

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: PALM TERRACE ELEMENTARY SCHOOL

District Name: Volusia

Principal: Laura Williamson

SAC Chair: Stacie Postell

Superintendent: Dr. Margaret Smith

Date of School Board Approval: Pending School Board Approval October 25, 2011

Last Modified on: 10/16/2012

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## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Assis Principal	Mrs. Joy Boyd-Walker	Bachelor's Degree in Sociology Master's Degree in Educational Leadership	3	3	Palm Terrace 2012-C School 430 points, 49% reading, 42% math, 85% writing, 39% science, 59% LGR, 51% LGM, 51%LQR, 54% LQM; 2011-B School, AYP 87%, R66%, M64%, WB1%, S38%, LGR 62%, LGM 55%, LQR 69%, LQM 60%
Principal	Laura Williamson	SLD, Biology, Administration		17	2012 Discovery: 525-A, 54% Reading, 63% Math, 81% Writing, 56% science, 63%LGR, 76%LGM, 76%LQR, 63% LQM; 2011: A 550 points, Reading 81%, Math 76%, Science 67%, Writing 70%, LG reading 69%, LG Math 59%, Lowest 25% Reading 63%, Lowest 25% math 65%. 2010: A 602 points, reading 81, math 84, writing 74, science 74, LG Reading 65, LG math 76, 25% Reading 58, 25% math 90: AYP 92%. 2009: "A" 566 points, Reading 81, math 76, Science 51, writing 82, LG Reading 70, LG math 67, 25% reading 75, 25% math 64, AYP no 97%. 2008 B AYP 97%, (72%

R/70% M, 63% R/65% M, 57% R/72% M).  
 2007 "A" 584 AYP: no 92%, Reading 81%,  
 math 80%, LG Reading 78%, LG Math 71%,  
 Sci. 40% writing 81%, lower 25 read 84%,  
 Lower 25% math 69%. 2006 "A" AYP No  
 97%, Reading 76%, Math 81%, Writing  
 77%, LG read 63%, LG Math 71, lowest  
 25% read 56%. Prior to 2007: Based on  
 the Volusia County District evaluation  
 system currently in place, I have been  
 rated either meeting or exceeding the 12  
 competencies required for administrators.

## INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading Math	Mary Tulak	Bachelor's Early Childhood Education	4	1	Palm Terrace 2012-C School 49% R, 42% M, 85% WR, 39% SCI, 59% LGR, 51% LGM, 51% LQR, 54%LQM 2011-B School, AYP 87%, R66%, M64%, W81%, S38%, LGR 62%, LGM 55%, LQR 69%, LQM 60%
Reading Math	Jessica Ruppen	Elem. Ed., Administration		1	Discovery Elementary 2012 525 A, 54%R, 63% M, 81% WR, 63% SCI, 63%LR, 76% LGM, 76%LQR, 63% LQM

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Peer Teacher Program	Joy Walker Fran Barrs	June 2013	
2	2. Professional Development Team	Laura Williamson Mary Tulak Jessica Ruppen	June 2013	
3	3. Professional Learning Communities	Laura Williamson, Joy Walker, Terranius Filer, Linda Silber, Nicole Maynard, Jeneen Small, Jessica Ruppen, Laura Bernstein	June 2013	
4	4. Classroom Visitations	Laura Williamson, Joy Walker,  Mary Tulak, Jessica Ruppen	June 2013	

## Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

### 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
44	0.0%(0)	9.1%(4)	52.3%(23)	38.6%(17)	31.8%(14)	100.0%(44)	18.2%(8)	13.6%(6)	29.5%(13)

### Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Linda Silber	Sarah Carter	Phase I School- VSET requirement	The mentor teacher will look at the Charlotte Danielson frameworks , tools from the Professional Growth plan to determine levels of performance through observations, conferencing and artifacts.
Gail David	Angela Lee	Phase I School- VSET requirement	The mentor teacher will look at the Charlotte Danielson frameworks , tools from the Professional Growth plan to determine levels of performance through observations, conferencing and artifacts.

## 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

Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

Programs supported by Title I at Palm Terrace Elementary include:

- Family Center Para-professional who facilitates our extensive parent involvement program
- Reading Intervention Teachers to provide interventions for students in need via a push-in model
- Math Intervention Teacher to provide interventions for students in need via a push-in model
- Science Intervention Teacher
- Supplemental Tutoring during the school day
- Supplemental materials and supplies needed to close the achievement gap
- Supplemental funds for on-going staff development as determined by the results of FCAT data

#### Title I, Part C- Migrant

- Academic Assistance through credit accrual/recovery, tutoring, and summer school
- Translation Services for parent/teacher conferences
- Parental support through parent/kid activity nights and workshops on school success
- Migrant Parent Advisory Council (MPAC)
- Medical Assistance through referrals to outside community agencies
- Food Assistance through referrals to food assistance programs

#### Title I, Part D

The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

#### Title II

The district provides ongoing Professional Development in the core subject areas to ensure quality instruction and student success.

#### Title III

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently progress monitor the ELL students to identify specific needs, target interventions/enrichments to ensure the appropriate pathway toward graduation

#### Title X- Homeless

The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful. In addition the principal serves on the Homeless Steering Committee.

#### Supplemental Academic Instruction (SAI)

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels. Palm Terrace Elementary utilizes these resources through the following:

- Tutoring in Math
- Tutoring in Reading

#### Violence Prevention Programs

The school offers the following non-violence and anti-drug programs:

- Student mentoring program
- Peer Mediation program
- Crisis training program
- Suicide prevention program
- Bullying program

#### Nutrition Programs

Fresh Fruit and Vegetable program

- Free and Reduced Meal Plan
- Wellness Policy School Plan
- Nutrition and Wellness classes
- Health classes
- Personal Fitness classes

#### Housing Programs

N/A

#### Head Start

The district, in conjunction with the Head Start agency serving the community, coordinates efforts to promote continuity of services and effective transitions for children and their families.

These include:

- Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children's learning and development as the children transition to elementary school.
- Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start records, for each participating child to the school in which they will enroll.
- Collaborating and participating in joint Professional Development, including transition-related training for school staff and Head Start staff when feasible.
- Coordinating the services being provided by Head Start with services in elementary schools
- Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.

#### Adult Education

N/A

#### Career and Technical Education

Palm Terrace works with community agencies on career day and various other activities to expose our students to jobs in the community.

#### Job Training

N/A

#### Other

N/A

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

#### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: Provides a common vision for the use of data-based decision-making by promoting the Volusia Proficiency Model. Ensures that educators are implementing the district's Progress Monitoring Plan (PMP) accessible through the K-12 curriculum link of the webpage and the VCS Problem Solving/RtI model (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) for those students who do not respond effectively to core instruction. For those students who do not respond positively to interventions beyond core, ensure that the school's Problem Solving Team (PST) is accessed as needed. Ensure adequate professional development is scheduled for faculty. School Psychologists will provide/facilitate training on skill building and understanding of the components of PS/RtI. Support the school's team in the completion of resource mapping (academic and behavioral) with focus on standard protocol interventions in order to enhance implementation of PS/RtI.

Communicates with parents through school newsletters, relevant meetings, and the sharing of the parent link of the VCS Problem Solving/RtI website (under Psychological Services) in order to address the purpose of PS/RtI in meeting student needs and to address frequently asked parental questions. In addition, parents are provided information about PS/RtI at PST meetings.

School Psychologist: Assists schools in interpreting individual, class-wide, grade-level and school-wide data in order to develop appropriate targeted interventions linked to the academic or emotional/behavioral problem. Ensure that on-going progress monitoring is in place in the area of intervention to most appropriately determine the student's response to intervention. Provides professional development to staff on PS/RtI.

Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching. Encompasses Problem Solving/RtI practices when addressing the needs of ESE students with a focus on potential reintegration into General Education based on data.

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's RtI leadership Team functions as a natural extension of the school's Problem Solving Team (PST). The school's PST includes RtI as an explicit step of problem solving and addresses individual as well as class, grade-level and school-wide issues.

The PST is embedded in the infrastructure of the school. Core members of the PST are the principal, assistant principal, curriculum specialists, academic coaches, school psychologist, speech/language clinician, school counselor, school social worker.

In addition, since parent collaboration is essential for the success of PST/RtI implementation, parent input will be actively sought to enhance student outcomes. The school's leadership team will focus PST/RtI meetings around two PLC essential questions: 1)

"How will we respond when they don't learn?" and 2) "How will we respond when they already know it?" The team meets regularly to engage in the following activities: Review universal screening data and link to instructional decisions; review progress

monitoring data at the grade level and the classroom level to identify student who are either meeting/exceeding expectations or those who are at risk for not meeting benchmarks. For those students who are at risk, tiered level supports are in place to

address the deficits and to ensure grade-level proficiency as appropriate. For those students who are exceeding expectations, enrichment activities are in place to ensure acceleration of learning.

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?

The Problem Solving/RtI Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic, behavioral and social/emotional areas that needed to be addressed; helped set clear expectations for instruction; facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

#### MTSS Implementation

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

Baseline data: Progress Monitoring and Reporting Network (PMRN), FAIR, Florida Comprehensive Assessment Test (FCAT), Differentiated Accountability

Progress Monitoring: PMRN, FAIR, Curriculum Based Measurement (CBM), FCAT Practice. Interim and DA analysis.

Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA), Differentiated Accountability

End of year: FAIR, FCAT, Differentiated Accountability

Describe the plan to train staff on MTSS.

Professional development will be provided to staff through faculty meetings, grade level meetings, and individual teacher and parent consultations in order help with understanding of PST/RtI. School-wide training is provided by members of the School Psychological Services

department. Training modules for each step of the Problem Solving/RtI process as well as an overview of PS/RtI is accessible through the PST/RtI link on the Psychological Services link of the district website. Specific training is provided on intervention design, data collection, and development of hypotheses and goal statements. School staff has access to web-based state training on PST/RtI. Job-embedded learning through academic and behavioral data analysis and progress monitoring will enhance the acquisition and application of PS/RtI.

Describe the plan to support MTSS.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Principal: Susie Williamson  
Assistant Principal: Joy Walker  
Academic Coaches: Mary Tulak and Jessica Ruppen  
Grade Level Chairs: T. Filer, A. Silber, A. Maynard, J. Small, P. Troup, L. Bernstein

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

Our team will meet 4-6 times per year. The goals of the team are as follows:

- supporting the school's literacy initiatives
- promoting the continuity of literacy policy and innovative practices within the school.
- sponsoring the design, development and delivery of equitable and excellent literacy curriculum.

Literacy leaders in collaboration with their teacher teams enable substantive improvement in literacy teaching and student literacy. functions (e.g., meeting processes and roles/functions).

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

- Establish literacy goals for the school based on current data
- Develop strategies to achieve goals
- Support teachers in interpreting literacy data
- Facilitate professional learning opportunities to improve literacy achievement
- Plan for and provide school wide celebrations of literacy

## Public School Choice

Supplemental Educational Services (SES) Notification  
[View uploaded file](#) (Uploaded on 9/30/2012)

### \*Elementary Title I Schools Only: Pre-School Transition

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

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
- Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
- Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

### \*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:	Students who are achieving at Level 3 on FCAT will improve by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (45)	27%

#### 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	Low SES Attendance High Mobility Rate Parental Involvement Funds for Professional Development	In order to maintain students at Level 3 on FCAT, classroom teachers will continue to provide whole group, as well as small group instruction in core curriculum areas. Teachers will differentiate instruction to provide for individual needs. Professional Development will continue to be offered to meet the high standards we expect our students to achieve.	Academic Coach, classroom teacher, intervention teachers	Student will be monitored according to the District assessment Calendar	FAIR DA DRA Word Lists QPA Student Outcomes
2	Faculty not utilizing data in an effective way.	Staff development in Scantron, Pinnacle, and other data collection strategies.	Academic Coach, classroom teachers, intervention teachers	Data will be monitored throughout the year.	FAIR DA DRA District Tests Formative and Summative assessments.
3	Strategies for core instruction can be improved.	Staff development for small group instruction, centers, remediation techniques, and data collection. Coaching and modeling. Use of station computer reading program.	Academic coach, classroom teachers, intervention teachers, special area teachers.	Observations and data collection.	Observation DA FAIR District tests Formative and summative assessments.
4	Use of Common Core strategies are new to our teachers.	Staff Development, Modeling, coaching, PLC Meetings, use books with higher text complexity	Academic Coaches, teachers, administration	Observation, data collection	FCAT FAIR District Assessment Formative and summative assessments.

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

of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:		Students scoring above proficiency level on FCAT and levels 4 and 5 will increase by 5% in grades 3,4, and 5			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
27% (54)		32%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited placement in Step-Up /Gifted classes Low SES Attendance High Mobility Rate Parent Involvement Funds for Professional Development	Students who are working above proficiency level will have the opportunity to enter Step-Up, K-5. Core Curriculum ensures all teachers receive professional development .	Step-Up teachers General Ed teachers Reading Coach	Through the study of district assessments and Gifted Assessments, students will be monitored according to the District Assessment Calendar	District Assessments Gifted Assessments State Assessments
2	Effective use of data to design stonge academic strategies.	Staff development. Reseach effective common core strategies, text complexity, and quality core instruction.	Academic coaches, teachers, administration	Observations and tracking data.	District assessments, FCAT, formative and summative assessments.
3	Learn more effecient ways to use data.	Staff Development, Coaching and modeling.	Academic coach, administration, district PD	Observations,Summative and formative assessments tracking on scantron.	Summative and formative assessments, DA, District tests

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.		NA
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Reading Goal #2b:					
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
1	NA	NA	NA	NA	NA

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:	The percentage making Learning Gains in reading will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60%	65%

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	Low SES Attendance High Mobility Rate Parental Involvement Funds for Professional Development Time for follow-up	Through the use of intervention programs, K_5 tutoring, during and after school, Direct Instruction, Walk to Intervention, HOSTS, and ESE support services, students will show learning gains.	Intervention teachers DI Coach Reading Coach HOSTS Coordinator] ESE support staff Teachers Tutoring providers	Students enrolled in these programs will be frequently monitored according to the District Decision Tree regarding Progress Monitoring. Tutoring programs may require their own monitoring	District Assessments Gifted Assessments State Assessments
2	Understanding the use of common core strategies and text complexity.	Staff development, modeling, district assistance	District Coach, Academic Coach, Teachers	Observations, PLC Meetings	FCAT District assessments, Formative and summative assessments, Observations
3	More effective use of data to drive curriculum.	Through the use of scantron and Pinnacle programs the school will track student growth more effectively. Curriculum choices will match data needs. Use staff development to assist teachers in this area.	Administration, Academic coaches, teachers.	Observations, data tracking	FCAT Pinnacle/Scantron Data Formative and summative tests.

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:	
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Percentage of students making Learning Gains in reading. Reading Goal #3b:	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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Students in the lowest 25% range making learning gains will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54%	59%

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	Behavior Concerns Low SES Attendance High Mobility Rate Parental Involvement Funds for Professional Development Time for Professional Development follow up	Small group instruction Walk to Intervention Tutoring Opportunities Core Curriculum	Classroom teachers Intervention teachers Tutoring Programs ESE Support Staff	These students will be monitored every 20 days in the Walk to Intervention	District Assessments Gifted Assessments State Assessments
2	Use of Common Core and text complexity to improve academic skills.	Staff development, PLC Meetings, Modeling and coaching	Administration, Academic Coaches, Teachers	Observations, data collection	FCAT District assessments Formative and summative assessments.
3	The need for more effective use of data to track student growth. Better strategies used for intervention.	Staff Development, proper use of scantron and Pinnacle. Observations and coaching.	Academic Coaches, District coaches, Administration, classroom teachers	Track data on scantron and Pinnacle.	FCAT District assessments, formative and summative assessments

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

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

In 2010-2011, 43% scored at level 3 or higher in reading. We plan to increase to 72% level 3 or higher in 2016-17.

5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	49%	53%	57%	62%	67%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	In 2012-2013, no fewer than 48% will score a level 3 or higher in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black 45% White 72% Hispanic 34%	Black 48% White 77% Hispanic 45%

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	White: NA Black: Hispanic: NA Asian: NA American Indian: NA Behavior Low SES Attendance High Mobility Rate Parental Involvement Funds for Professional Development Time for Professional Development followup	small group Walk-to- Intervention Tutoring opportunities	Classroom teachers  Intervention teachers Tutoring Programs ESE support staff Reading Coach	Through the use of district assessments, as well as Gifted Assessments, students will be monitored according to the District Assessment Calendar	FAIR Interim assessments DRA Word Lists QPA
2	New Common Core initiatives. Higher rigor.	Teacher training Walk to Intervention, Saturday School	Administration, Teachers, coach, intervention teachers	District assessments Observations Data collection for tutoring programs.	FAIR District assessments

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

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

Problem-Solving Process to Increase Student Achievement

	Person or	Process Used to
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	High Mobility, Parents do not speak English, Poor attendance, Low vocabulary skills	Staff Development, Computer reading programs, vocabulary enrichment, ELL strategies used in classrooms.	ELL contact, classroom teachers, academic coaches	Track classroom data, observation	CELLA, FCAT, District Tests.

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:	In 2012-2013, no fewer than 32% of our SWD students will score a level 3 or higher in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD: 8%	SWD: 32% or 9% for Safe Harbor

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited cognitive abilities, high mobility, poor attendance of ESE Students.	Small group instruction, data collection and quality IEPs, Staff development for all teachers. Computerized reading and math programs.	Teachers, Administration, ESE District Contacts	Data Collection, Observations	FCAT District Tests FAIR DRA
2	Increase rigor of Common Core initiatives.	Teacher Training Improve questioning techniques. Use on Pinnacle data tracking.	ESE teachers, Teachers, Coach,	District Tests Observations Materials with higher rigor.	FCAT District Tests FAIR

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:	In 2012-2013, no fewer than 51% of our ED students will score at level 3 or higher in reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
ED: 46%	ED: 51%

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
	Behavior Low SES Attendance High Mobility Rate Parental Involvement	small group instruction Walk-to-Intervention Tutoring opportunities Core curriculum	Classroom teachers Intervention teachers Tutoring Programs	Through the use of district and classroom assessments	FAIR Interim assessments DRA Word Lists

1	Funds for Professional Development Time for Professional Development follow up		ESE support staff Reading Coach		QPA District Assessments
2	Challenges of working with students who do not have exposure to high-level academic vocabulary in their homes.	Word of the Day Vocabulary instruction with higher rigor. Systematic approach to the teaching of vocabulary using research-based strategies.	Academic Coach, Teachers, Administration	Classroom Walkthrough Literacy Leadership Team Meetings	VSET Observation FCAT scores

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
Thinking Maps	All	Academic Coach	School-wide Follow up	Oct.-Jan	Observation, Coaching	Academic Coaches, Administration
Data Days	All	Academic Coaches	School-wide	Quarterly	PLC Meetings	Weekly PLC Meetings
Study Island Computer Program	All	Study Island Consultant, administration	School-wide	Aug.-Sept.	Computer usage	Administration
Kagen Training	Targeted Staff	Kagen Consultant	Targeted Staff	Sept.	Observations, Coaching, Follup training	Academic Coaches, Kagen consultant
Pinnacle and scantron training	All	Disctrict and school based trainers	School-wide	Aug.-June	Observation, data tracking, additional training, coaching	Administration, Academic Coaches
Istation Computerized Reading program	All	Istation Consultant, Administration	School-wide	Sept.-Oct.	Computer usage	Administration
Read Naturally/ 100 Book Challenge	All	Reading Coach	School-wide	Aug.-Sept.	Observation, Coaching	Academic Coaches
Common Core Traing	All	Academic Coaches	School-wide	On-going	Observations, PLC Meetings	Administration, Academic Coaches
Guided Reading and Snall Group Instruction	All	Reading Coach	Classroom and Intervention Teachers	On-going	Observations, Data results	Acadmic Coach Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Read Natually	Classroom Fluency Program	Title I	\$400.00
Making Connections	Reading Strategies for Classrooms.	Title I	\$300.00
100 Book Challenge	Home Reading Incentive Program	Title I and school funds	\$500.00

			Subtotal: \$1,200.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Station Reading Computer Program	Reading Program	Title I	\$6,700.00
Study Island	Reading/Math/Science computer Program	Title I	\$2,200.00
			Subtotal: \$8,900.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Kagen Training	Collaborative Strategies for Class	Title I	\$400.00
			Subtotal: \$400.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$10,500.00</b>

*End of Reading Goals*

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking.		Students at Palm Terrace will improve CELLA scores by 2%.			
CELLA Goal #1:					
2012 Current Percent of Students Proficient in listening/speaking:					
71.4% of the Palm Terrace students are at proficiency.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low attendance and tardies. Parents do not speak English. Low socioeconomic status.	Offer an additional 30 minutes of reading and math. Use technology academic programs.	Classroom Teachers, Administration	Observation, data tracking	CELLA

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading.	Students at Palm Terrace will improve CELLA scores by 2%.
CELLA Goal #2:	
2012 Current Percent of Students Proficient in reading:	
35.7% (10) of the ESOL students at Palm Terrace are scoring proficient on 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	Low attendance and numerous tardies, Parents do not speak English, Low socioeconomic status	Computerized reading programs, extra 30 minutes of reading each day, small reading group instruction	Classroom teachers, intervention teachers, administration, academic coach	Observations, Monitor data of programs, data from istation	CELLA District reading tests

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

3. Students scoring proficient in writing. CELLA Goal #3:	The students at Palm Terrace will improve their CELLA scores by 2%.
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2012 Current Percent of Students Proficient in writing:

57.1% (8)of the Palm Terrace ESOL students are proficient in writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents do not speak English and cannot help with homework,Low attendance, low family economics	Vocabulary building activities, use visuals to build background knowledge, Special area will assist with reinforcing vocabulary.	Teachers, Intervention Teachers, Academic Coach, Administration	Writing prompt data, small group instruction	CELLA Writing Prompts

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Refer to Reading Budget	Refer to reading Budget	Title I and School	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
istaion and Study Island	Computerized reading program	Title I (cost added to reading budget)	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core comprehension strategies	Academic Coach	none needed	\$0.00
			Subtotal: \$0.00
Other			

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

*End of CELLA Goals*

# Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	Students achieving proficiency in math will increase by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (51)	30%

### 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	Low SES Attendance High Mobility Rate Parental Involvement Funds for Professional Development	In order to maintain students at Level 3 on FCAT, classroom teachers will continue to provide whole group, as well as small group instruction in core curriculum areas. Teachers will differentiate instruction to provide for individual needs. Professional Development will continue to be offered to meet the high standards we expect our students to achieve.	Academic Coach, classroom teacher, intervention teachers	Student will be monitored according to the District assessment Calendar	FAIR DA DRA Word Lists OPA Student Outcomes
2	Faculty not utilizing data in an effective way.	Staff development in Scantron, Pinnacle, and other data collection strategies.	Academic Coach, classroom teachers, intervention teachers	Data will be monitored throughout the year.	FAIR DA DRA District Tests Formative and Summative assessments.
3	Lack of fluency of basic facts, Students not completing homework, Low vocab and background knowledge.	Small Group Instruction Core Curriculum Intervention Learning Centers Tutoring FASTT MATH Manipulatives, Study Island Computer Program	Classroom teacher Administration	School Based Assessments Pearson Quick Checks Pearson End of Chapter Tests	District Assessments, FCAT, Summative and formative assessments

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	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
1	NA	NA	NA	NA	NA

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:	Students achieving above proficiency in math will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (35)	20%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited placement in Step-Up /Gifted classes Low SES Attendance High Mobility Rate Parent Involvement Funds for Professional Development	Students who are working above proficiency level will have the opportunity to enter Step-Up, K-5. Core Curriculum ensures all teachers receive professional development .	Step-Up teachers General Ed teachers Reading Coach	Through the study of district assessments and Gifted Assessments, students will be monitored according to the District Assessment Calendar	District Assessments Gifted Assessments State Assessments
2	Effective use of data to design stonge academic strategies.	Staff development. Reseach effective common core strategies, text complexity, and quality core instruction.	Academic coaches, teachers, administration	Observations and tracking data.	District assessments, FCAT, formative and summative assessments.
3	Confidence with using common core strategies, improving math vocabulary skills	Core Curriculum with text complexity. Enrichment Activities FASTT MATH Manipulatives Study Island Computer program.	Classroom teacher, administration, academic coaches	School Based Assessments Pearson Quick Checks Pearson End of Chapter Tests	District Assessments FCAT

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.  Mathematics 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
1	NA	NA	NA	NA	NA

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:	Students making learning gains in mathematics will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52%	57%

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	Understanding the use of common core strategies and text complexity.	Staff development, modeling, district assistance	District Coach, Academic Coach, Teachers	Observations, PLC Meetings	FCAT District assessments, Formative and summative assessments, Observations
2	Lack of fluency of basic facts High mobility rate Low SES population Tardiness Absenteeism Below grade level reading skills	3.1. Small Group Instruction Core Curriculum Intervention Learning Centers Tutoring FASTT MATH Manipulatives	Classroom teacher	School Based Assessments Pearson Quick Checks Pearson End of Chapter Tests	District Assessments FCAT.
3	Lack of basic facts skills and not completing homework, lack of background knowledge.	Us more hands-on activities, extra 30 minutes of math each day	Classroom teacher, intervention teachers, academic coach, administration	Observation, track math data	District math tests, formative and summative tests, FCAT

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

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

Problem-Solving Process to Increase Student Achievement					
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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:	Students in the lowest 25% making learning gains will increase by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
55%	60%

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Use of Common Core and text complexity to improve academic skills.	Staff development, PLC Meetings, Modeling and coaching	Administration, Academic Coaches, Teachers	Observations, data collection	FCAT District assessments Formative and summative assessments.
2	Lack of fluency of basic facts High mobility rate Low SES population Tardiness Absenteeism Below grade level reading skills Behavior	Small Group Instruction Core Curriculum Intervention Learning Centers Tutoring FASTT MATH Manipulatives Sudy Island Computer Program	4.1. Classroom teacher Intervention Teacher	School Based Assessments Pearson Quick Checks Pearson End of Chapter Tests	District Assessments FCAT

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #					
	In 2010-2011, 34% scored a level 3 or higher in math. Target: Increase level 3 or higher to 67% by 2016-17.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	34%	42%	51%	56%	62%	

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 2012-2013, no fwere than 53% will score at level 3 or higher in math.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 34% White: 67% Hispanic: 47%	Black: 43% white: 74% Hispanic: 52%

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 fluency of basic facts High mobility rate Low SES population Tardy/late Below grade level reading skills Behavior	Small Group Instruction Core Curriculum Intervention Learning Centers Tutoring FASTT MATH Manipulatives	Classroom teacher Intervention teacher Administration	School Based Assessments Pearson Quick Checks Pearson End of Chapter Tests	District Assessments FCAT

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	NA
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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
1	High Mobility, Parents do not speak English, Poor attendance, Low vocabulary skills	Staff Development, Computer reading programs, vocabulary enrichment, ELL strategies used in classrooms.	ELL contact, classroom teachers, academic coaches	Track classroom data, observation	CELLA, FCAT, District Tests.

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	In 2012-2013, no fewer than 32% of our students with SWD will score a level 3 or higher in math.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD: 16%	SWD: 32% or 18% for Safe Harbor.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Limited cognitive abilities, high mobility, poor attendance of ESE Students.	Small group instruction, data collection and quality IEPs, Staff development for all teachers. Computerized reading and math programs.	Teachers, Administration, ESE District Contacts	Data Collection, Observations	FCAT District Tests FAIR DRA
2	Lack of memorization of basic facts. Parents do not assist with homework or math fluency at the house.	Saturday School, Math Walk to Intervention, Data Meetings, PLCs	Teachers, Academic Coach, administration	Data collection after tutoring programs. District and state assessments.	FCAT District Tests FAIR Tutoring Data

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 2012-2013, no fewer than 43% of our students of our ED students will score a level 3 or higher in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ED: 40%	ED: 51% or 44% for Safe Harbor.

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	Behavior Low SES Attendance High Mobility Rate Parental Involvement Funds for Professional Development Time for Professional Development follow up	small group instruction Walk-to-Intervention Tutoring opportunities Core curriculum	Classroom teachers  Intervention teachers Tutoring Programs ESE support staff Reading Coach	Through the use of district and classroom assessments	FAIR Interim assessments DRA Word Lists QPA District Assessments
2	Lack of fluency of basic facts High mobility rate Low ESE Tardy/late Behavior	Small Group Instruction Core Curriculum Intervention Learning Centers Tutoring FASTT MATH Manipulatives	Classroom teacher Administration	School Based Assessments Pearson Quick Checks Pearson End of Chapter Tests	District Assessments FCAT

*End of Elementary School Mathematics Goals*

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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How to use scantron and Pinnacle Data	All	Academic Coach, Administration	All	On-going	Track data use by observing PLC Time	Academic coach, Administration
Math data workshops	All	Academic Coach, grade level chair	Classroom Teachers	On-going	PLC after each district math test, test data	Academic coach, administration
Thinking Maps review	All	Academic Coach	All	On-going	Observations, data meetings	Grade chairs, Academic Coach, Administration.
Math Centers	All	Academic Coach, Grade Chairs	School-wide	On-going	Observation, data meetings	Grade Chairs, Academic Coach, Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Math Centers: Mountain Math	Math basic facts review	Title I	\$1,200.00
Everglades Math Program	Additional basic practice and word problems	none	\$0.00
			Subtotal: \$1,200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Study Island	Computerized math program	Title I (cost added to reading budget)	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Math Strategies	Professional development assisting with math vocabulary and student engagement.	None	\$0.00
Math Centers	Sharing small group math ideas	None	\$0.00
Data Analysis Meetings	Data PLC Meetings to discuss data and design curriculum to respond to data.	None	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,200.00

End of 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:	The number of students achieving a FCAT level 3 will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (17)	30%

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	Low SES Attendance High Mobility Rate Parental Involvement Funds for Professional Development	In order to maintain students at Level 3 on FCAT, classroom teachers will continue to provide whole group, as well as small group instruction in core curriculum areas. Teachers will differentiate instruction to provide for individual needs. Professional Development will continue to be offered to meet the high standards we expect our students to achieve.	Academic Coach, classroom teacher, intervention teachers	Student will be monitored according to the District assessment Calendar	FAIR DA DRA Word Lists QPA Student Outcomes
2	Faculty not utilizing data in an effective way.	Staff development in Scantron, Pinnacle, and other data collection strategies.	Academic Coach, classroom teachers, intervention teachers	Data will be monitored throughout the year.	FAIR DA DRA District Tests Formative and Summative assessments.
3	Time for teachers to collaborate and prepare lessons  Professional Development Time for follow up after professional development High mobility rate Low SES population Tardiness Absenteeism	PLC/Professional Learning Communities will meet twice per month to analyze student assessment data and determine interventions to be implemented. Core Curriculum Science Mapping Science Research Center Activities	Classroom Teachers, Administration	Classroom Assessments District Assessments	District Assessments  2012 FCAT – Science data

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:	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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	The level of students achieving above proficiency in science will increase by 3%
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (7)	14%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited placement in Step-Up /Gifted classes Low SES Attendance High Mobility Rate Parent Involvement Funds for Professional Development	Students who are working above proficiency level will have the opportunity to enter Step-Up, K-5. Core Curriculum ensures all teachers receive professional development .	Step-Up teachers General Ed teachers Reading Coach	Through the study of district assessments and Gifted Assessments, students will be monitored according to the District Assessment Calendar	District Assessments Gifted Assessments State Assessments
2	Effective use of data to design stonge academic strategies.	Staff development. Reseach effective common core strategies, text complexity, and quality core instruction.	Academic coaches, teachers, administration	Observations and tracking data.	District assessments, FCAT, formative and summative assessments.
3	Time for teachers to collaborate and prepare lessons  Professional Development Time for follow up after professional development.	Core Curriculum Science Mapping Science Research Center Activities	Classroom Teacher Administration	Classroom Assessments District Assessments	District Assessments  2012 FCAT – Science data

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

Problem-Solving Process to Increase Student Achievement

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

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
Common Core Strategies	All-Science	Academic Coach	Intermediate Science Teachers	Sept-Nov.	Observations and Data Meetings	Academic Coach
Hands on activities and Labs in Science	All-Science	Academic Coach, Grade Level Chairs	All science teachers	Sept.-Nov.	Observations and data PLC Meetings	Academic Coach

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT Explorer-Science	Computer Program	None	\$0.00
Study Island Computer Program	Computer Program	Added to reading budget.	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Hands on Science activities and Labs	Workshop with Academic Coach	None	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Science Goals

## Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The percentage of students achieving a 3.0 or higher will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
85% (57) scored level 4 or higher, meeting high standards.	86% will score level 4 or higher, meeting high standards

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	Spelling, Vocabulary, and Grammar skills are low.	Professional Learning Community re: Data Review Classroom Mini-Lessons Author's Chair Figurative Language Unit Workshops (Students & Teachers) Review Anchor Papers Timed Prompts Differentiated curriculum	Administrators Classroom Teachers Intervention Teachers	PLC Data Review Lessons Writing Team	School Based Writing Assessments District Writing Assessments
2	Poor Attendance Mobility Tardies Low socio economics	Parental contact to improve tardies,	academic coach	PLC Data Review Meetings	Attendance Data
3	Inconsistent use of graphic organizers for writing	Revising Thinking Maps, Write From the Beginning, and other graphic organizer strategies.	Academic Coach	Observations, Data analysis of District prompts.	District Prompts

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:	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				

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
Reveiw of previous year's writing prompts	Fourth Grade: Writing	Academic Coach	Fourth Grade: Writing	Sept. Data Meeting	Observations	Academic Coach
Use of Graphin Organizers	Third and Fourth Grade	Academic Coach	Third and Fourth Grade: Writing	Sept.-Nov.	Observations, Discussions and PLC Meetings	Academic Coach

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	Decrease the percentage of excessive tardies and absences by 10%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.42%	95%

2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
292	262
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
214	190

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	Challenges of working with students from low-socio economic backgrounds. Motivation to attend school and the acknowledgement of getting to school on time.	Creating an attendance incentive program through our Behavior Leadership Team.	Administration Attendance Clerk Guidance Counselor BLT committee	Comparing data from previous year and previous quarters to current attendance report.	Attendance Report
2	Parent attendance at PST attendance meeting.	Make numerous phone calls and home visits to increase parental involvement in PST meetings.	PST Chair, Administration	Compare data from previous years.	Attendance Reprot

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

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

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

Attendance Budget:

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

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

End of Attendance Goal(s)

## Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension					
Suspension Goal # 1:		The total number of in and out of school suspensions will decrease by 5%.			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
4		3.5			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
4		3.5			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
92		72			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
52		40			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students from low socio-economic backgrounds.	Teachers will receive training in RTI B  Student Advocate will work on Social skills with targeted students  Guidance ALPHA Behavior	ALPHA Behavior Specialist (Tanya McKenzie)  Coaches (Mary Tulak) Guidance Counselor (Denise Hill)	Staff Feedback from RTIB and Behavior Leadership Team meetings. School Data on suspensions	Referral and Suspension data.



		Program School Psychologist PST			
2	Lack of Social Skills	Social Skills training through a school wide reinforcer program.	Guidance Administration	Observations Discipline Data	Referral and Suspension Data
3	Adjust strategies used BLT.	Continue to meet with our BLT group and adjust strategies to meet the needs of the students and teachers.	BLT Team	Observations and discipline data.	Discipline Data.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
BLT Tainings	All	BLT	School-wide	Oct.-Nov.	Observations and PST Meetings	BLT and suspension Data.

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:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	To maintain our Five-Star status.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Meeting 5 Star Criteria	Meet Parental involvement standards for Five-Star status.

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	Need for daycare	Provide supervision for children during meetings	SAC Chair/Principal	Sign in sheets	Compare attendance to previous year
2	Non English speaking	Provide interpreters from the district and also a faculty member on staff serves provides translation.	Principal	Sign in sheets	Compare attendance to previous year
3	Transportation	Provide bus passes	Principal/School Social Worker	Track number of bus passes distributed	Sign in sheets
4	Parents are working two jobs or do not complete job until late at night.	Offer morning meetings.	Administration, PTA	Track attendance at meetings	Sign-in sheets

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
Open House: Title I information and discussion of grade level curriculum.	All grade Levels: Title I and Curriculum	Administration and classroom teachers.	All Parents are invited.	Sept. 2012	Sign-in Sheets	Administration
Family Math Nights	All grade levels: Math curriculum.	Coaches, Administration, classroom teachers.	All parents are invited.	Feb. 2013	Sign-in Sheets	Administration
Family Science Night: Daytona Beach Museum of Natural Sciences.	All grade Levels: Science exploration through experiments.	Museum Representative.	All Families are invited.	April 2013	Sign-in sheets	Administration

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Publix Math Night	Publix offers math scavenger hunt. Palm Terrace gives each student fake money.	Title I	\$150.00
Science Night	Daytona Museum of Arts and Sciences comes to school with hands on activities.	Title I	\$350.00
Supplies for home use	Math flash cards, Sight word flash cards, 100 Book Challenge replacement books	Title I	\$2,300.00
			Subtotal: \$2,800.00
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: \$2,800.00

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		Palm Terrace will improve math and science FCAT scores.			
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
1	Lack of training and experience in developing high quality lessons that integrate all areas of STEM.	Use Common Core strategies and align them with STEM strategies.	District, Academic Coach, Administration	Observations of STEM strategies.	Science and math district tests.
2	Students are low in science and math vocabulary. Students do not have the background knowledge of hands on activities usually learned at home. Some homes cannot afford computers.	Infuse science/math vocabulary in all activities at school. Use technology at school as often as possible.	District, Media Specialist, Academic Coach, Teachers, administration	Observations, DA tests, Math topic tests	Science and math district tests.

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
Math/Science Vocab training	All	Academic Coach	All teachers	On-going	Student achievement on summatives.	Teachers, Coach, Administration
Using Istation and Study Island in the classrooms.	All	Administrators, Media Specialists and Academic Coach	All Teachers	Sept./Oct.	Monitor usage	Administration
Math Center Training	All	Academic Coach	All Teachers	On-going	Student achievement on summatives	Teachers, Coach, Administration.

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	Read Naturally	Classroom Fluency Program	Title I	\$400.00
Reading	Making Connections	Reading Strategies for Classrooms.	Title I	\$300.00
Reading	100 Book Challenge	Home Reading Incentive Program	Title I and school funds	\$500.00
CELLA	Refer to Reading Budget	Refer to reading Budget	Title I and School	\$0.00
Mathematics	Math Centers: Mountain Math	Math basic facts review	Title I	\$1,200.00
Mathematics	Everglades Math Program	Additional basic practice and word problems	none	\$0.00
Parent Involvement	Publix Math Night	Publix offers math scavenger hunt. Palm Terrace gives each student fake money.	Title I	\$150.00
Parent Involvement	Science Night	Daytona Museum of Arts and Sciences comes to school with hands on activities.	Title I	\$350.00
Parent Involvement	Supplies for home use	Math flash cards, Sight word flash cards, 100 Book Challenge replacement books	Title I	\$2,300.00
				Subtotal: \$5,200.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	istation Reading Computer Program	Reading Program	Title I	\$6,700.00
Reading	Study Island	Reading/Math/Science computer Program	Title I	\$2,200.00
CELLA	istaion and Study Island	Computerized reading program	Title I (cost added to reading budget)	\$0.00
Mathematics	Study Island	Computerized math program	Title I (cost added to reading budget)	\$0.00
Science	FCAT Explorer-Science	Computer Program	None	\$0.00
Science	Study Island Computer Program	Computer Program	Added to reading budget.	\$0.00
				Subtotal: \$8,900.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Kagen Training	Collaborative Strategies for Class	Title I	\$400.00
CELLA	Common Core comprehension strategies	Academic Coach	none needed	\$0.00
Mathematics	Common Core Math Strategies	Professional development assisting with math vocabulary and student engagement.	None	\$0.00
Mathematics	Math Centers	Sharing small group math ideas	None	\$0.00
Mathematics	Data Analysis Meetings	Data PLC Meetings to discuss data and design curriculum to respond to data.	None	\$0.00
Science	Hands on Science activities and Labs	Workshop with Academic Coach	None	\$0.00
				Subtotal: \$400.00
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: \$14,500.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

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

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

[View uploaded file](#) (Uploaded on 9/30/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

Our SAC reviews grants written by both teachers and parents. These grants are submitted to improve the academics of our students. The group then votes to either fund or deny grant.

# 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

Volusia School District PALM TERRACE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	66%	64%	81%	38%	249	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	62%	55%			117	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	69% (YES)	60% (YES)			129	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					495	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Volusia School District PALM TERRACE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	62%	63%	71%	40%	236	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	56%	67%			123	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	54% (YES)	79% (YES)			133	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					492	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested