FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: WEST GATE ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Patricia Ordonez-Feliciano Ph.D.

SAC Chair: JoAnne D'Angelo

Superintendent: Wayne Gent

Date of School Board Approval:

Last Modified on: 2/12/2013

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
	Patricia	Doctor of Philosophy Masters of Education Bachelor of Arts			2011-12: Grade A Achievement Levels: Reading-52%, Math-60%, Writing-78%, Science-44% Learning Gains: Reading-67%, Math-75% Learning Gains of Lowest 25%: Reading-72%, Math-77% 2010-11: Grade A Achievement Levels: Reading-65%, Math-74%, Writing-91%, Science-56% Learning Gains: Reading-63%, Math-76% Learning Gains of Lowest 25%: Reading-71%, Math-79%

Principal	Ordonez-Feliciano, Ph.D.	Certifications: Educational Leadership K-12 Mathematics 6-12 ESOL Endorsement		5	2009-10: Grade A Achievement Levels: Reading-65%, Math-73%, Writing-89%, Science-54% Learning Gains: Reading-64%, Math-76% Learning Gains of Lowest 25%: Reading-66%, Math-74% 2008-09: Grade A Achievement Levels: Reading-64%, Math-68%, Writing-98%, Science-45% Learning Gains: Reading-65%, Math-74% Learning Gains of Lowest 25%: Reading-63%, Math-72% District Office - Instructional Specialist
Assis Principal	Mary Beth Greene	Master of Ed Leadership Master of Science Educational Technology Bachelor of Science Elementary Education Certifications: Elementary Ed K-6 Primary Ed K-3 ESE K-12 Reading Endorsement ESOL Endorsement	12		2011-2012: Grade C Achievement Levels: Reading 44%, Math 49%, Writing 86%, Science 34% Learning Gains: Reading -61%, Math- 63% Learning Gains of Lowest 25% Reading 77%, Math 72% 2010-2011: Meet 82% of AYP criteria. None of the subgroups made AYP in Reading and all but the Black subgroup made Safe Harbor im MAth. School Grade B (517 points) 2009-2010: Met 69% of AYP criteria. No subgroup made AYP levels of proficiency or safe harbor. School Grade B (514 points) 2008-2009- 95% of AYP criteria met, SWD need improvement in reading and math Grade A - 549 65% reading; 73% math; 85% writing 2007-2008: 95% of AYP- Black SWD needed improvement in Reading Grade A – 527 points Students meeting high standards in reading 59%; math 66%, writing 74%. 2006-2007: 85% of AYP – Black, Hispanic, ED, ELL, SWD needed improvement in reading and SWD needed improvement in math, also. Grade B – 497 High standards in reading 57%; in math 54%, writing 77%

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Jennifer Skoblicki	Bachelor of Arts In Elementary Education Masters in Education with Focus in Reading NBCT	10		2011-2012: Grade C Achievement Levels: Reading 44%, Math 49%, Writing 86%, Science 34% Learning Gains: Reading -61%, Math- 63% Learning Gains of Lowest 25% Reading 77%, Math 72% 2010-2011: Meet 82% of AYP criteria. None of the subgroups made AYP in Reading School and all but the Black sub-group made AYP via Safe HArbor. School Grade B (517 points) 2009-2010: Met 69% of AYP criteria. No subgroup made AYP levels of proficiency or safe harbor. School Grade B (514 points) 008-2009- 95% of AYP criteria met, SWD need improvement in reading - Grade A – 549 - 65% reading

| | | | | | 2007-2008: 95% of AYP- Black SWD needed improvement in Reading -Grade A – 527 points Students meeting high standards in reading 59%; 2006-2007: 85% of AYP – Black, Hispanic, ED, ELL, SWD needed improvement in reading and SWD needed improvement in math - Grade B – 497 - High standards in reading 57%; |

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	Open door policy by the principal and assistant principal for all staff	Principal and Assistant Principal	ongoing	
2	Pairing new teachers with a veteran staff that is a NBCT	Principal and Assistant Principal	ongoing	
3	Offer high quality professional development opportunities	Principal, Assistant Principal, Reading Coach, and Resource Teachers	ongoing	
4	Hire only highly qualified instructional and non-instructional staff.	Principal Assistant Principal	ongoing	

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
All teachers are highly qualified	In the event an NHE teacher is placed at our school, the following assistance will be provideded: Assign a Peer Teacher Provide release time to attend trainings

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
69	13.0%(9)	13.0%(9)	39.1%(27)	36.2%(25)	39.1%(27)	100.0%(69)	27.5%(19)	17.4%(12)	73.9%(51)

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
			Assistance with preparing

Sheri Puppo	Elizabeth Grochan	Beginning Teacher	lessons and classroom demonstrations as needed. Time will be given for coaching, planning and feedback.
Susan Hunter	Weatherly Krieger	Beginning Teacher	Assistance with preparing lessons and classroom demonstrations as needed. Time will be given for coaching, planning and feedback.
Jennifer Skoblicki	Erika Rivera	Beginning Teacher	Assistance with preparing lessons and classroom demonstrations as needed. Time will be given for coaching, planning and feedback.
Chelsea Williams	Danielle Smolenyak	Beginning Teacher	Assistance with preparing lessons and classroom demonstrations as needed. Time will be given for coaching, planning and feedback.
Ana Maria Robledo	Odalis Mendez	Beginning Teacher	Assistance with preparing lessons and classroom demonstrations as needed. Time will be given for coaching, planning and feedback.

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

Our district follows the school-wide model for Title 1. Funding is used for the benefit of all the students in our school. 1% of the funds are used for parent involvement activities and 10 % for staff development. Title 1 funds the following positions: a reading resource teacher for K-2; a reading coach for 3-5; a math resource teacher K-5, a Learning Team Facilitator, and an RTI resource teacher. Instructional and professional development materials are also purchased with these funds, and FCAT tutorial for Saturdays.

Title I, Part C- Migrant

A District Migrant liaison monitors and provides services for our few migrant students. High achievers are taken on a field trip at the end of the year

Title I, Part D

The District provides assistance transitioning students who have been involved in the judicial system to transition back into a regular school environment

Title II

Staff development is provided through Safe Schools in the area of Single School Culture, CHAMPS, and the anti-bullying campaign

Title III

We have a bi-lingual guidance counselor available to assist both students and parents with various needs including social, cultural, and academic assimilation.

Title X- Homeless

Assistance is provided by the District to find transportation and other services for students who are identified as homeless so they can have a stable educational environment

Supplemental Academic Instruction (SAI)

The District gives the school two half-time SAI teachers to work primarily with retained third graders and second grade students that are significantly below grade level. The instruction provided is in addition to the regular reading block. The SAI teacher uses different instructional materials than those in the regular classroom.

Violence Prevention Programs

Children prone to violence to resolve conflicts are regularly seen by the guidance counselors and taught conflict resolution skills. The School Based Team assists teachers in designing, implementing and monitoring plans for these children. The school implements an Anti-Bullying program where students are encouraged to disclose bullying behaviors. The CHAMPS program and School Wide Positive Behavior System (SwPBS)assist in preventing violence by establishing clear, school-wide procedures.

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

Nutrition Programs

All our students are provided with a free breakfast everyday regardless of their free and reduced eligibility. During the summer months, our cafeteria is opened to the community for free breakfasts and lunch for children and adult alike.
West Gate is participating in a special fruit and vegetable snack program made possible through the district's School Food Service department.

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

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

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school-based RtI Leadership Team is comprised of the following members: principal, assistant principal, ESE contact, ELL contact, school psychologist, classroom teacher, reading coach, reading and math resource teachers, Learning Team Facilitator (LTF), and guidance staff. Additionally, the school has a resource teacher who is fully devoted to the RTI process including RTI meetings as well as providing interventions for Tier 2 and Tier 3 students.

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

The school-based RtI Leadership Team meets regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team identifies the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team identifies students who are not meeting identified academic targets. The identified students are referred to the school-based RtI Leadership Team.
The SBT uses the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team identifies students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan is developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team ensures the necessary resources are available and the intervention is implemented with fidelity. Each case is assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion

Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.
* Problem Solving Model
The four steps of the Problem Solving Model are:
Problem Identification entails identifying the problem and the desired behavior for the student.
Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

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

Members of the school-based RtI Leadership Team will meet with the School Advisory Council (SAC) and will help develop the SY13 School Improvement Plan. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed.
Topics for discussion include, but are not limited to, the following:
FCAT scores and the lowest 25%
Learning gains in Reading and Math
Strengthens and weaknesses of intensive programs
Mentoring, tutoring, and other services

┌─ MTSS Implementation ─────────────────────

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

Florida Comprehensive Assessment Test (FCAT)
Curriculum Based Measurement
Florida Assessment for Instruction in Reading (FAIR)
Palm Beach County Fall Diagnostics
Palm Beach Writes
K-3 Literacy Assessment System
Diagnostic Assessment for Reading (DAR)
Progress Monitoring and Reporting Network (PMRN)
Comprehensive English Language Learning Assessment (CELLA)
Office Discipline Referrals
Retentions
Absences
Midyear data:
Florida Assessment for Instruction in Reading (FAIR)
Diagnostic Assessment for Reading (DAR)
Palm Beach County Winter Diagnostics
Palm Beach Writes
Progress Monitoring and Reporting Network (PMRN)
K-3 Literacy Assessment System
End of year data:
Florida Assessment for Instruction in Reading (FAIR)
Florida Comprehensive Assessment Test (FCAT)
FCAT Writes

Frequency of required Data Analysis and Action Planning Days:
Once within a cycle of instruction (refer to appropriate focus calendar)

Describe the plan to train staff on MTSS.

Members of the school-based team will provide in-service to the faculty on designated faculty meeting days. These in-service opportunities will include, but are not limited to, the following:
RTI process
Problem Solving Model

Consensus building
Positive Behavioral Intervention and Support (PBIS)
Data-based decision-making to drive instruction
Progress monitoring
Selection and availability of research-based interventions
Tools utilized to identify specific discrepancies in reading

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

Describe the plan to support MTSS.

A full time RTI resource teacher is devoted to the implementation of Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI).

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Representatives from each grade level,ESE and ESOL teams, reading coach, reading resource teacher, and principal

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

The LLT meets monthly. Prior to the first meeting, LLT members complete a literacy knowledge survey. This is a self reflection document to create a common language. The following sequence describes how the LLT devices a plan of action of the year:

Phase 1: Investigating an area of concern. Analyze evidence to help identify the area of concern (FCAT, informal assessments, writing samples, portfolios, etc)
Phase 2: Studying and planning a course of action. The LLT lists the resources needed to plan the course of action and the implications of the resources studied.
Phase 3: Implementing the course of action. The LLT lists the data that will be used to monitor the course of action. Individuals responsible for monitoring and collecting the data as well as assisting teachers in the implementation of the plan are identified.
Phase 4: Determining the effectiveness of the course of action. After a pre-determined amount of time, the LLT determines if the plan of action should be revised, continued or discontinued.
Phase 5: Reflecting on the process. What have the team members learned from the process? How will the process help them in the classroom?

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

Continue the implementation of the Lucy Calkins model for Readers and Writers Workshop.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 9/22/2012)

*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.

Local Head Start and private pre-schools are invited to bring their students to visit our K classes every spring. A Kindergarten Round-up is also scheduled in the spring to register and orient future Kindergarten students and parents.

Upon the first 30 days of school, all Kindergarten students are assessed through the state's FLKRS. In addition, all students whose parents have checked on the registration form that they speak another language in the home are given a test of oral language to determine eligibility for the ELL program.

All data is compiled in individual student profiles and whole class profiles. Kindergarten teachers then get together at a

professional learning community meeting to analyze data and determine the teaching points for the individual children and the class.

*Grades 6-12 Only

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

*High Schools Only

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

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

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:	When comparing 2011 FCAT and 2012 FCAT, the percent of students scoring level 3 decreased by 11%. We expect to increase the number of students scoring level 3 or above by 7%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27%(101) of students achieved level 3 in FCAT 2012.	At least 34% of our students will achieve level 3 or higher in FCAT 2013.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many of our students have little or few books at home.	Purchase additional books for classroom libraries and the Reading Resource Room.	K-2 Reading resource teacher and 3-5 Reading Coach	Teachers to monitor student's independent reading logs	2013 FCAT results
2	Lack of sufficient time for teachers to plan and research best practices	Agendas for LTM to incorporate the study of the unpacking the New Generation Sunshine State Standards and Core K-12 for KDG. Additionally, teachers will work together to select appropriate research-based instructional strategies that address their students needs.	Principal Reading resource teacher K-2 and Reading Coach 3-5	Observation and attendance of Principal to LTMs	Coaches logs Teacher plan books 2013 FCAT.
3	Lack of sufficient time for teachers to plan and set goals with their students	Teachers to do goal setting conferences with students after each diagnostic, FAIR and common assessments.	Principal and Assistant Principal	Documented student data conferences	Teacher Data binder
4	Lack of sufficient time during the 90-minute block for independent reading	Implement the Lucy Calkins Readers Workshop model.	Principal Reading resource teacher K-2 and Reading Coach 3-5	Observations; FCAT 2013; K-4 Literacy Assessment; FAIR	Data Reports
5	Time constraints	Students to self-monitor their progress with the use of scales daily and after each diagnostic and common assessments	Reading Teachers	Observations	Student data portfolios

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

<table><tr><td colspan="5" align="center">No Data Submitted</td></tr></table>

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	15% scored levels 4 and 5 in 2012 FCAT, a decrease of 5% from the previous year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (54) of our students scored at levels 4 and 5 in 2012 FCAT	The number of students scoring levels 4 and 5 in 2012 FCAT will be at least 20%(71).

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	There is a need for additional staff development for differentiating instruction for our high achievers.	Reading coaches for K-2 and 3-5 to observe, model, coach and give feedback to teachers.	Principal and Assistant Principal	Observations	Agendas Coaches log
2	Need to provide enrichment for our higher performing students.	Include a Saturday enrichment session as part of the tutorial program.	Principal and Assistant Principal	Observations and Diagnostics	Diagnostics and FCAT

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	58% (140) of the students made learning gains, this was an 8% decrease when compared to 2011.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (140) of the students made reading learning gains.	At least 62% of students will make learning gains.

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 of our students have little or no books at home to read independly.	Implement The Lucy Calkins Readers Workshop	Literacy Leadership Team	Teachers to keep student reading log and individual conference reports in their data binders to be used during data chats with the principal	K-5 Literacy Assessments Diagnostic and FAIR reports
2	Time constraints	Teachers to do goal setting conferences with students after each diagnostic and common assessments.	Principal and Assistant Principal	Documented student data conferences	Student Data Portfolios
3	Tme Constraints	Organize a Reading Enrichment Club one day after school	Club Sponsor	Observations	Attendance logs
4	Many of our students have limited assistance at home to practice their reading skills.	Continue the Saturday tutoring Program	Saturday tutoring Coordinator	Lesson plans Observations	Attendance Logs FCAT 2012
5	Many of our students have limited assistance at home to practice their reading skills.	Hold at least two Literacy Trainings for parents prior to FCAT	Literacy Leadership Team	Parent feedback, sign in sheets, Parent/Teacher conferences	Attendance and parent surveys

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	70% of students in the lower 25% made learning gains as compared to 72% the previous year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (46 students) of the lower 25% made learning gains in FCAT 2012.	We expect that at least 73% of the students in the lowest 25% will make learning gains in FCAT 2013.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Math/science teachers needing to plan for a iii group.	Build time on reading and math teacher-team's schedules for articulation and to share strategies that address the needs of the students in their iii groups.	Principal & Assistant Principal	Observations	Focus Calendar
2	Rigorous documentation of the progress of students needing iii.	All students in grades 3 and 2 who are substantially below grade level will be brought up to the School Based Team to formalize interventions during iii time.	SBT Coordinator; teachers; coach; resource teachers; administrators.	Teacher/Principal Data Chats	SBT Agendas
3	Changed from departments to self-contained classrooms in grades 3 & 4. Some teachers have not taught reading in the last few years.	Incorporate reading strategies in PDD days. Provide professional development on the Readers Workshop to teachers who have not taught reading in the last few years.	PDD Team, Principal and Assistant Principal	Observations, Professional Development training feedback	Lesson Plans & Common Assessment monitoring
4	Teachers need additional resources to use during iii.	Teachers will recieve training on the use of resources available for iii during LTMs.	LTF, Principal and Assistant Principal	Observations	Lesson Plans and student data collection

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

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

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	43%	48%	54%	59%	64%	

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: Whites, English Language Learners,and Students with Disabilities. All subgroups will meet the 2013 targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Percent of students NOT meeting profeciency: Black - 58% Hispanic - 57% White - 52% ELL - 61% SWD - 77% EC DIS - 57%	By 2013, 56% Whites, 47% English Language Learners, and 34% Students with Disabilities will met the reading targets.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Cultural barriers	Positive calls home by teachers and administrators	Principal and Assistant Principal	Communication logs; Principal/Teacher Data chats	Common Assessments; FAIR FCAT
2	Time constraints	Teachers to do goal setting conferences with students after each diagnostic and common assessments.	Principal and Assistant Principal	Documented student conference logs	student Data Portfolios
3	Difficulty on getting tutors for Saturdays	Saturday Tutorial	Principal	Lesson Plans Observations	Attendance logs common assessments FCAT
4	Language barriers	Provide written information and parent links in all languages	Principal and Assistant Principal	Parent Involvement and parent link reports	parent involvement attendance

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:	47% of English Language Learners studens tested on FCAT 2.0 in Reading will be proficient.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% did not achieve the desired levels of proficiency.	By 2013, at least 47% ELL students will achieve proficiency.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

		Academic Language barriers	Monthly data chats with ESOL teachers	ESOL Teachers	Classroom Observations	K-4 Literacy Assessments; Diagnostics; FAIR
	1					
	2	Time constraints	Teachers to do goal setting conferences with students after each diagnostic and common assessments.	Principal and Assistant Principal	Teacher-Student Conference logs	Student Data Portfolio
	3	Academic Language barriers	ESOL Coordinator and ESOL teachers to conduct at least 2 parent conferences a year to share with parents reading strategies they can reinforce at home.	ESOL Department	Calendar	Conference Logs
	4	Academic language barriers	Always include differentiated instructional strategies for ESE students in mainstreamed classes during Learning Team Meetings	Principal, Assistant Principal Learning Team Facilitator	Classroom	LTM meeting agendas

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:	34% of Students with Disabilities (SWD) will make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% of students with disabilities achieved proficiency targets.	By 2013, 34% of students with disabilites will achieve proficiency.

Problem-Solving Process to Increase Student Achievement					
		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1	Some parents may not understand fully their child's disability.	ESE Coordinator and ESE teachers to conduct at least 2 parent conferences a year to share with parents reading strategies they can reinforce at home.	ESE Department Administrators Coaches	Calendar	Conference Logs
	2	Time Constraints	Teachers to do goal setting conferences with students after each diagnostic and common assessments.	Principal and Assistant Principal	Teacher-Student Conference logs	Student Data Portfolios
	3	Difficulty on getting tutors for Saturdays	Saturday Tutoring	Principal	Observations Lesson Plans	Attendance logs Common Assessments FCAT
	4	Lack of time to fully serve all SWD at all grade levels	Utilize a resource teacher to provide additional instructional time to SWD.	Principal Assistant Principal	Observations	Common Assessments K-4 Literacy Assessments Diagnostics FCAT
	5	Understanding the needs of ESE students	Always include differentiated instructional strategies for ESE students in mainstreamed classes during Learning Team	Principal Assistant Principal Learning Team Facilitator	Observations	Learning Team Meeting Agendas

				Meetings	
6	Implementation of the Inclusion Model	Work with FL Inclusion Network Representative to develop schedule and provide training for teachers.	ESE Contact, Principal and Assistant Principal	Observations	Diagnostics and Lesson Plans

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	47% of Econimally Disadvantaged Students will make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% of the students did not meet proficiency requirements.	By 2013, we expect that 47% of the economically disadvantaged students will achieve proficiency.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
---	---	---	---	---	---
1	Level of poverty of the families.	All teachers to conduct ongoing data chats and goal setting with their students.	Assistant Principal and Principal	Conversations with students during observations	common assessments; FAIR; FCAT
2	Difficulty on getting tutors for Saturdays	Saturday Tutoring	Principal	Observations Lesson Plans	Attendance logs Common Assessments FCAT
3	Level of poverty of the families.	All teachers to conduct at least 2 conferences with parents a year to share with parents reading strategies they can reinforce at home.	All Teachers	Calendar	Conference Logs
4	Students have difficulty mastering skills due to language barriers.	Provide .5 LTF to facilitate training and model lessons for teachers.	Administrators	Observations Lesson Plans	common assessments, FAIR, 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
Unpacking the NGSSS (2 through 5), and Common Core Standards (K&1)	K-5	Reading coach and Reading resource teacher	All reading teachers	Ongoing monthly PLC	Observations Lesson Plans	Reading coach, reading resource teacher, Principal, & Assistant Principal
Instructional						

Applications of the Diagnostic Reading assessment	3-5	Learning Team Facilitator(LTF), Principal	All reading teachers	PDD October 2012 and January 2013	Observations LTM Meetings Data Chats	LTF, Teachers, Principal & Assistant Principal
Instructional Implications of the Diagnostic Reading Assessment	2	Learning Team Facilitator(LTF), Principal	Reading Teachers	PDD January & May	Observations LTM Meetings Data Chats	LTF, Teachers, Principal & Assistant Principal
Learning Walks	2-5	Reading Coach, reading resource teacher, Principal & Assistant Principal	Reading Teachers	Ongoing monthly	Pre and Post meetings Observations	Reading coach, reading resource teacher, Principal, & Assistant Principal
Readers Workshop	K-5	Reading Coach, reading resource teacher, LTF	Reading Teachers	Pre-service week, September PDD, and monthly team planning	Observations	Principal & Assistant Principal
Readers Workshop	K-5	Teachers College in NY	Selected Reading Teachers	June	Observations	Principal
Marzano Evaluation System	K-5	LTF,& Principal	All Teachers	Monthly	Observations	Principal & Assistant Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Books for classroom libraries and resource room	leveled books for all levels	Title I	$2,500.00
Saturday Tutorials	Part time in system	Title I	$6,750.00
Lucy Calkins Units of Study	Hineman	Title I	$2,400.00
Supplies to implement Readers Workshop	classroom supplies	Title I	$2,500.00
Provide a Reading Resource Teacher	Teacher	Title I	$61,694.67
Provide an RTI/Resource Teacher devoted to the RTI process including meetings as well as providing interventions for Tier 2 and Tier 3 Students	Teacher	Title !	$61,694.67
Supplies to implement tutoring programs	books, workbooks, classroom supplies; paper, pencils, markers, sticky notes, chart paper, pens, toner, crayons	Title I	$2,500.00
			Subtotal: $140,039.34
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
Teachers to attend Lucy Calkins Institute in New York	Out-of-State Travel	Title I	$10,479.86
Administrators to attend conference to enhance student achievement	Out of State Travel	Title I	$3,000.00
Reading Coach (.5) other .5 provided by	Grades 3-5	Title I	$34,694.00
Supplies for Staff Development	Professional Reading/supplies - binders, paper, sticky notes, markers, pens, pencils, chart paper, folders, files, labels	Title I	$2,000.00
Teachers will attend in-county			

workshops and in-school peer walkthroughs and fishbowls	substitutes	District	$2,000.00
.5 LTF	Grades K-5	Title I	$34,694.00
			Subtotal: $86,867.86

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $226,907.20

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:	Increase proficiency levels from 36% to 42%.

2012 Current Percent of Students Proficient in listening/speaking:

36% (131)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent support	Increase parent awareness of importance of communicating with the school.	Teachers, Principal	Agendas, communication folders, parent links	parent contact logs, sign in sheets

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:	Increase reading proficience from 25% to 33%.

2012 Current Percent of Students Proficient in reading:

25% (91)

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 access to books at home	Readers Workshop	Teachers and Principal	Reading Logs	Diagnostics and common assessment data

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	Increase writing proficiency from 16% to 24%

2012 Current Percent of Students Proficient in writing:
16% (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	Limited vocabulary in English	Writers Workshop	Teachers and Principal	Writing portfolios	Palm Beach Writes and common assessment data

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:	31% of students met levels 3, a decrease of 8% from 2011 .
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
31% (114) students met levels of profiency 3 or above.	At least 38% of our students will achieve level 3 or higher in FCAT 2013.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Finding sufficient teachers willing to work Saturdays	Saturday Tutorial	Math resource teacher/ Assistant Principal Learning Team Facilitator	Observations	Common Assessments FCAT
2	Teachers familiarity with the NGSSS and Common Core Standards	Grade level Math teachers to meet at least twice a month for common planning and discussion	Principal and Assistant Principal	Observations	Lesson Plans
3	Time constraints	Teachers to do goal setting conferences with students after each diagnostic and common assessments.	Assistant Principal and Principal	Teacher-Student Data Conference logs	Teacher Data Binder
4	Time constraints	Students to self-monitor their progress with the use of scales daily and after each diagnostic and common assessments	Math Teachers	Observations	Student data portfolio

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

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

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:	18% (66) of our students met levels 4 and 5 levels of proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (66) of our students met levels 4 and 5 levels of proficiency.	We expect that 26% of our students will be at levels 4 and 5 levels of proficiency.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time constraints	Teachers to do goal setting conferences with students after each diagnostic and common assessments.	Assistant Principal	Teacher-Student Data conference logs	Student Data Portfolios
2	There is a need for additional staff development for differentiating instruction for our high achievers.	Include enrichment strategies when analyzing student data during Learning Teams	Learning Team Facilitator Assistant Principal	Observations Teacher/Principal data chats	Common assessments, observations
3	Need enrichment opportunities for higher performing students.	Include enrichment opportunities in tutorial program	Principal and Assistant Principal	Observations, Lesson plans	Student attendance and Diagnostic 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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	59% (228) of students made learning gains in mathematics. An 12% decrease from FCAT 2011.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (143) of students made learning gains in mathematics.	At least 62% of our students are expected to make learning gains in FCAT 2013.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Teachers familiarity with the NGSSS and Common Core Assessments</td><td>Math teachers to observe and target students during guided practice that will need additional help and work with them in small guided groups.</td><td>Principal and Assistant Principal</td><td>Observations Lesson Plans</td><td>Common Assessments</td></tr>
<tr><td>2</td><td>Time constratints</td><td>Include enrichment strategies when analyzing student data during Learning Teams</td><td>MAth Resource Teacher; earning Team Facilitator; Assisstant Principal</td><td>Observations; lesson plans</td><td>Common Assessments</td></tr>
<tr><td>3</td><td>Finding sufficient teachers willing to work Saturdays</td><td>Saturday Tutoring</td><td>Principal</td><td>Observations Lesson Plans</td><td>Attendance Logs Common Assessments FCAT</td></tr>
</table>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	68% of the students made learning gains in mathematics. A 5% decreased from FCAT 2011.

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	68% (43) of the students in the low 25% made learning gains.	We expect that at least 72% of the low 25% of the students will make learning gains.

		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	Student mobility	Teachers to comference (data chats) with individual students at least once a week.	Assistant Principal	Conversations with students regarding their progress during classroom visitations.	Student Conference logs and notes
2	Finding sufficient teachers willing to work Saturdays	Saturday Tutoring	Principal	Lesson Plans; Observations	2013 FCAT
3	Time Constraints	Teachers to observe and target students during guided practice that will need additional instruction and work with them in small groups setting.	Principal and Assistant Principal	Observations	Lesson plans
4	Need to differentiate instruction	Train teachers in the use of rotational instructional model	Principal and Assistant Principal	Observations	Lesson Plans

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

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

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	56	60	64	68	72	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The following subgroups did not meet 2012 math targets: Black, Hispanic, ELL, Students with Disabilities, and Economically Disadvantaged. All subgroups will meet the 2013 targets
2012 Current Level of Performance:	2013 Expected Level of Performance:
Percent of Not satisfactory progress: Black - 66% Hispanic - 47% ELL - 51% SWD - 65% Economically Disadvantage - 52%	By 2013, 50% of Black students, 63% Hispanics, 63% ELL, 57% SWD, and 58% Economically disadvantaged will meet the target.

		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	Cultural Barriers	Positive calls home	Teachers and Principal	Review Communication logs; Teacher/principal data chats	FCAT Common Assessments
2	Teachers familiarity with the NGSSS and Common Core Standards	Include enrichment strategies when analyzing student data during Learning Teams	Math coach; Assistant Principal	Observations Lesson Plans	Common Assessments
3	Finding sufficient teachers willing to work Saturdays	Saturday Tutoring	Principal	Observations Lesson Plans	Attendance logs Common Assessments FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	49% of ELL students met the math target in 2012, a decrease of 6% when compared to 2011.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% of ELL students did not achieve the target levels of proficiency.	We expect that 63% of ELL students will achieve levels 3 or 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
1	Academic language barrier	Schedule language facilitators to assist newcomers during math instructional blocks.	ESOL coordinator Assistant Principal	Conversations with students Observations	Common Assessments
2	Teachers familiarity with the NGSSS and Common Core Standards	Include ELL strategies when analyzing student data during Learning Team Meetings	Assistant Principal Math Resource Teacher	Observations; Lesson Plans	Learning Team Meeting Agendas

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:	35% of students with disabilities (SWD) met the math targets in 2012, a decrease of 13% when compared to 2011.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% of the students did not achieve levels of proficiency.	We expect that 57% of SWD students will achieve proficiency in 2013.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Familiarity with NGSSS and Common Core Standards	Monthly data chats with ESE teachers.	Assistant Principal	Observations of student engagement.	Common Assessments
2	Familiarity with NGSSS and Common Core Standards	Include ESE strategies when analyzing student data during Learning	Math Resource Teacher; Assistant Principal	Observations; Lesson Plans	Learning Team Meeting Agendas

		Teams			
3	Time Constraints	Math Resource Teacher to work with small groups of ESE students during their math time.	Math Resource Teacher; Assistant Principal	Observations; Lesson Plans	Common 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:	48%% of economically disadvantaged students did not meet the math targets, a decreas of 4% when compared to 2011.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% of economically disadvantaged students did not meet proficiency levels.	58% of students of our economically disadvanged students will meet the target levels of proficiency.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Level of poverty of the families.	All teachers to conduct ongoing data chats and goal setting with their students.	Assistant Principal and Principal	Conversations with students during observations Review students' portfolios	Student conference logs common assessments
2	Teachers familiarity with the NGSSS and Common Core Standards	Include enrichment strategies when analyzing student data during Learning Teams	Math resource teachers; Assistant Principal	Observations; Lesson Plans	common assessments
3	Finding sufficient teachers willing to work Saturdays	Saturday Tutoring	Principal	Observations Lesson Plans	Attendance logs Common Assessments FCAT

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiating Instruction for High Achievers	3-5	LTF, math Resource Teacher InstructionalSpecialist Support	3-5 math teachers	January PDD Ongoing Support	Lesson Plans	Principal and Assistant Principal
Instructional Implications of the Math Diagnostics	3-5	Assistant Principal and Math Resource Teacher, Instructional Specialist Support	math teachers	October PDD January PDD Ongoing support	Principal/Teacher Data Chats	Principal and Assistant Principal
Instructionl Ipmplications of the Math Diagnostics	Grade 2	Assistant Principal, LTF, Math Resource Teacher	math teachers	January PDD	Principal/Teacher Data Chats	Principal and Assistant Principal
Unpacking the NGSSS and Common Core	K-5	LTF, Assistant Principal, Math Resource Teacher	math teachers	Ongoing monthly LT Meetings	Observations, Lesson Plans	Principal and Assistant Principal

Standards						
NCTM Conference	Selected Teachers 3-5	Conference Agenda	Selected Teachers	once during school year	School Presentation	Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
Math Resource Teacher	To model lessons; assist with lesson planning; whole group and small group instruction (3-5)	Titl I	$61,694.67
Saturday Tutorial	Part time in system	Title I	$6,750.00
Classroom Instruction	Supplies	Title I	$5,000.00
			Subtotal: $73,444.67
Technology			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
Attend NCTM Conference	Out of State Travel	Title I	$2,000.00
Teachers will observe each other and model lessons	substitutes	Title I	$2,000.00
			Subtotal: $4,000.00
Other			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $77,444.67

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	34% of students achieved levels 3 and above. This represents a 2% decrease as compared to FCAT 2011.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (41) of students achieved levels 3 and above in FCAT 2012.	We expect that at least 41% of our students will achieve levels 3 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
	Students do not come with the necessary	Establish a science lab for teachers to	Principal and Assistant	Principal/Teacher Data Chats	Common Assessments

1	content and background knowledge to grade 5.	conduct hands-on activities.	Principal	Observations	
2	Students do not have the necessary content and background knowledge to 5th grade.	Ensure that students are receiving daily science instruction in each grade level.	Teachers, Assistant Principal and Principal	Observations	Lesson Plans
3	Students do not have the necessary content and background knowledge.	Establish collegial planning time for 5th grade science teachers.	Principal	Principal/Teacher Data Chats Observations	Common Assessments
4	Time constraints	Students to self-monitor their progress with the use of scales daily and after each diagnostic and common assessments	Science Teachers	Observations	Student Data Portfolio
5	Time constraints	Teachers conduct student conferences to set goals and monitor their progress. Teachers monitor students' progress with the use of scales daily and after each diagnostic and common assessments	Assistant Principal	Observations	Teacher Data Binder
6	Students lack exposure to science related activities	Establish SECME Club	SECME Club sponsor	SECME projects and student participation	Sign in sheets Performance in SECME activities

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	9% (11) of students achieved proficiency levels of 4 and 5. This represents a 2% increased as compared to FCAT 2011.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9% (11) of the students achieved levels 4 and 5 on	At least 15% of students will achieve levels 4 and 5 of

FCAT 2012.			the FCAT 2013.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students come to 5th grade without the necessary prerequiste knowledge.	Science teachers of all grade levels meet biweekly during collegial planning to develop science lessons and discuss enrichment strategies.	Team Leaders, Assistant Principal, and Principal.	Observations and conversations with students	Common Assessments FCAT
2	Students come to 5th grade without the necessary prerequiste science knowledge.	Provide professional development on science experiment and incorporating hands-on activities in science classes.	Team Leaders, Assistant Principal and Principal	Observations	Lesson Plans Common Assessments FCAT

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Instructional Implications of the Diagnostic	Grade 5	Science Lead Teacher	Grade 5 Science teachers	PDD August & October; PDD January	Principal/TeacherData Chats	Principal
Incorporating						

| science labs and/or hands-on activities | K-5 | Science Instructional Specialist | K-5 teachers | August Retreat; October PDD | Observations | Principal & Assistant Principal |
| Collegial Planning | K-5 | Team Leaders | K-5 teachers | ongoing | Observations, Collegial planning team notes | Principal |

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Science Lab will be equipped and stocked with materials for hands-on science experiments	Science materials and supplies	Title I	$1,200.00
			Subtotal: $1,200.00
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: $1,200.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	86% (122) of students achieved levels 3 and above in the FCAT 2012. This represents an increase of 13%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
86% (122) of students achieved levels 3 and above in the FCAT 2012.	We expect that at least 89% of students will score at level 3 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
1	Lack of schema in many subjects resulting in a limited vocabulary.	Provide many opportunities during the day for students to express themselves orally and in writing.	Teachers, literacy resource teacher and coach	Observations Student portfolios	Celebrations of Writing PB Writes Writing Continuum

2	Lack of schema in many subjects resulting in a limited vocabulary	Provide opportunities for students to go on field trips.	Team Leaders	Observations Student portfolios	Celebrations of Writing FCAT Writes Scales Writing Continuum
3	Lack of schema in many subjects resulting in a limited vocabulary	Continue to implement all the components of Lucy Calkins Writers Workshop with fidelity.	Teachers, Literacy Coaches, Principal and Assistant Principal.	Observations Student portfolios	PB Writes Daily writing FCAT Writes Scales
4	Time Constraints	Students to self-monitor their gains in writing	Teachers, Literacy resource teacher, Administrators	Observations Student portfolios Data binders	PBWrites Daily writing FCAT Writes Scales

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Conferring with Students	K-5	Literacy resource teacher, selected teachers, LTF	K-5 teachers	August retreat, October PDD; January PDD	Observations, Student portfolio	Teachers, Administrators
Analyzing Student Writing Using the Narrative Continuum	K-4	Resource teacher	K-4 teachers	LTM, ongoing	Observations	Teachers, Administrators
Lucy Calkins Units of Study	K-5	Coach, Writing lead teacher	K-5 teachers	Bi-weekly collegial planning meetings	Observations Lesson plans	Resource teacher, Administrators

Teachers college NY	K-5	Teachers College trainers	Selected K-5 teachers	No later than June 2013	Presentation to faculty	Principal
Analyzing Student Writing Using the Narrative Continuum and the FCAT rubric	Grade 4	Writing Instructional Specialist	Grade 4 teachers	LTM, ongoing after each Palm Beach Writes	Observations PB Writes Results Student portfolio	Teachers, Administrators

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Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide a Writing Tutorial	Part time in system	Title I	$6,750.00
			Subtotal: $6,750.00
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
Teachers will observe each other and model lessons	Substitutes	Title I	$1,800.00
			Subtotal: $1,800.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $8,550.00

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:	26% (228) of the students had abseences ranging from 10 or more.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The attendance rate for 2012 was 74%.	The expected attendance rate for the 2012-2013 school year is 80%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
228 students had excessive absences (10 or more).	The expected number of students with 10 or more absences will be reduced to 200.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

	131 students had excessive tardies.		The expected number of students with Excessive Tardies (10 or more) will be reduced to 100.		

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Excessive mobility and working schedules of the families.	Teachers to make phone cals and/or home visits if a child has 3 or more unexcussed absences or tardies in a 30-day period.	Assistant Principal	Truancy Team to meet monthly to analyze excessive absences.	Attendance reports
2	Excessive mobility and working schedules of the families.	Teachers and guidance counselor to keep a log of attempts (successful or unsucessful)to communicate with the parent regarding excessive tardies or absences.	Guidance Counselor Assistant Principal	Truancy Team to meet monthly to analyze excessive absences	Telephone logs
3	Excessive mobility and working schedules of the families.	Students to set attendance and/or tardies goals and keep a calendar of the days they are present. Teachers to regularly conference with these students.	Classroom teachers	Classroom visits by AP when student is present.	Student Calendar
4	Excessive mobility and working schedules of the families.	Students will be recognized for perfect and/or improved attendance	Teachers and Guidance Counselor	Monitoring attendance of habitual absenttees	Attendance report

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Going to the Root of the Students Attending School Regularly and on Time	K-5	Assistant Principal	K-5 teachers	November faculty meeting	Truancy Team monthly meetings	Assistant Principal

Attendance Budget:

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

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	There were a total of 6 in-school suspensions and 15 out of school suspensions in 2012.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
The number of in-school suspensions in 2012 was 6.	The expected number of in-school suspensions to be no more than 4.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
The total number of students suspended in-school was 6.	We expect that no more than 3 students will be suspended in-school in 2012.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
The total number of out of school suspensions was 15, 9 of these were unduplicated	We expect to have no more than 10 out of school suspensions in 2013.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
Total number of students suspended out-of-school was 9.	It is expected that no more than 6 students will be suspended out of school in 2013.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	We have many new students every year and it takes time for them to get aculturated to the way we behave in our school.	Guidance Counselors to meet with new students weekly for the first month of school to orient them to our school	Assistant Principal Principal	Compare disciplne referrals with new student list.	Discipline Referrals
	We have many new	Teachers to conduct a	Principal	Principal and Leadership	Discipline

2	students every year and it takes time for them to get aculturated to the way we behave in our school.	Morning Meeting every morning to build community.	Assistant Principal	Team to attend Morning Meetings	referrals.
3	Parenting skills	All teachers to continue with the CHAMPS, Peace Table and Conflict Resolution system. Additionally, we will start the implementation of our School Wide Positive Behavior System (SwPBS)	Assistant Principal Principal	Classroom visits Observations throughout different campus activities	Discipline referrals
4	Lack of social skills of students with anger management/bullying issues	Guidance counselors to work weekly with tier 2 students who exhibit bullying behaviors on socialization strategies	Assistant Principal	Observations	Bullying referrals Counselor's schedules

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
Building Community	K-5	Assistant Principal	School-wide	Ongoing	Observations	Assistant Principal
School Wide Positive Behavior System (SwPBS)	K-5	SwPBS Committee	School-wide	Ongoing	Observations	SwPBS Committee, Administrators

Suspension Budget:

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

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	55% of our families attended school functions and/or trainings. We will increase that number to 60%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
55% of families attended school functions and or trainings during the 2011-2012 school year.	At least 60% of our families will attend school functions and or trainings during the 2012-2013 school year.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language barriers	Increase attendance by conducting parent trainings in smaller groups and in Spanish, English or Creole.	Principal Community Language Facilitators	Parents will complete an evaluation after the trainings.	Completed evaluations Sign-in Sheet
2	Working schedule of families	Increase communication through the use of communication folders and student agendas.	Principal and Assistant Principal	Principal/Teacher data chats	Title 1 Yearly Parent Evaluations of the School-Wide Program
3	Working schedule of families	Provide flexible times for parent/teacher report card conferences	Principal	Report card conference logs	Title 1 Yearly Parent Evaluations of the School-Wide Program Sign-in sheet
4	Language barriers	Continue to work with Roosevelt Middle School to provide English language classes in the evening.	Martin Roman, Coordinator	Attendance log	Title 1 Yearly Parent Evaluations of the School-Wide Program
5	Cultural barriers concerning general school issues	Provide trainings for parents on understanding the current School Improvement plan. Include opportunities for parents to provide feedback as to the effectivenss of the plan to be considered by the School Advisory Council.	SAC Chair Principal	Attendance logs SAC Meeting Minutes	Title 1 Yearly Parent Evaluations of the School-Wide Program Sign-in sheets
6	Cultural barriers concerning general school issues	Involve parents in decision making through School Advisory Council, parent surveys, trainings and	Principal SAC Chair Volunteer Coordinator GuidanceCounselor	Agendas Attendance logs Volunteer lists SAC Meeting Minutes	Title 1 Yearly Parent Evaluations of the School-Wide Program

#					
		encouraging them to volunteer at the school.			
7	Many parents lack the academic skills to help their children at home	Provide trainings throughout the year on helping students in reading, math and writing.	Principal Reading coach, Math and literacy resource teachers, and Literacy Leadership Team	Agendas Attendance logs	Title 1 Yearly Parent Evaluations of the School-Wide Program
8	Cultural barriers concerning general school issues	Continue to form partnerships with ouside agencies, community members and institutions for higher education as a way of enhancing resources for our families.	Volunteer Coordinator Business Partner Coordinator Teachers Principal Assistant Principal	Volunteer sign-in logs Letters to the different organizations involved with our school Repeat participation by organizations	Title 1 Yearly Parent Evaluations of the School-Wide Program
9	Cultural barriers concerning general school issues	Actively recruit business partners.	Assistant Principal Volunteer Coordinator Business Partner Coordinator	List of business partners	Feedback Forms
10	Language Barriers	Send information in the parents' home language in a lay format.	Administrators Volunteer Coordinator	Sample of communications sent to parents	Parent Survey
11	Cultural barriers concerning general school issues Working Schedules	Invite parents to the annual Title 1 informational meeting in October to explain parent rights, use of Title 1 dollars, NCLB.	SAC chair Principal	Letter to parents Powerpoint presentation Attendance logs	Title 1 Yearly Parent Evaluations of the School-Wide Program

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Parent Involvement	K-5	Principal	School-wide	Monthly	Teacher communication logs	Principal
Math Nights	K-5	Principal and teachers	K-5	February	Teacher communication log	Principal and Assistant Principal
Literacy Nights	K-5	Principal and teachers	K-5	December, February	Teacher communication log	Principal and Assistant Principal
How to communicate effectively with parents.	K-5	Administraton	K-5	August	Sign in sheets Parent teacher conference logs	Pricipal

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Every student will have an agenda to share with parents daily	Daily planner/agenda	Title I	$2,500.00

Purchase communication folders for school home communication - weekly	Plastic "Nicky" folders	Title I	$1,300.00
Provide childcare for parent trainings	part time in system	Title I	$1,500.00
Supplies for Parent Involvement	supplies	Title I	$3,333.13
Purchase subscriptions	Home/School Connection, Recipes for Success and Resources for Educators	Title I	$700.00
			Subtotal: $9,333.13

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: $9,333.13

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	

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

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

Provide a fulltime RTI/Resource Teacher devoted to the RTI process including meetings as well as providing interventions for Tier 2 and Tier 3 students. 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
No Data Submitted

Budget:

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

End of Provide a fulltime RTI/Resource Teacher devoted to the RTI process including meetings as well as providing interventions for Tier 2 and Tier 3 students. Goal(s)

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Books for classroom libraries and resource room	leveled books for all levels	Title I	$2,500.00
Reading	Saturday Tutorials	Part time in system	Title I	$6,750.00
Reading	Lucy Calkins Units of Study	Hineman	Title I	$2,400.00
Reading	Supplies to implement Readers Workshop	classroom supplies	Title I	$2,500.00
Reading	Provide a Reading Resource Teacher	Teacher	Title I	$61,694.67
Reading	Provide an RTI/Resource Teacher devoted to the RTI process including meetings as well as providing interventions for Tier 2 and Tier 3 Students	Teacher	Title !	$61,694.67
Reading	Supplies to implement tutoring programs	books, workbooks, classroom supplies; paper, pencils, markers, sticky notes, chart paper, pens, toner, crayons	Title I	$2,500.00
Mathematics	Math Resource Teacher	To model lessons; assist with lesson planning; whole group and small group instruction (3-5)	Titl I	$61,694.67
Mathematics	Saturday Tutorial	Part time in system	Title I	$6,750.00
Mathematics	Classroom Instruction	Supplies	Title I	$5,000.00
Science	Science Lab will be equipped and stocked with materials for hands-on science experiments	Science materials and supplies	Title I	$1,200.00
Writing	Provide a Writing Tutorial	Part time in system	Title I	$6,750.00
Parent Involvement	Every student will have an agenda to share with parents daily	Daily planner/agenda	Title I	$2,500.00
Parent Involvement	Purchase communication folders for school home communication - weekly	Plastic "Nicky" folders	Title I	$1,300.00
Parent Involvement	Provide childcare for parent trainings	part time in system	Title I	$1,500.00
Parent Involvement	Supplies for Parent Involvement	supplies	Title I	$3,333.13
Parent Involvement	Purchase subscriptions	Home/School Connection, Recipes for Success and Resources for Educators	Title I	$700.00
				Subtotal: $230,767.14

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teachers to attend Lucy Calkins Institute in New York	Out-of-State Travel	Title I	$10,479.86
	Administrators to			

Reading	attend conference to enhance student achievement	Out of State Travel	Title I	$3,000.00
Reading	Reading Coach (.5) other .5 provided by	Grades 3-5	Title I	$34,694.00
Reading	Supplies for Staff Development	Professional Reading/supplies - binders, paper, sticky notes, markers, pens, pencils, chart paper, folders, files, labels	Title I	$2,000.00
Reading	Teachers will attend in-county workshops and in-school peer walkthroughs and fishbowls	substitutes	District	$2,000.00
Reading	.5 LTF	Grades K-5	Title I	$34,694.00
Mathematics	Attend NCTM Conference	Out of State Travel	Title I	$2,000.00
Mathematics	Teachers will observe each other and model lessons	substitutes	Title I	$2,000.00
Writing	Teachers will observe each other and model lessons	Substitutes	Title I	$1,800.00
				Subtotal: $92,667.86

Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $323,435.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes   jn No

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

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✔ Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

The SAC will meet monthly to provide input on the development and monitoring of the School Improvement Plan; Make decisions

regarding expenditure of the School Improvement funds;

AYP DATA

SCHOOL GRADE DATA

No Data Found

Palm Beach School District
WEST GATE ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	65%	75%	73%	36%	249	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	61%	71%			132	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?	64% (YES)	72% (YES)			136	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					517	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District
WEST GATE ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	65%	72%	79%	33%	249	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%	63%			127	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?	68% (YES)	70% (YES)			138	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					514	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested