (4)	70% (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	Higher Level thinking	Questioning techniques and using more rigorous questions / Question Stems	Principal, Assistant Principal Coaches, teacher	iObservations Math notebook	Math assessments / chapter tests Math notebook District assessment
2	Students' understanding of the math questions	Implementing essential question throughout math instruction/modeling of reflecting and answering question in notebook.	Administration, Math teacher and math coach	Math notebooks with essential question answered wipe boards (from math series) and teacher observations	Math assessments
3	Students' lack of math vocabulary	Use of word walls, anchor charts and display words and use in context. Also, manipulatives are used so the students can visualize the concepts and vocabulary	Administration, Math teacher and Math Coach	Math notebooks with vocabulary words defined	Math vocabulary games and assessments
4	Lack of basic math facts	Use of Fast Math program in math computer centers and math lab	Homeroom teachers, math coach, and administration	FASST Math self-checking activities/review sheets	Number correct on FASST Math Activities and sheets
5	Students working at various levels in math	Use of differentiated instruction and centers in class	Homeroom teachers, math coach, and administration	iObservations and math notebooks	Math 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. Mathematics Goal #3a:	Based on the FY13 FCAT, 70% (243) of our students will make Learning Gains in mathematics.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (175)	70% (180)

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	Infering / comprehension / Problem solving	Differentiated instruction through small groups or centers	Teacher and coaches	Assessments Teacher observations math notebook	Assessments District assessments Math notebook
2	Lack of understanding questions	Math review warm up modeling how to read and answer math questions Differentiated instruction/ Reflecting and journaling responses to math essential question in math notebooks	Math teacher, Math coach and administration	Teacher observations/math notebooks	Math assessments
3	Lack of basic math facts	FASTT Math used in math centers and computer lab	Math teacher, Math coach and administration	Observation/monitoring of math computer activity and review sheet	Math assessments
4	Various levels of students within classes	Leveled center activities that utilize technology (Online Intervention, Gizmos), math library, and manipulatives	Math teacher, Math coach and administration	Center work is recorded in math notebook reviewed by teacher	Math assessments, Gizmos activity pages
5	Various levels of students within classes	Small group instruction within the classroom	Math teacher, Math coach and administration	Teacher observation math notebook	Math assessments, Computer Program scores, Gizmo activity pages

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:	By June 2013 70% (4) students will make learning gains on the FAA Mathematics
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2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (4)	70% (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	Higher Level thinking	Questioning techniques and using more rigorous questions / Questioning Strategies	Principal, Assistant Principal Coaches, teacher	Teacher observations Math notebooks	Math assessments / chapter tests Math notebook District assessments

2	Students' understanding of the math questions	Implementing essential question throughout math instruction/modeling of reflecting and answering question in notebook.	Math teacher and math coach	Math notebooks with essential question answered wipe boards (from math series) and teacher observations	Math notebooks with essential question answered wipe boards (from math series) and teacher observations
3	Students' lack of math vocabulary	Use of word walls, anchor charts and display words and use in context. Also, manipulatives are used so the students can visualize the concepts and vocabulary	Administration, Math teacher and Math Coach	Math notebooks with vocabulary words defined	Math vocabulary games and assessments
4	Lack of basic math facts	Use of Fast Math program in math computer centers and math lab	Homeroom teachers, math coach, and administration	FASST Math self-checking activities/review sheets	Number correct on FASST Math Activities and sheets
5	Students working at various levels in math	Use of differentiated instruction and centers in class	Homeroom teachers, math coach, and administration	iObservations and math notebooks	Math 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:	Based on the FY13 FCAT, 80% (64) of our lowest 25 percent students will make learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (68)	80% (72)

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	Math basic facts	FASTT Math and vocabulary development	Teachers and coaches	Assessments Teacher observation Math notebook	Assessments District assessments Math notebook
2	Lower level of math ability	Differentiated instruction	Math Teacher, Math Coach and Administration	Teacher observation	Math assessments
3	Lack of math vocabulary	Interactive math word walls. Use of math libraries where students encounter math language in real world context	Math Teacher, Math Coach and Administration	Teacher observation and math notebooks	Math assessments
4	Lack of understanding math concepts	Anchor charts created by teacher and students	Math Teacher, Math Coach and Administration	Teacher observations	Math assessments
5	Lower level of math ability	After-school tutorial programs	Tutoring teacher Math Teacher, Math Coach and Administration	Teacher observations	Math assessments

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

Elementary School Mathematics Goal #

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.

Using Annual Measurable Objectives (AMOs), students will meet the target each year.

5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	38	43	49	55	60	

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:	By June 2013, EC DIS Students will make satisfactory progress in mathematics. Black 57% Hispanic 58%
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black 60% (154) Hispanic 61%(64)	Black 57% Hispanic 58%

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 and comprehension	Differentiated instruction through small groups or centers	Teacher and Coaches	Assessments Teacher observation Math notebook	Teacher-made assessments District assessments Math notebook
2	Lower levels of math	Differentiated instruction	Math Teacher, Math Coach and Administration	Teacher observation	Math assessments
3	Lack of math vocabulary	Interactive math word wall/use of anchor charts and math libraries that use vocabulary in context	Math Teacher, Math Coach and Administration	Teacher observation and math notebooks	Math assessments
4	Lack of understanding of the questions and concepts	Teacher modeling (thinking aloud) the answer to the essential question and connecting it to skill/concept in the whole group/guided(small group instruction)	Math Teacher, Math Coach and Administration	response of essential question in notebook	math notebooks 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:	By June 2013, 60% ELL students will make satisfactory progress in mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
67%	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	Basic math facts	FASTT Math and vocabulary development	Teacher and coaches	Assessments Teacher observations Math notebook	Weekly assessments District assessments Math notebooks
2	Lack of math vocabulary	Interactive math word walls and constant use of math vocabulary words in class. Use of math libraries where students are able to experience math language in real world context	Math Teacher, Math Coach and Administration	Teacher observation and math notebooks	Math assessments
3	Variety of levels in math ability	Differentiated instruction	Math Teacher, Math Coach and Administration	Teacher observations	Math assessments
4	Variety of levels in math ability	Small groups and center activities utilizing technology and manipulatives)	Math Teacher, Math Coach and Administration	Teacher observations and center work	Math assessments
5	Lack of understanding various math concepts	After-school tutoring	Tutor Math Teacher, Math Coach and Administration	Teacher observations	Math 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:	By June 2013, 60% of our students with disabilities will make satisfactory progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (74)	67%

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	Basic math facts	FASTT Math and vocabulary development	Teacher and coaches	Assessments Teacher observations Math notebooks	Chapter assessments District assessments Math notebooks
2	Lack of math vocabulary	Interactive math word walls/use of anchor charts.	Math Teacher, Math Coach and Administration	Teacher observations and math notebooks	Math assessments
3	Lack of real-life connections to math problems	Small group instruction utilizing hands on materials to help students make real world connection that convey the use of real world	Math Teacher, Math Coach and Administration	Teacher observations and math notebooks	Math assessments

		math experiences (real world video)			
4	Lack of understanding math questions	Utilizing essential question throughout math instruction. Modeling answering of essential question and math warm up problem of the day (thinking aloud skills/strategies processes to answer math questions)	Math Teacher, Math Coach and Administration	Teacher observations	Math assessments
5	Lack of understanding math questions	Center activities (using technology and manipulatives) and journaling responses to essential question	Math Teacher, Math Coach and Administration	Teacher observations, center work	essential question responses in notebook and assessments
6	Lower ability level in math	After-school tutorial programs	Tutor Math Teacher, Math Coach and Administration	Teacher observations	Math 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:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	By June 2013, 58% of our economically disadvantaged students will make satisfactory progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (217)	58%

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 and comprehension	Differentiated instruction through small groups or centers	Teacher and coaches	Assessments Teacher observations Math notebook	Chapter tests District assessments Math notebook
2	Lack of math vocabulary	Interactive math word wall/anchor charts/math libraries leveled readers using vocabulary in context	Math Teacher, Math Coach and Administration	Teacher observations math notebooks	Math assessments notebooks
3	Students' lack of understanding math concepts	Differentiated instruction that utilize technology and manipulatives	Math Teacher, Math Coach and Administration	Teacher observations and math notebooks	Math assessments
4	Varied students ability levels in class	Small group instruction and hands on (manipulatives) center activities	Math Teacher, Math Coach and Administration	Teacher observation and center work	Math assessments
5	Students' lack of understanding math concepts	After-school tutorial programs	Tutor	Teacher observations	Math assessments

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						

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide Tutoring after school	Students receive after school math tutorial	Title I	\$5,750.00
			Subtotal: \$5,750.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Provide access to the math lab in the mornings	Students receive access to the math lab to work on math fluency	Title 1	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Develop knowledge of Math, new math standards, and develop teacher capacity when teaching math	Overview on use of Go Math materials. (Grab & Go kit, Think Central, Core-K-12)	Title I	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide a math resource teacher to support teachers and students. Content Mapping to help teachers stay with-in the item specification guidelines	Math Resource Teacher to build capacity in teachers for effective delivery of math instruction	Title I	\$67,588.00
Purchase materials needed to support math instruction	Classroom materials needed for math(paper, chart paper,ink cartridge, sentence strips, rulers, workbooks, flash cards, math games, manipulatives	Title I	\$1,000.00
			Subtotal: \$68,588.00
			Grand Total: \$74,338.00

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.	By June 2013, the percent of 5th grade students being proficient (level 3 and above) in science as determined by the FY13 FCAT SSS Science will be 45% (49).
Science Goal # 1a:	

2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (47)	45% (49)

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	Vocabulary	Interactive science Word Wall, anchor charts, centers, notebooks, science word of the week and Label the school, vocabulary in the hallway. Non-fiction will be assigned for homework 1-2 times a week. Develop concept maps with students	Science teacher, Science Coach and administration	Teacher Observations and science notebooks	Science assessments, reading logs
2	Understanding questions (breaking down the questions - comprehension)	Bellringers and use of non-fiction materials being read, use of questions stems. Science question of the week written on sidewalk and given weekly during morning announcements	Science teacher, Science Coach, administration and Media Specialist	Teacher observation and homework check. Student written response to weekly science question	Science assessments. Students written response to science question
3	Limited time for science development	Integration of science into all subject areas Develop science centers for Physical, Earth and Space, Life Science and the Nature of Science (during PDD) Develop early release days into "Discovery Science Days" for all grade levels Conduct a schoolwide Science and Math fair. Compete in District Science and Math Fair	All subject teachers and Science Coach Science teacher, Science Coach and administration	science notebooks Integrated science centers, Completed Math and Science Fair boards	Science Assessments Completed Math and Science Fair boards
4	Limited exposure to hands-on labs	Science coach will conduct weekly "Essential" labs for 5th grade students and bi-weekly labs for 3rd and 4th grade students Teachers will expose students to weekly labs that will be reflected on in their notebooks	Science teacher, Science Coach and administration	Science notebooks	Science 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.	By June 2013 0% students scoring at Levels 4, 5, and 6 in science. 100% (6) will score at a proficient level of 7
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Science Goal #1b:	and above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	100% (6) will score at a proficient level of 7 and above.

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:	Based on the FY13 FCAT, 10% (11) of our students will achieve above proficiency (level 4 or 5) in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (8)	10% (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	Limited hands-on experience	Saturday tutorial for these students	Tutor	Teacher observations	Science assessments
2	Lack of real world connections	Science Engineering Communications Mathematics Enrichment club (S.E.C.M.E.) for these students Project based learning	Science teacher, Science Coach and administration	Students' work and observations	Science assessments
3	Hands-on experience with scientific concepts	Use of Gizmos in the classrooms and the computer lab	Science teacher, Science Coach and administration	Students' work from program	Gizmo 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:	By June 2013 100% (3) students will score at Levels 7 and above in science. .
2012 Current Level of Performance:	2013 Expected Level of Performance:

100% (3)		100% (3)			
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	Higher Level thinking	Questioning techniques and using more rigorous questions / Question Stems	Principal, Assistant Principal Coaches, teacher	Teacher observations Science notebooks Labs	Science assessments / chapter tests Science notebook District assessments
2	Vocabulary	Interactive science Word Wall, anchor charts, centers, notebooks, science word of the week and Label the school, vocabulary in the hallway. Non-fiction will be assigned for homework 1-2 times a week. Develop concept maps with students	Science teacher, Science Coach and administration	Teacher Observations and science notebooks	Science assessments, reading logs
3	Understanding questions (breaking down the questions - comprehension)	Bell ringers and use of non-fiction materials being read, use of questions stems. Science question of the week written on sidewalk and given weekly during morning announcements	Science teacher, Science Coach, administration and Media Specialist	Teacher observation and homework check. Student written response to weekly science question	Science assessments. Students written response to science question
4	Limited time for science development	Integration of science into all subject areas Develop science centers for Physical, Earth and Space, Life Science and the Nature of Science (during PDD) Develop early release days into "Discovery Science Days" for all grade levels Conduct a school-wide Science and Math fair. Compete in District Science and Math Fair	All subject teachers and Science Coach Science teacher, Science Coach and administration	science notebooks Integrated science centers, Completed Math and Science Fair boards	Science Assessments Completed Math and Science Fair boards
5	Limited exposure to hands-on labs	Science coach will conduct weekly "Essential" labs for 5th grade students and bi-weekly labs for 3rd and 4th grade students Teachers will expose students to weekly labs that will be reflected on in their notebooks	Science teacher, Science Coach and administration	Science notebooks	Science 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
No Data Submitted						

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
Build teacher capacity when teaching science and develop scientific thinking with students	Hands-on essential labs weekly. Science note books	Title I	\$500.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide a 0.5 Science Resource Teacher to support teachers and students	Assist classroom teachers with essential labs	Title I	\$33,794.00
Purchase material to support science instruction	Extra classroom science materials (chart paper, classroom libraries, paper, folders, composition note books, spirals, post it notes, highlighters, pens, science manipulative	Title I	\$798.00
			Subtotal: \$34,592.00
			Grand Total: \$35,092.00

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.

Based on the FY13 FCAT, 85% (90) of our students will achieve meet high standards on FCAT Writes by scoring a

Writing Goal # 1a:	4.0 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (87)	85% (92)

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	Descriptive writing	Building use of adjectives in writing/Use of sensory details that appeals to the senses	Writing teachers Writing Coach and Administrators	Observation of writing	Palm Beach Writes
2	Lack of support	specific instruction to add supporting details to their writing	Writing teachers Writing Coach and Administrators	Observation of practice writing prompts	Palm Beach Writes
3	Elaboration of ideas	After-school and during the day tutoring programs	Writing teachers Writing Coach and Administrators	Observation of practice writing prompts	Palm Beach Writes
4	Lack of prior knowledge	Using mentor text to build background	Writing teachers Writing Coach and Administrators	Observation of practice writing prompts	Palm Beach Writes
5	Conventions and spelling	Curriculum map of conventions and spelling to be taught weekly throughout all subject areas	Writing teachers Writing Coach and Administrators	writing analysis of on-demand prompts	Palm Beach Writes

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	June 2013 100% (3) of students will score at 4 or higher in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (3)	100% (3)

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 may not be motivated to meet the challenges of learning	Concrete delivery of instruction. Address the learning style(s) of the student	Teacher Coaches Administration	Administration and coaches will monitor implementation	Florida Alternative Assessment (FAA)

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
Monthly PD and writing curriculum planning	Writing K-4	District writing Resource Teacher	K-4 Teachers	On-going monthly	"Look Fors" Writing analysis forms	Writing Coach Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide Tutoring after school	Students receive after-school writing tutorial	SAC	\$5,750.00
			Subtotal: \$5,750.00
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
Development of descriptive writing and implementation of writer's workshop.	Supplies to develop students' descriptive writing	Title	\$2,000.00
			Subtotal: \$2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Hire Writing Resource Teacher to provide support and assistance	To provide strategies modeling and best practice in lesson delivery	Title 1	\$67,588.00
Purchase materials to support writing instruction	Provide classroom writing materials (chart paper, mentor text, folders, composition books, post-it notes, highlighters, pens, and buff paper.	Title 1	\$1,000.00
			Subtotal: \$68,588.00
			Grand Total: \$76,338.00

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:	Based on the FY13 data, we will bring our average absentee rate to 3%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
82% (724)	90% (683)

2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
18%(157)	3% (22)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
16% (136)	10% (76)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents' understanding of the importance of attendance	Schedule attendance conferences for students with excessive absences	Parent Attendance Clerk and Administration	Record of attendance after conference	Overall attendance
2	Parents' knowledge of students attendance	Letters home to be signed	Attendance clerk Administration	Record of letters returned signed by parents	Overall attendance
3	Students' motivation to arrive on time	Incentives for students who are on time/Recognition of students meeting school-wide Guidelines for Success (A-Game) component of attendance	Attendance clerk and Principal teachers	Record of tardies	Overall attendance
4	Parents may not attend scheduled attendance conference and may be unresponsive to the recommendation offered by the attendance team.	Administration will work with attendance clerk to ensure that all parents of students with excessive absences meet for a conference. Counselors will share tips with parents on the importance of getting their children to school.	Attendance Clerk Assistant Principal Guidance Counselor	Administrator will monitor attendance and tardies	Conference logs Attendance Data

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

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

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

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide incentives to students for perfect attendance	ink cartridges to make banners and certificates, pencils, award certificates, treats	General Activity Fund-Internal Accounts	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

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:	Based on the FY13 data, we will decrease the amount of suspensions in the school.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
8% (74)	3% (22)
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
6% (56)	3% (22)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
16% (145)	10% (74)
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
10% (86)	9% (68)
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' desire to follow rules	CHAMPS expectations are set throughout the campus Incentives/Encouragement to meet schoolwide/classroom expectations	PBIS team All school personnel	Observations of student behaviors	Overall number of suspensions
2	Students' desire to follow rules	Drop in the bucket school wide program/"Lion's Roar"	Teachers Administration	Observations of classroom behaviors	Overall number of suspensions
3	Students' desire to follow rules	Incentives for appropriate behavior; Dark green celebration/student of the month/shout outs	Principal and teachers	Observations of classroom behaviors	Overall number of suspensions
4	Students' desire to follow rules	Guidance referrals	Guidance counselor Teachers Administration	Observations of classroom behaviors	Overall number of suspensions
5	Students following the rule first time given.	Implement Behavior Intervention Form Utilize a variety of classroom interventions to meet the individual needs of students	Teachers, Administration	Observations of classroom behaviors	Reduce the overall number of suspensions

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teacher may not provide a proactive approach to classroom management	Teams will work collaboratively to implement a uniform, consistent, approach to classroom management	School-wide Positive Behavior Support Team	Teachers, School-wide Positive Behavior Support Team	On-going	Suspension Data	Internal Coach, Administration
Teachers may not have implemented the School-Wide Positive Behavior Plan with fidelity by using the universal expectations	The Behavior Support Team will work collaboratively to create school-wide expectations for common area. These expectations will be posted throughout the campus.	Teachers, School-wide Positive Behavior Support Team, Administration	Teachers, School-wide Positive Behavior Support Team	On-going	Suspension Data, office referrals and calls to the classroom	Internal Coach, Administration

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
To decrease the number of office referrals.	ink cartridges to make banners	General Activity Fund	\$1,000.00

Subtotal: \$1,000.00			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal: \$0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal: \$0.00			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal: \$0.00			
Grand Total: \$1,000.00			

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: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		The percentage of parents attending our school functions will increase to 20% (90) during the 2013 school year.			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
15%(69)		20%(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	Many parents work long hours and or multiple jobs. Lack of time Economic constraints	Parents will help to develop our Family Involvement Plan Hold conference with each parent with language facilitators. Provide for language facilitators to be at major school events. Parent workshops Coffee with the Principal Invite parents to become a part of the SAC committee Vary the meeting times	Asistant Principal and Principal SAC Chair Parent Involvement Committee	Rolling Green Parent Involvement sign in card Sign-in sheets	Percentage of parents in attendance at school functions Sign In Sheets Evaluation forms

		in order to reach more parents Provide childcare Information given in native language Provide information in a simplified manner to meet the needs of parents.			
2	Informing the parents about the academics in school. Some parents are illiterate in their own language.	Monthly Newsletter Flyers Postings on the Marquee ParentLink Student Planners Communication folders Edline Choice of meeting dates and times offered mornings, and late evenings Language facilitators available for home visits and phone calls Information will go home in respective language	Principal, Assistant Principal, Teachers	Parent feedback / Evaluation forms	Percentage of parent involvement at school functions documented by sign-in sheets
3	Transfer of information from the school to the homes	Home-School communication folder All information will go home in the respective language Planners	Teachers and principal	Parent feedback	Planners signed Percentage of parent involvement at school functions documented by sign-in sheets
4	Parents help to develop the Family Involvement Plan More parents becoming members of the SAC Committee. Parents knowledge of academics	Parent Resource Room Parent workshops, literacy night, technology nights, FCAT nights, Math/Science nights. Coffee with the principal, SAC meetings, Title I information, Parent Power programs, parent/teacher conferences	Assistant Principal and Principal SAC Chair Parent Involvement Committee	Observation and feedback from the monthly meetings.	Percentage of parent involvement at school functions documented by sign-in sheets. Parent feedback/evaluation forms
5	Available Agencies to provide services	Invite agencies to provide information on self help. Such as Drowning Prevention coalition Family Central Chrysalis Center Boys Town	Principal Assistant Principal Counselors	Observations and feedback from the various activities	Percentage of parent involvement at school functions documented by sign-in sheets. Evaluation forms
6	Need a better sampling of parents to respond the the annual survey	Offer incentives to students who return completed surveys	Assistant Principal and Principal Teachers	Discuss results from the surveys at the first SAC meeting. Put plans in place to address the areas that need improvement throughout the year.	Feedback from the surveys
7	Parents feel SAC meetings are just another meeting and not specific to the needs of their students.	Provide "mini" trainings during the SAC meetings. Example: "Tool Time" where parents get tips on how to help their children at home.	Assistant Principal and Principal SAC Chair Parent Involvement Committee	Parent feedback / Evaluation forms	Percentage of parents in attendance at school functions Sign In Sheets Evaluation forms

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
Conferencing with Parents and conducting data chats	All grades, all subjects	Administration/PD Team	All teachers and staff	November, 2012	Parent Conference Notes	Admin
Cultural Sensitivity	All grades, all subjects	Administration/PD Team	All teachers and staff	November, 2012	Parent Conference Notes, referrals	Admin

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Continue implementation of Rolling Green Parent university to increase parent involvement	Card stock, treats for parents, certificates	Title I	\$500.00
Purchase materials for Parent Resource Room. Parent will be able to check out material to work with their children at home.	Books and other supplies	Title I	\$2,000.00
Purchas food for parent activities. Purchase colored paper and ink for flyers and activiites	Food purchased for parent meetings, ink cartfidges, and colored paper	Title I	\$2,128.00
Subtotal:			\$4,628.00
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
Provide teachers with strategies on how to effectively conference with parents and build communication	VodCast Paper for powerpoint handout	Title I	\$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:			\$4,628.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:

1. STEM

STEM Goal #1:

STEM content will be integrated in activities in our after school program.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge of all standards being covered in particular grades	Math and Science lesson plan for grades K-5	SACC Director Administrators	Walk throughs to monitor implementation	Assessments FCAT

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

Additional Goal(s)

Schoolwide Positive Behavior Action Plan Goal Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Schoolwide Positive Behavior Action Plan Goal Goal Schoolwide Positive Behavior Action Plan Goal Goal #1:		To decrease the number of discipline referrals by 15% (113).			
2012 Current level:		2013 Expected level:			
224 Discipline referrals		15% 113 Discipline referrals			
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	Fidelity of implementation of school-wide behavior expectations	School-wide use (teaching/modeling/reinforcement) of Guidelines for Success (A-Game), School Wide rules and CHAMP expectations throughout the campus (Classroom general education/fine arts areas)and common area	SwPBS team, all school personnel	"Lion Roars", agendas, character count nominations, drops in bucket, silver spoon awards, dark green celebrations-Tree of kindness	Discipline referral Data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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
To create a positive learning environment	Univeral Guidelines for Success, posters with expectations	Title 1	\$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 Schoolwide Positive Behavior Action Plan Goal Goal(s)

School-wide use (teaching/modeling/reinforcement) of Guidelines for Success (A-Game), School-wide rules and CHAMPS expectations throughout the campus. (Classroom general education/fine arts areas) and common areas. Goal:

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
To create a positive learning environment	K-5	Principal, Assistant Principal, PBIS Team, Leadership Team, CLFs	Faculty and Staff	June 2013 Discussion is on-going throughout the yer	Discipline Referral report	PBIS Team

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 School-wide use (teaching/modeling/reinforcement) of Guidelines for Success (A-Game), School-wide rules and CHAMPS expectations throughout the campus. (Classroom general education/fine arts areas) and common areas. Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide Tutoring after school	Students receive after-school reading tutorial	Title I	\$5,750.00
Mathematics	Provide Tutoring after school	Students receive after school math tutorial	Title I	\$5,750.00
Writing	Provide Tutoring after school	Students receive after-school writing tutorial	SAC	\$5,750.00
Attendance	Provide incentives to students for perfect attendance	ink cartridges to make banners and certificates, pencils, award certificates, treats	General Activity Fund-Internal Accounts	\$1,000.00
Suspension	To decrease the number of office referrals.	ink cartridges to make banners	General Activity Fund	\$1,000.00
Parent Involvement	Continue implementation of Rolling Green Parent university to increase parent involvement	Card stock, treats for parents, certificates	Title I	\$500.00
Parent Involvement	Purchase materials for Parent Resource Room. Parent will be able to check out material to work with their children at home.	Books and other supplies	Title I	\$2,000.00
Parent Involvement	Purchas food for parent activities. Purchase colored paper and ink for flyers and activiites	Food purchased for parent meetings, ink cartfidges, and colored paper	Title I	\$2,128.00
				Subtotal: \$23,878.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Provide access to the math lab in the mornings	Students receive access to the math lab to work on math fluency	Title 1	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Develop knowledge of Math, new math standards, and develop teacher capacity when teaching math	Overview on use of Go Math materials. (Grab & Go kit, Think Central, Core-K-12)	Title I	\$0.00
Science	Build teacher capacity when teaching science and develop scientific thinking with students	Hands-on essential labs weekly. Science note books	Title I	\$500.00
Writing	Development of descriptive writing and implemenation of writier's workshop.	Supplies to develop students' descriptive writing	Title	\$2,000.00
Parent Involvement	Provide teachers with strategies on how to effectively conference with parents and build communication	VodCast Paper for powerpoint handout	Title I	\$0.00
Schoolwide Positive Behavior Action Plan Goal	To create a positive learning environment	Univeral Guidelines for Success, posters with expectations	Title 1	\$0.00
				Subtotal: \$2,500.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
		Teacher to assist		

Reading	Reading Resource Teacher	classroom teachers with the effective delivery of lessons	Title I	\$63,644.00
Reading	.5 Reading Coach	Reading Coach to build capacity in reading teachers	Title I	\$31,822.00
Reading	.5 Reading Resource Teacher	To remediate the lowest 25%students	Title I	\$31,822.00
Reading	Purchased materials to support reading instruction	Extra classroom reading materials (chart paper, classroom libraries, Wilson Foundations kits, paper, folders, composition books, spiral note books, post it notes highlighters, pens, educational carpets for whole group instruction during Shared Reading and independent reading to support reading instruction	Title I	\$500.00
Reading	Provide material to support reading and language arts	Laminating film and poster maker paper	Title I	\$800.00
Mathematics	Provide a math resource teacher to support teachers and students. Content Mapping to help teachers stay with-in the item specification guidelines	Math Resource Teacher to bulid capacity in teachers for effective delivery of math instruction	Title I	\$67,588.00
Mathematics	Purchase materials needed to support math instruction	Classroom materials needed for math (paper, chart paper, ink cartridge, sentence strips, rulers, workbooks, flash cards, math games, manipulatives	Title I	\$1,000.00
Science	Provide a 0.5 Science Resource Teacher to support teachers and students	Assist classroom teachers with essential labs	Title I	\$33,794.00
Science	Purchase material to support science instruction	Extra classroom science materials (chart paper, classroom libraries, paper, folders, composition note books, spirals, post it notes, highlighters, pens, science manipulative	Title I	\$798.00
Writing	Hire Writing Resource Teacher to provide support and assistance	To provide strategies modeling and best practice in lesson delivery	Title 1	\$67,588.00
Writing	Purchase materials to support writing instruction	Provide classroom writing materials (chart paper, mentor text, folders, composition books post-it notes, highlighters, pens, and buff paper.	Title 1	\$1,000.00
				Subtotal: \$300,356.00
				Grand Total: \$326,734.00

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.

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Notebooks, planners, folder, composition books, binder	\$3,000.00
copy paper for students and teachers	\$3,000.00
Tutoring	\$3,000.00

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

The SAC committee is going to review our School Improvement Plan, adding any suggestions that would help the students of our school improve. The SAC committee will also be made aware of any events that are going on in the school, so their ideas can be incorporated into the growth and development of our school

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 ROLLING GREEN ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	54%	58%	89%	43%	244	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	55%	68%			123	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	42% (NO)	77% (YES)			119	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					486	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District ROLLING GREEN ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	56%	60%	76%	31%	223	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	64%	72%			136	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	60% (YES)	77% (YES)			137	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					496	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested