

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

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

School Name: JERRY THOMAS ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Mrs. Ann Wark

SAC Chair: Mr. Tom Leonard

Superintendent: Supt. E.Wayne Gent

Date of School Board Approval: December, 2012

Last Modified on: 9/24/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					Jupiter Elementary- 2000-grade C 2001-grade B 2002-grade A, % Meeting High Standards in Reading 68, % Meeting High Standards in Math 68, % Meeting High Standards in Writing 77, AYP-Yes 2003-grade A, % Meeting High Standards in Reading 78, % Meeting High Standards in Math 73, % Meeting High Standards in Writing 90, AYP-Yes 2004-grade A, % Meeting High Standards in Reading 74, % Meeting High Standards in Math 70, % Meeting High Standards in Writing 92, AYP-Yes 2005-grade A, % Meeting High Standards in Reading 88, % Meeting High Standards in Math 78, % Meeting High Standards in Writing 88, AYP-Yes 2006-grade A, % Meeting High Standards in Reading 84, % Meeting High Standards in Math 80, % Meeting High Standards in

Principal	Ann Wark	Elementary Education(K-6); Educational Leadership (K-12); ESOL endorsement, Elementary Education/ESOL E(1-6)	2	12	<p>Writing 90, AYP-Yes Howell L. Watkins Middle School- 2007-grade C % Meeting High Standards in Reading 48, % Meeting High Standards in Math 44, % Meeting High Standards in Writing 88, % Meeting High Standards in Science 30, AYP-No 2008-grade C, % Meeting High Standards in Reading 47, % Meeting High Standards in Math 45, % Meeting High Standards in Writing 91, % Meeting High Standards in Science 28, AYP-NO 2009-grade C, % Meeting High Standards in Reading 48, % Meeting High Standards in Math 47, % Meeting High Standards in Writing 91, % Meeting High Standards in Science 31, AYP-NO Jerry Thomas Elementary-School- 2010 Grade A % Meeting High Standards Reading- 92 % Meeting High Standards Math-93 %Meeting High Standards Science-81 %Meeting High Standards -Writing- 88 AYP- Yes 2011 Grade A % Meeting High Standards Reading- 93 % Meeting High Standards Math-92 %Meeting High Standards Science-81 %Meeting High Standards -Writing- 90 AYP- No 2012 Grade A % Meeting High Standards Reading- 76 % Meeting High Standards Math-74 %Meeting High Standards Science-72 %Meeting High Standards -Writing- 94</p>
Assis Principal	Milranda Smith	<p>B. S. Degree – Business Management/ Personnel & Human Resources,</p> <p>M. S. Degree – School Guidance and Counseling,</p> <p>Educational Leadership Certification course work,</p> <p>Certification areas: School Principal- All Levels, Guidance and Counseling-PK-12 ESOL Compliance</p>	2	8	<p>Roosevelt Elementary, Interim A. P. 2002-grade D, % Meeting High Standards in Reading 44, % Meeting High Standards in Math 42, % Meeting High Standards in Writing 57, AYP-NO Howell Watkins Middle School, A. P. 2003-grade C, % Meeting High Standards in Reading 45, % Meeting High Standards in Math 46, % Meeting High Standards in Writing 81, AYP-NO 2004-grade C, % Meeting High Standards in Reading 40, % Meeting High Standards in Math 48, % Meeting High Standards in Writing 81, AYP-NO 2005-grade C, % Meeting High Standards in Reading 43, % Meeting High Standards in Math 42, % Meeting High Standards in Writing 72, AYP-NO 2006-grade C, % Meeting High Standards in Reading 49, % Meeting High Standards in Math 44, % Meeting High Standards in Writing 77, AYP-NO 2007-grade C % Meeting High Standards in Reading 48, % Meeting High Standards in Math 44, % Meeting High Standards in Writing 88, % Meeting High Standards in Science 30, AYP-NO 2008-grade C, % Meeting High Standards in Reading 47, % Meeting High Standards in Math 45, % Meeting High Standards in Writing 91, % Meeting High Standards in Science 28, AYP-NO 2009-grade C, % Meeting High Standards in Reading 48, % Meeting High Standards in Math 47, % Meeting High Standards in Writing 91, % Meeting High Standards in Science 31, AYP-NO Jerry Thomas Elementary-School- 2010 Grade A % Meeting High Standards Reading- 92 % Meeting High Standards Math-93 %Meeting High Standards Science-81 %Meeting High Standards -Writing- 88 AYP- Yes 2011 Grade A</p>

					% Meeting High Standards Reading- 93 % Meeting High Standards Math-92 %Meeting High Standards Science-81 %Meeting High Standards -Writing- 90 AYP- No 2012 Grade A % Meeting High Standards Reading- 76 % Meeting High Standards Math-74 %Meeting High Standards Science-72 %Meeting High Standards -Writing- 94
--	--	--	--	--	---

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)
NA	NA				

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	Partnering new teachers with veteran staff	Assistant Principal	On-going	
2	Regular meetings of new teachers	Principal	On-going	
3	Soliciting referrals from current employees	Principal	On-going	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
NA	

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
62	3.2%(2)	17.7%(11)	35.5%(22)	43.5%(27)	22.6%(14)	98.4%(61)	11.3%(7)	3.2%(2)	96.8%(60)

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
Jennifer Fishman	Holly Erneston	Jennifer is a trained Clinical Educator and a model teacher and Grade Chair in 3rd grade. Holly is a first year teacher in 3rd grade.	Daily collaboration, weekly joint planning, informal observations with feedback, inclusion on school committees

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

NA

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

NA

Title III

NA

Title X- Homeless

NA

Supplemental Academic Instruction (SAI)

The SAI teacher will instruct small groups of 2nd and 3rd grade students outside of their Language Arts class. The students will be identified by their Reading Running Records, District Diagnostics and SRI levels.

Violence Prevention Programs

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

Nutrition Programs

NA

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

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

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Ann M. Wark, Principal, Milranda M. Smith, Assistant Principal, Lorraine Howard, RtI Facilitator/SAI Primary-Intermediate teacher, School Psychologist, Lesley Hilliard, Instructional Technology Support Assistant, Dana Pallaria, ESE Coordinator, Nancy Barney, ESE Speech, Debra Peters, Guidance Counselor/SBT Contact, Kimberly Barker, Primary ESE Teacher, Terri Patterson, Intermediate ESE Teacher

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

The school-based RtI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team. The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity while coordinating efforts with SAI and ESE Resource personnel through the ESE Team. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

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?

Several members of the school-based RtI Leadership Team will meet with the School Advisory Council (SAC) and will help develop the SY13 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focused attention on deficient areas will be part of the review process. Topics for discussion include, but are not limited to, the following:
FCAT scores and the lowest 25%
AMOs and at-risk subgroups with specific attention to Hispanic and Economically Disadvantaged
Strengths and weaknesses of intensive programs, mentoring, tutoring, and other services.
The RtI/Inclusion Facilitator will provide professional development for the SAC members on the RtI process as requested.

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.

Data for Tier 1: Florida Comprehensive Assessment Test (FCAT), Curriculum Based Measurement, Florida Assessment for Instruction in Reading (FAIR), Palm Beach County Fall and Winter Diagnostics, Palm Beach Writes, K-4 Literacy Assessment System, Diagnostic Assessment for Reading (DAR), Comprehensive English Language Learning Assessment (CELLA), Office Discipline Referrals, retentions, absences. These data sources encompass reading, mathematics, science, writing, and behaviors.

Data for Tier 2: biweekly data collection of results from supplemental interventions measured by skill-specific probes/assessments based on individual student needs. These data sources encompass reading, mathematics, science and writing. Behavior data is captured using individual student behavior plans. All Tier 2 data is collected and reported in graphs

to monitor student's response to the interventions.

Data for Tier 3: weekly data collection of results from intensive interventions measured by skill-specific probes/assessments based on individual student needs. These data sources encompass reading, mathematics, science and writing. Behavior data is captured using individual student behavior plans as well as student Functional Behavior Assessments. All Tier 3 data is collected and reported in graphs to monitor student's response to the interventions.

Describe the plan to train staff on MTSS.

The school-based RtI/PD Team Contact will provide in-service to the faculty on designated professional development days (PDD) and Faculty meetings. These in-service opportunities will include, but are not limited to, the following: Problem Solving Model, Consensus Building, Schoolwide Positive Behavioral Intervention and Support (SwPBS), data-based decision-making to drive instruction, progress monitoring selection, and availability of research-based interventions and 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.

An Administrator will be present at every meeting of the School Based Team to be an active member and supporter for student and professional needs. The Professional Development Team will be given priority in scheduling necessary and requested professional development to individuals, groups of teachers and the entire staff when appropriate. Funding sources will be reviewed to provide necessary materials, resources and substitute teachers if warranted. Administration has an open door policy to discuss any student and/or teacher concerns to assist with a plan of action addressing the concerns.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Lorraine Howard (RtI/SAI,PD Contact),Marjorie Russo (PD Team/5th),Jenelle McNeill (PD team/2nd),Lynn Monroe(K),Jamie Wilson(1st),Jenelle McNeill(2nd), Susan Romano(3rd), Barbara D'Amico(4th),Robert Barnett(5th),Nancy DeDominicis(Fine Arts),Denise Whelan(Writing/4th),Jennifer Fishman(Math/3rd),Carmen Gil(Technology), Judi Goldmann (Reading/1st),Ann Wark (Principal), Milranda Smith (Assistant Principal)

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

The Literacy Leadership Team will meet with teachers either during weekly meetings, or one-on-one to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and student portfolios will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. Progress Monitoring logs will also be utilized to document the process of teaching, assessing, re-teaching, and re-assessing. The team members may be called upon to assist teachers with providing instruction on the focus lessons either by modeling whole group instruction or assisting the teacher in providing small group instruction. The District instructional coaches can also be requested to model and assist in training for individuals or small groups of teachers.

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

Our LLT will focus on continued support for instructional personal in the RtI process as we continue to build capacity within the school. The RtI process is an integral part in identifying the needs of individual students, effective interventions for teachers to implement, the collection of data and monitoring for fidelity to properly assess effectiveness. Ultimately, growth and achievement for students in all subgroups will occur. They will also focus on the Common Core Curriculum implementation in Kindergarten and 1st grade. The new standards-based report card which aligns with the Common Core Standards will require training and mentoring to ensure it is implemented properly and with success.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

***Grades 6-12 Only**

Sec. 1003.413(b) F.S.

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

***High Schools Only**

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In grades 3-5, 4%(63) more students will achieve Level 3 and above on the 2013 FCAT reading test compared to 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 76%(305) of students achieved Level 3 and above on the 2011 FCAT reading test.	On the 2013 FCAT Reading 80%(368) of students will achieve Level 3 and above.(based on 460 total to be tested)

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	Time commitments for teachers	Teachers will collaborate on the Common Core State Standards(CCSS) so that a common language is used in all Kindergarten and 1st grade classrooms	Kindergarten and First Grade teachers,Administration	Collaborative sessions with reflection notes	Lesson plans, classroom walkthroughs
2	Extra tutorial services may be difficult within a smaller budget.	Students will be targeted for additional tutorials during the school hours (iii and SAI- Supplemental Academic Instruction, before and after school tutoring).	Administration, Classroom teachers, SAI teacher, tutors	Progress monitoring will occur with informal class assessments, SRI, Diagnostics, and Reading Running Records (RRR), Benchmark assessments for reading and math	FCAT 2013, Core K12
3	Time commitments for teachers, finances	Teacher Book Study (The Daily 5, The Cafe Book)	Reading Team Committee	Agendas, summaries of material read, shared discussions on lessons learned and current research studies	FCAT 2013
4	Time commitments for teachers	Teacher Study Group using research-based strategies exemplifying the 5 components of reading	Reading Team Committee	Agendas, summaries of material read and workshops attended, shared discussions on lessons learned and current research studies	FCAT 2013

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In grades 3-5, 2%(9) more students will achieve Level 4 and 5 on the 2012 FCAT reading test compared to 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 49%(195) of students achieved Level 4 and 5 on the 2012 FCAT reading test.	In grades 3-5, 51%(235) of students will achieve Level 4 or 5 on the 2013 FCAT reading test. (based on 460 total to be tested)

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	Time constraints, budgetary constraints	Continue coursework for Gifted Endorsement	Individual classroom teachers, Administration	Completion of coursework	Certification
2	Budgetary constraints.	Continue utilization of Reading Counts as an incentive program with higher level goals and prizes for average and advanced students.	Classroom teachers, Media Specialist	Reading Counts Reports, classroom teacher monitoring system	Reading Counts Report
3	Time constraints, budgetary constraints.	Increase implementation of literature circles in classrooms utilizing novels and chapter books	Classroom teachers, Administration	Reading Counts Reports, classroom teacher monitoring system	Reading Counts Report, Reading Running Records

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In grades 4 and 5, 6%(18) more students will make learning gains on 2012 FCAT Reading compared to 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 4 and 5, 64% (142) of students made learning gains on 2012 FCAT Reading.	In grades 4 and 5, 71% (211) of students will make learning gains on 2013 FCAT Reading.(based on 302 to be tested)

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	Budgetary constraints	Intensive instruction in small group and individualized will occur in regular classes and supplemental reading and math tutoring sessions	Classroom teachers,tutors, Administration	Benchmark Assessments, Diagnostics	FCAT Reading and Math 2013, Core K12
2	Budgetary constraints	Intensive instruction in small group and individualized will occur in regular classes and supplemental reading tutoring	Classroom teachers, SAI, Administration	K-4 Literacy Assessments, Benchmark Assessments, Diagnostics	FCAT Reading 2013

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

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:	9%(4) more students in the lowest 25% will make learning gains on the 2013 FCAT Reading compared to 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56%(20) of students in the lowest 25% made learning gains on the 2012 FCAT Reading.	65%(26) of students in the lowest 25% will make learning gains on the 2013 FCAT Reading

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	Intensive instruction in small groups will occur in classrooms	Administrative team, teachers	Monitoring student assessments and guiding instruction based on data	Classroom assessments, EDW Reports, Diagnostics , FCAT 2013
2	None	Tier 2: Determine core instructional needs of all students with a focus on ELL,FRL and SWD student populations by reviewing assessment data. Plan differentiated instruction using evidence-based instruction/interventions within 90-minute reading block.	Principal, Assistant Principal, School Based Team (SBT) Leader	Student progress will be monitored closely and assessed using diagnostics, K-4 Literacy assessments, SRI and DAR.	FCAT Reading 2013
3	None	Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core instruction by SAI and classroom teachers.	Principal, Assistant Principal, SBT Leader	Student progress will be monitored closely and assessed using diagnostics, K-4 Literacy assessments system, SRI and DAR. Individual students will be reviewed during the SBT.	SBT minutes, FCAT Reading 2013

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	5A : <input type="text"/>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

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

satisfactory progress in reading. Reading Goal #5B:	An increase of 12% (4) Black students will make satisfactory progress in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black students, 48% (13) made satisfactory progress in Reading.	60%(17)Black students will make satisfactory progress 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	Extra tutorial services may be difficult within a smaller budget.	Students will be targeted for additional tutorials during the school hours (iii and SAI- Supplemental Academic Instruction, before and after school tutoring).	Administration, Classroom teachers, SAI teacher, tutors	Progress monitoring will occur with informal class assessments, SRI, Diagnostics, and Reading Running Records (RRR), Benchmark assessments for reading	FCAT 2013
2	Staff training limitations	Infuse African and African-American Curriculum across all subject areas	Administration, Classroom teachers, SAI teacher, tutors	Progress monitoring will occur with informal class assessments, SRI, Diagnostics, and Reading Running Records (RRR), Benchmark assessments for reading	Lesson plans, grade level planning meetings, FCAT 2013

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	20%(3)students more will make proficiency on FCAT 2013 compared to 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8%(1)of students met proficiency on the 2012 FCAT.	28%(4) students will meet proficiency on 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	Language barriers in the home, time constraints of parents	Conferences with individual families to help them understand ways to support their child's education in the home, market parent workshops in their native language	ELL teacher, CLF, Administration	logs of home assignment completions, attendance at parent workshops	FCAT 2013

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	10%(5) more SWD students will meet proficiency on FCAT 2013 compared to FCAT 2012.

2012 Current Level of Performance:	2013 Expected Level of Performance:
40%(16) of SWD students met proficiency on FCAT 2012.	50%(21) SWD students will meet proficiency on 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	Training for teachers in meeting individual student needs based on disability, time constraints, limited personnel	Determine core instructional needs of SWD students by reviewing assessment data along with IEPs. Plan differentiated instruction using evidence-based instruction/interventions within 90-minute reading block.	Classroom and ESE teacher, ESE Contact, Administration	benchmark assessments, informal assessments, Diagnostics, SRI	FCAT 2013
2	Time constraints	Plan differentiated instruction using evidence-based instruction/interventions within 90-minute reading block.	Classroom and ESE teacher, ESE Contact, Administration	benchmark assessments, informal assessments, Diagnostics, SRI	FCAT 2013

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	6%(9) more ED students will meet proficiency on FCAT 2013 compared to FCAT 2012.
---	--

2012 Current Level of Performance:	2013 Expected Level of Performance:
59%(84) of ED students met proficiency on the FCAT 2012.	65%(93) ED students will meet proficiency on 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	Time constraints	Plan differentiated instruction using evidence-based instruction/interventions within 90-minute reading block.	Classroom teacher, Administration	benchmark assessments, informal assessments, Diagnostics, SRI	FCAT 2013
2	Time constraints	Plan targeted intervention for students not responding to core instruction. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core instruction by SAI and classroom teachers.	Classroom teacher, Administration	Diagnostics, K-4 Literacy Assessments, SRI, DAR, and benchmark assessments.	FCAT 2013
3	Budget constraints	Supplemental reading tutoring	Classroom teachers, tutors, Administration	benchmark assessments, informal assessments, Diagnostics, SRI	FCAT 2013

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Core Curriculum State Standards (CCSS), new Report Cards	Kindergarten, 1st/all	Professional Development Team Leader, Administration	K and 1st teachers, ESE, ELL	Early Release (Sept.)	lesson plans, progress reports, LTMs	PD Team, Administration
Autism Disorder Spectrum Training	K-5/all	Center for Autism and Related Disabilities(CARD) Personnel	school-wide	Professional Development Day (Oct.)	lesson plans, SBT meetings, CST meetings	classroom teachers, SBT, ESE Contact, Administration
CARS Training	K-5/all	Multicultural Dept. Personnel, ELL Contact	school-wide	Professional Development Day/Oct.	lesson plans, ELL plans, progress reports	classroom teachers, ELL Contact, Administration
Marzano Evaluation	K-5/all	District Personnel/videos, Administration	school-wide	Early Release/all PDDs	observations, walkthroughs, agendas	PD Team, Administration
Teachers Book Club	K-5/Reading	Reading Team Leaders	school-wide	After school monthly	lesson plans, discussions	Reading Team, Administration, classroom teachers
Gifted Endorsement Classes	K-5/all	University Professors/District Personnel	Any interested teachers	University schedules/District schedules	Completion of coursework, certification	Administration, individual teacher

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Supplemental Reading tutoring	tutors	Adult & Community Ed. Grant and SAC	\$2,400.00
Book Club	The Daily 5 and The Cafe Book	PTO and SAC	\$1,500.00
			Subtotal: \$3,900.00
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
Gifted Endorsement	University classes	SAC	\$375.00
			Subtotal: \$375.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

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:		45% (36) students will be proficient in Speaking and Listening on Cella in 2013.			
2012 Current Percent of Students Proficient in listening/speaking:					
39% (27) achieved proficiency in Listening and Speaking on CELLA in 2012.					
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 parental assistance with the English language in the home and lack of exposure to the English language	Encourage students to stay involved in community activities involving English speakers while also encouraging parents to take ELL classes at the high school in the evenings.	ESOL teacher, classroom teachers, Community Language Facilitator, Administrators	Mini assessments and progress monitoring by teachers	CELLA 2013
2	Scheduling can be an obstacle	Provide more models of fluent English by placing students in heterogeneous homeroom settings across grade levels	Administration, Scheduling Committee	Mini assessments and progress monitoring by teachers	Homeroom lists
3	Time constraints	Implement and increase use of oral language activities, including Mondo and oral responses to reading with teacher and peers	Classroom teachers, Administration, ESOL teacher	Mini assessments and progress monitoring by teachers	Progress charts

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:		26% (21) students will be proficient in reading on the 2013 CELLA.			
2012 Current Percent of Students Proficient in reading:					
22% (15) students were proficient in reading on the 2012 CELLA.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Time constraints can be a barrier. Lack of parental assistance to support reading in English in the home can be a barrier.	Provide before and after school tutoring sessions. Recruit volunteers to read with the students one-on-one.	ESOL teacher, classroom teachers, Administration, Volunteer Coordinator	K-4 Literacy Assessments, SRI	2013 CELLA
2	Recruitment for ELL volunteers	Recruit volunteers to read with the students one-on-one.	Volunteer Coordinator, ESOL and classroom teachers	Informal reading assessments, K-4 Literacy Assessments, SRI	Reading Running Records
3	Time and budget constraints	Provide models of prosodic reading (RAZ-Kids, Tumblebooks)	ESOL and classroom teachers, Administration	RAZ-Kids Assessments	Reading Running Records
4	Professional Development for teachers	Use think-aloud strategy modeling reading comprehension in all classes	ESOL and classroom teachers, Administration	Informal reading assessments, K-4 Literacy Assessments, SRI, RAZ-Kids Assessments	Reading Running Records
5	Professional Development for teachers	Explicit teaching of vocabulary focusing on Tier 2 words	ESOL and classroom teachers, Administration	RAZ-Kids Assessments	2013 CELLA

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

3. Students scoring proficient in writing.

CELLA Goal #3:

32% (23) students will be proficient in writing on the 2013 CELLA.

2012 Current Percent of Students Proficient in writing:

28% (19) students were proficient in writing on the 2012 CELLA.

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	Time constraints in the school day.	Provide practice in writing in before and after school tutoring sessions	ESOL Teacher, classroom teacher, Administration	writing portfolio reviews, Palm Beach Writes	2013 CELLA
2	Lack of student exposure to experiences outside the home	Provide multiple opportunities to practice writing across the curriculum	ESOL Teacher, classroom teacher, Administration	writing portfolio, writing journals, reading journals and reading logs, science notebooks	classroom assessments
3	Staff development time and budget constraints	Implement the Daily 5 strategies	ESOL Teacher, classroom teacher, Administration, Reading Committee	writing portfolio, writing journals, reading journals and reading logs, science notebooks	classroom assessments
4	Time constraints	Hold individual writing conferences to address specific student needs	ESOL Teacher, classroom teacher, Administration	writing portfolio	2013 CELLA
5	Time and budget constraints	Schedule field trips and more hands-on activities to increase exposure to the environment and direct experiences for the students	ESOL Teacher, classroom teacher, Administration	writing portfolios	2013 CELLA

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Modeling reading fluency and comprehension	RAZ-Kids Assessments	SAC	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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: \$500.00

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	3%(34) more students will score Level 3 on 2013 FCAT Mathematics compared to 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (127) scored Level 3 on 2012 FCAT Mathematics.	35% (161) will score a Level 3 and above on 2012 FCAT Mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time commitments for teachers	Teachers will collaborate on the Common Core State Standards (CCSS) so that a common language is used in all Kindergarten and 1st grade classrooms	Kindergarten and First Grade teachers, Administration	Collaborative sessions with reflection notes	Lesson plans, classroom walkthroughs
2	Extra tutorial services may be difficult within a smaller budget.	Students will be targeted for additional tutorials during the school hours (iii and SAI- Supplemental Academic Instruction, before and after school tutoring).	Administration, Classroom teachers, SAI teacher, tutors	Progress monitoring will occur with informal class assessments, SRI, Diagnostics, and Reading Running Records (RRR), Benchmark assessments for reading and math	FCAT 2013, Core K12
3	Time constraints	Continue to provide staff development for teachers in Core Curriculum and the Next Generation Standards. Integrated training in Core K12, FCAT Explorer, Riverdeep, Think Central and Learning Village will also be available.	Math Objective Committee, Professional Development team, Administration	Classroom walkthroughs, PD agendas, lesson plans	FCAT Mathematics 2013, Core K12
4	Financial constraints	Continue Junior Achievement for K-2.	Math Objective Committee, Professional Development team, Administration	Teacher monitoring	Program reports
5	Financial constraints	Continue SECME to enhance math skills.	SECME Sponsor, Math Objective Committee, Administration	Monitoring of activities by SECME sponsor	County SECME Competition

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
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	3%(14) more students will score Level 4 and above on 2013 FCAT Mathematics compared to 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (168) students scored Level 4 and above on 2012 FCAT Mathematics.	45% (182)students will score Level 4 and above on 2013 FCAT Mathematics.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time constraints, budgetary constraints	Continue coursework for Gifted Endorsement	Individual classroom teachers, Administration	Completion of coursework	Certification
2	Financial constraints	Continue implementing the Math Super Stars Program as a math incentives program	Math Objective Committee, Administration	teachers monitor the numbers and frequency of student participation and goals reached	teacher observation, incentives awarded

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

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

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

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:	5% (15) more students will make learning gains on FCAT Mathematics 2013 compared to 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 4 and 5, 65% (157) students made learning gains on the FCAT Mathematics 2012.	In grades 4 and 5, 70% (172) 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	Budgetary constraints	Intensive instruction in small group and individualized will occur in regular classes and supplemental reading and math tutoring sessions	Classroom teachers, tutors, Administration	Benchmark Assessments, Diagnostics	FCAT Reading and Math 2013, Core K12
2	None	Grade 3-5 will departmentalize instruction	Administrative team	Monitoring student progress, guiding instruction based on data from classroom assessments and diagnostics, Learning Team meetings monthly	FCAT 2013, Core K12
3	None	Teachers will continue to share best practices	Administrative Team and Math teachers	Learning Team monthly meetings	FCAT 2013, Core K12
4	None	Differentiation of instruction for all learners	Administrative team, classroom teachers	Monitoring student progress, guiding instruction based on data from classroom assessments, diagnostics. Learning Team meetings monthly	FCAT 2013, Core K12
5	Budgetary constraints	Utilize V Math Live throughout grade levels	Classroom teachers, Math Objective Committee, Administration	Benchmark Assessments, Diagnostics	FCAT 2013, Core K12

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	8% (3) more of lowest 25% students will make learning gains on FCAT Mathematics 2013 compared to 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 4 and 5, 57% (25) of lowest 25% students made learning gains on the FCAT Mathematics 2012.	In grades 4 and 5, 65% (29) of lowest 25% students will make learning gains on the FCAT Mathematics 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	None	Intensive instruction in small groups will occur in classrooms	Administrative team, teachers	Monitoring student assessments and guiding instruction based on data	Classroom assessments, EDW Reports, Diagnostics , FCAT 2013
2	None	Grades 3-5 will departmentalize instruction	Administrative team	Monitoring informal assessments and diagnostics, guiding instruction based on data, EDW reports	Classroom assessments, Diagnostics, Core K12, FCAT 2013
3	None	Intensive instruction in small groups will occur in classrooms	Administrative team, teachers	Monitoring student assessments and guiding instruction based on data	Classroom assessments, EDW Reports, Diagnostics, Core K12, FCAT 2013
4	None	Differentiation of instruction for all learners	Administrative team and Teachers	Monitoring student assessments and guiding instruction based on data	Classroom assessments, EDW reports, Core K12,FCAT 2013
5	Budget Constraints	Supplemental Math tutoring with resource teacher	Administrative team	Monitoring student assessments and guiding instruction based on data, Learning Team meetings once a month	classroom assessments,Core K12, FCAT 2013

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

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

--	--	--	--	--	--	--

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	In grades 3-5, 10%(3)more Black students will be proficient on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 48%(13)Black students were proficient on the 2012 FCAT.	In grades 3-5, 58%(16)Black students will be proficient on the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Budget and time constraints	Hold a parent Math/Science Night at the school to provide resources for parents	Administration,Math and Science Objective Committees and support staff	Parent handouts, Attendance	Classroom assessments, Core K12, Diagnostics and FCAT
2	Time constraints	Use resources available on Learning Village and Go Math website.	Teacher,Support staff	Learning Team Meetings and Grade Level Meetings	Classroom assessments, Diagnostics, Core K12 and FCAT
3	Time constraints	Utilize manipulatives in the Go Math Kits to differentiate instruction.	Classroom teachers, Administration	Lesson plans, Learning Team meetings	Classroom assessments, Diagnostics, Core K12 and FCAT
4	Time constraints	Work in cooperative groups	Classroom teachers, Administration	Lesson plans, Learning Team meetings	Math journals

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:	19% (3) more ELL students will be proficient on the FCAT Math 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (4) ELL students were proficient on the FCAT Math 2012.	50% (7) ELL students will be proficient on the FCAT Math 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Budget and time constraints	Hold a parent Math/Science Night at the school to provide resources for parents in their native language	Administration,Math and Science Objective Committees and support staff	Parent handouts, Attendance	Classroom assessments, Benchmark assessments- Core K12, Diagnostics and FCAT

2	Time constraints	Use resources available on Learning Village and Go Math website	Teacher, Support staff	Learning Team Meetings and Grade Level Meetings	Classroom assessments, Diagnostics, Core K12 and FCAT
3	Time constraints	Utilize manipulatives in the Go Math Kits to differentiate instruction	Classroom teachers, Administration	Lesson plans, Learning Team meetings	Classroom assessments, Diagnostics, Core K12 and FCAT
4	Time constraints	Work in cooperative groups	Classroom teachers, Administration	Lesson plans, Learning Team meetings	Math journals

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:	12% (6) more students will be proficient on FCAT Math 2013 compared to 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (15) SWD students were proficient on the FCAT 2012.	50% (21) SWD students will be proficient on FCAT Math 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Budget and time constraints	Hold a parent Math/Science Night at the school to provide resources for parents	Administration, Math and Science Objective Committees and support staff	Parent handouts, Attendance	Classroom assessments, Benchmark assessments-Core K12, Diagnostics and FCAT
2	Time constraints	Use resources available on Learning Village and Go Math website	Teacher, Support staff	Learning Team Meetings and Grade Level Meetings	Classroom assessments, Diagnostics, Core K12 and FCAT
3	Time constraints	Utilize manipulatives in the Go Math Kits to differentiate instruction	Classroom teachers, Administration	Lesson plans, Learning Team meetings	Classroom assessments, Diagnostics, Core K12 and FCAT
4	Time constraints	Work in cooperative groups	Classroom teachers, Administration	Lesson plans, Learning Team meetings	Math journals

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	In grades 3-5, 10%(14) more of economically disadvantaged students will be proficient on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 58%(82)of economically disadvantaged students were proficient on the 2012 FCAT.	In grades 3-5, 68% (116) of economically disadvantaged students will be proficient on the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

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

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parental involvement	Send home parent involvement letter for each chapter which includes math vocabulary	Administration, teachers, and support staff	Parents signature in agenda regarding homework completion.	Classroom assessments, diagnostics, Core K12, FCAT, homework completion
2	Weakness in decoding and comprehending word problems	Use cooperative group learning centers	classroom teachers, Administration	Learning Team Meetings, collaborative planning	Classroom assessments, Core K12, Diagnostics, and FCAT
3	Weakness in decoding and comprehending word problems	Utilize math vocabulary journals and word walls	classroom teachers, Administration	Learning Team Meetings, collaborative planning	Classroom assessments, mini-assessments, Core K12, Diagnostics, and 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
Core Curriculum State Standards (CCSS)for new Report Cards	Kindergarten, 1st/all	Lorraine Howard, Administration	K and 1st teachers, ESE, ELL	Early Release (Sept.)	lesson plans, progress reports, LTMs	PD Team, Administration
Staff development in Core Curriculum and the Next Generation Standards, integrating training in Core K12, FCAT Explorer, Riverdeep, Think Central and Learning Village	K-5/all	Lorraine Howard, Administration	school-wide	Early Release (Sept.) and throughout year as needed	lesson plans, progress reports, LTMs	PD Team, Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Supplemental Math Tutorial	Tutors/materials	SAC	\$2,000.00
Junior Achievement	Program Kits	PTO	\$1,500.00
			Subtotal: \$3,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
V-Math Live	Software License (annual)	Leases	\$2,975.00
			Subtotal: \$2,975.00
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: \$6,475.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:		5%(13) more students will achieve Level 3 on the 2013 FCAT.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
43% (53) students scored at Achievement Level 3 on the FCAT Science 2012.		48%(66) students will score Level 3 on 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	Time commitments for teachers	Teachers will collaborate on the Common Core State Standards(CCSS) so that a common language is used in all Kindergarten and 1st grade classrooms	Kindergarten and First Grade teachers,Administration	Collaborative sessions with reflection notes	Lesson plans, classroom walkthroughs
2	Extra tutorial services may be difficult within a smaller budget.	Students will be targeted for additional tutorials during the school hours (iii and SAI- Supplemental Academic Instruction, before and after school tutoring).	Administration, Classroom teachers, SAI teacher, tutors	Progress monitoring will occur with informal class assessments, SRI, Diagnostics, and Reading Running Records (RRR), Benchmark assessments for reading and math	FCAT 2013, Core K12
3	None	Students in grades K-5 will maintain a Science Notebook.	Science Department, Science Objective Committee, Administration	Teacher observation and classroom assessments, classroom walkthroughs by administration, Diagnostics	FCAT 2013
4	Time constraints, financial constraints	A Celebration of Science will be held in February where student projects will be on display	Science Department, Science Objective Committee, Administration	Community attendance and at least 90% student participation	Sign in sheets and teacher rubric

5	Time constraints, financial constraints	Grades K-5 will participate in at least one hands-on lab per month and one mini-board per strand	Science teachers, Administration	Teacher observation and classroom assessments, lesson plans	FCAT 2013
6	Financial constraints	Continue participation in SECME to enhance science skills.	SECME Sponsor, Administration	Monitoring of activities by SECME sponsor	County SECME Competition

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:	4%(10) more students will achieve Level 4 or above on the FCAT Science 2013 as compared to 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (35) students scored at or above a Level 4 on FCAT Science 2012.	33% (45) students will achieve Level 4 or above on 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 Time constraints, budgetary constraints	Continue coursework for Gifted Endorsement	Individual classroom teachers, Administration	Completion of coursework	Certification
2 None	Students in grades K-5 will maintain a Science Notebook.	Science Department, Science Objective Committee, Administration	Teacher observation, Professional Development Agendas, Classroom walkthroughs by administration	Classroom assessments, Diagnostic test scores, EDW reports
None	A "Celebration of Science" will be	Science Department,	Community attendance and at least 90% student participation.	Sign in sheets and

3		held where student projects will be on display. Winners from each grade will participate in the PBC Science Fair.	Science Objective Committee, Administration		teacher Rubric.
4	Time constraints and bugetary constraints	Grades K-5 will participate in at least one hands-on lab per month, and one mini-board per strand.	Science Teachers	Teacher observation and classroom assessments.	Assessment Results
5	Financial constraints	Continue participation in SECME to enhance science skills.	SECME Sponsor, Administration	Monitoring of activities by SECME sponsor	County SECME Competition

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
Science Fair projects training	Science, K-5	Science Objective Chair, PD Team	school-wide	Professional Development Day (early release). Dec. PDD.	Teacher class record book and Science fair projects at Celebration of Science Night.	Science Objective team, Administration
Physical, Earth and Space, Life Science content trainings	Science, grades 3-5	District Science personnel	Gr. 3-5 Science teachers	Sept. and Oct. designated by District.	Classroom activities integrating concepts learned	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Celebration of Science	Materials for event activities	SAC	\$250.00
Hands-on Labs	Materials for experiments	SAC	\$250.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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: \$500.00

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:		3% (12) more students will achieve level 3 and above on the 2013 FCAT writing test compared to 2012.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
94% (120)students achieved Level 3 and higher on the 2012 FCAT writing test.		97% (132) of 4th grade students will achieve level 3 and above on the 2013 FCAT writing test.			
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	None	K-2 teachers will model weekly the writing process focusing on planning, conventions and organization using SMILE curriculum.	Writing School Improvement Team, Administration	Administration will conduct regular classroom visits to ensure that objective is being implemented and will provide feedback to teachers. The Writing School Improvement Team will meet monthly to review, refine and monitor progress.	Palm Beach Writes, 2013 FCAT Writing test, RRR

2	None	3-5 teachers will model weekly the writing process focusing on creative, informative and persuasive writing using SMILE curriculum	Writing School Improvement Team, Administration	Administration will conduct regular classroom visits to ensure that objective is being implemented and will provide feedback to teachers. The Writing School Improvement Team will meet monthly to review, refine and monitor progress.	Palm Beach Writes, 2013 FCAT Writing Test
3	Budget constraints	Provide staff development and support for teachers regarding SMILE and Writers Workshop strategies	Writing School Improvement Team, Administration, Writing Department Chair	Administration will conduct regular classroom visits to ensure that objective is being implemented and will provide feedback to teachers. The Writing School Improvement Team will meet monthly to review, refine and monitor progress.	Palm Beach Writes, 2013 FCAT Writing Test
4	Time constraints	Grade K-5 will implement differentiated instruction with flexible grouping based on students needs with emphasis on SWD and ELL learners in all grades	Writing School Improvement Team, Administration, Writing Department Chair	Administration will conduct regular classroom visits to ensure that objective is being implemented and will provide feedback to teachers. The Writing School Improvement Team will meet monthly to review, refine and monitor progress.	Palm Beach Writes, 2013 FCAT Writing Test
5	None	Teachers will implement writing across the curriculum, expecting writing responses in all subjects	All classroom teachers, Administration	Administration will conduct regular classroom visits to ensure that objective is being implemented and will provide feedback to teachers. The Writing School Improvement Team will meet monthly to review, refine and monitor progress.	Palm Beach Writes, 2013 FCAT Writing Test

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
Writing for FCAT and PARCC	K-5	Objective Team Chair, PD Team	School-wide	Early Release (Oct.)	Lesson plans, PD portfolio	Administration, PD Team, Objective Chair
SMILE and Writers Workshop strategies	K-5	Objective Team Chair, PD Team	School-wide	Early Release (Oct.)	Lesson plans, PD portfolio	Administration, PD Team

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
None			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	The 2013 attendance rate will increase by 5% compared to 2012. The number of excessive absences will decrease by 5%(10) and excessive tardies by 10%(13).
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The 2012 attendance rate was 79% (721).	The 2013 expected attendance rate is 84%(766).

2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
195 (21%) students had excessive absences, 10 or more days.	The 2013 expected number of students with excessive absences is 184 (20%).
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
96 students had excessive tardies, 10 or more days.	The 2013 expected number of students with excessive tardies is 80.

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	None	Attendance reports will be shared with parents of students with attendance concerns on a monthly basis via conferences.	Attendance Clerk, Assistant Principal, teachers	Attendance reports will be generated and analyzed on a monthly basis.	Monthly Attendance Reports
2	None	Attendance reminders will be communicated with parents via the school's bi-monthly newsletter.	Attendance Clerk, Newsletter Committee, Assistant Principal, Principal	Attendance reports will be generated and analyzed on a monthly basis.	Monthly Attendance Reports
3	None	Students will be assigned detentions for excessive tardies.	Attendance Clerk, Assistant Principal, Principal, teachers	Detention tracking sheets	Monthly Attendance, Detention tracking sheets Reports
4	None	Teachers will communicate with parents on a regular basis regarding attendance issues.	Attendance Clerk, teachers	Daily attendance reports	Monthly Attendance Reports
5	None	A schoolwide incentives program for attendance and promptness will be implemented.	Attendance Clerk, teachers, Administration	Attendance reports will be generated and analyzed on a monthly basis.	Monthly Attendance Reports

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
Writing for FCAT and PARCC	K-5	Writing Objective Chair, PD Team	School-wide	Early Release (Oct.)	Lesson plans, PD portfolio	PD Team, Administration, Objective Chair

Attendance Budget:

Strategy	Description of Resources	Funding Source	Available Amount
Reward incentives for attendance and promptness	class rewards, healthy snack items, pins, bracelets, certificates	SAC	\$300.00
			Subtotal: \$300.00
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: \$300.00

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:	The goal for 2013 is to reduce the number of in-school suspensions from 16 to 12 and the number of out-of-school suspensions from 12 to 8.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
The total number of in-school suspensions for 2012 was 16.	The expected number of in-school suspensions for 2013 is 12.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
The total number of students suspended in school for 2012 was 10.	The expected number of students suspended in school for 2013 is 7.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
The number of out-of-school suspensions for 2012 was 12.	The expected number of out-of-school suspensions for 2013 is 8.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
The total number of students suspended out of school for 2012 was 12.	The expected number of students suspended out of school for 2013 is 8.
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	None	Schoolwide Positive Behavior Support plan for JTES will be implemented throughout the school, in all classrooms and common areas.	Principal and Assistant Principal, classroom teachers, SwPBS Team	Suspension reports will be generated and reviewed at least three times during the year by the Assistant Principal and SwPBS Team.	Suspension Reports
2	None	Concerns regarding inappropriate student conduct will be addressed by the Assistant Principal and shared with parents.	Assistant Principal, teachers	Suspension reports will be generated and reviewed at least three times during the year by the Assistant Principal and discussions of students at LTM and SBT	Suspension Reports
3	None	Parent conferences will be scheduled for students with chronic behavior issues.	Teachers, Principal, and Assistant Principal	Suspension reports will be generated and reviewed at least three times during the year by the Assistant Principal and discussions of students at LTM and SBT	Suspension Reports
4					

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

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

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

Suspension Budget:

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

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		A 5%(69) volunteer increase is expected in 2013 compared to 2012.			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
14% (201)volunteers attended events and assisted the school in 2012.		19% (270)volunteers will attend events and assist in 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	Time constraints, Financial constraints	A Celebration of Science will be held in February where student projects will be on display. Also each grade level will supervise a hands-on math table for participants.	Science Department, Science Objective Committee, Math Objective Committee, Administration	Community attendance and at least 90% student participation.	Sign in sheets and teacher Rubric.
2	Time constraints	A Family Math Night at Publix where parents and students solve real world math problems using consumer products.	Math Objective Team, Administration	Community attendance and at least 50% student participation	Sign in sheets
3	Time constraints	FCAT Reading, Writing, Science, and Math Parents Night. Teachers will present information on FCAT testing and strategies for success to parents in grades 2 through 5. Community partners will be asked to participate such as the Public Library.	Reading, Math, Writing and Science Objective Teams, Administration	Parent attendance from grades 2, 3, 4, and 5	Sign in sheets
4	Financial constraints	Continue implementing schoolwide Wednesday envelopes for parent communication	Teachers, Administration, parents	Monitor parent signatures on envelopes and feedback sheets	parent signatures on envelopes and feedback sheets
	None	Continue implementing	Teachers,	Monitor completion of	SRI reports,

5		mandatory reading logs	Administration, parents	reading logs weekly/monthly based on grade level	Reading Counts assessments
6	Time constraints, Financial constraints	Continue implementing summer reading and math program	Teachers, Administration, parents	Monitor participation rates and reading and math gains	SRI reports, Diagnostics

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						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Communication via weekly Wednesday envelopes	Wednesday envelopes	SAC	\$800.00
			Subtotal: \$800.00
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: \$800.00

End of Parent Involvement Goal(s)

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

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

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

STEM Goal # 1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Supplemental Reading tutoring	tutors	Adult & Community Ed. Grant and SAC	\$2,400.00
Reading	Book Club	The Daily 5 and The Cafe Book	PTO and SAC	\$1,500.00
CELLA	Modeling reading fluency and comprehension	RAZ-Kids Assessments	SAC	\$500.00
Mathematics	Supplemental Math Tutorial	Tutors/materials	SAC	\$2,000.00
Mathematics	Junior Achievement	Program Kits	PTO	\$1,500.00
Science	Celebration of Science	Materials for event activities	SAC	\$250.00
Science	Hands-on Labs	Materials for experiments	SAC	\$250.00
Writing	None			\$0.00
Attendance	Reward incentives for attendance and promptness	class rewards, healthy snack items, pins, bracelets, certificates	SAC	\$300.00
Parent Involvement	Communication via weekly Wednesday envelopes	Wednesday envelopes	SAC	\$800.00
				Subtotal: \$9,500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	V-Math Live	Software License (annual)	Leases	\$2,975.00
				Subtotal: \$2,975.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Gifted Endorsement	University classes	SAC	\$375.00
				Subtotal: \$375.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$12,850.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

Are you a reward school: Yes No

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

No Attachment (Uploaded on 9/24/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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



No. Disagree with the above statement.

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

Projected use of SAC Funds	Amount
SAC funds will be used for Supplemental Math and Reading tutorials, Book Club books for teachers (The Daily Five and The Cafe Book), RAZ-Kids Assessments for our ELL and at-risk students, science materials for hands-on experiments and the Math/Science Parent evening, class rewards for improving attendance, and for purchasing our weekly folders to maintain parent-school communication.	\$5,600.00

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

The SAC will be trained in the District Accreditation Process and will prepare for a possible site visit. They will monitor the implementation of the SIP strategies and have reflective feedback discussions during our monthly meetings. Data collection and analysis will be shared at SAC monthly meetings for collaborative feedback from members. As the year progresses, the SAC membership will be reviewing and rewriting strategies for the following school year.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Palm Beach School District JERRY THOMAS ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	93%	92%	90%	81%	356	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	68%	62%			130	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?	59% (YES)	59% (YES)			118	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					604	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District JERRY THOMAS ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	92%	93%	88%	81%	354	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	80%	67%			147	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?	81% (YES)	69% (YES)			150	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					651	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested