FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: PALM BEACH GARDENS ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Mrs. Marie M. Caracuzzo

SAC Chair: Kristen DeSimone

Superintendent: E. Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 11/9/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Marie Caracuzzo	BA-Exceptional Student Education, Appalachian State University; Master of Educational Leadership-Florida Atlantic University; MA Educational Leadership Florida Atlantic University; Endorsements-Elementary Education (K-6); ESOL Education, Appal	4	11	Principal of Palm Beach Gardens Elementary School 2011-12 Grade A Reading mastery: 66%, Math: 74%, Writing: 94%, Science: 57%, 2010-11-Grade B Reading mastery: 88%; Math: 88% Writing: 92%; Science: 80% AYP92%, 2009-2010-Grade A Reading Mastery: 87%; Math: 85%; Writing: 95%; Science: 71% AYP 100%, 2008-2009: Grade B, Reading Mastery: 86%; Math: 85%; Writing: 90%; Science: 80%, AYP: 100%; 2007-2008- AP of Allamanda Elementary: Grade A, Reading Mastery: 83%; Math 88%; Writing: 92%; Science 57%; AYP: 97% - Black students did not meet reading proficiency. 2006-2007 - Grade A: Reading Mastery 83%; Math 83%; Writing 92%; Science 55% AYP: 97% Less than 95% ESE students tested.
					AP at Palm Beach Gardens Elementary School 2011-12 Grade A Reading mastery: 66%, Math: 74%, Writing: 94%, Science: 57%, 2010-11-Grade B Reading

| Assis Principal | Tina Sparks | BA-Elementary Education (K-6), University of Central Florida, MA-Educational Leadership, Florida Atlantic University | 7 | 10 | mastery: 88%; Math: 88% Writing: 92%; Science: 80% AYP 92% 2009-2010-Grade A Reading Mastery: 87%; Writing 95%; Science 71%; AYP 100%. 2008-2009- Grade B reading Mastery: 86%; Math 85%; Writing 90%; Science 80%, AYP 100% 2007-2008 Grade B Reading Mastery: 78%; Math 77%; Writing 74%; Science 53%; AYP 95% - Black students did not meet proficiency in reading and math. 2006-2007 - Grade A Reading Mastery: 83%; Math 79%; Writing 84%; Science 68%; AYP 100% |

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)
SAI teacher and Reading Coach	Shannon Cooper	Elementary Ed. (1-) Reading Endorsement k-112 ESOL endorsed Reading Recovery Trained	4	4	2010-11- Grade B Reading Mastery: 88%, Learning Gains: 70%, Lowest 25% Gains: 57% Black and Economiclly Disadvantaged did not mke AYP. 2009-10- Grade B Reading Mastery: 86%, Learning Gains, 76%, Lowest 25% Gains: 76%; All subgroups made AYP.
District Writing Support for Writing Workshop model	Lisa Fitzpatrick	Elementary Ed.	1	1	

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. Partner National Board certified teachers with new or interim teachers.	Assistant Principal	on-going	
2	2. Regularly scheduled Learning Team meetings and Team Time with grade level teams and subject area teams.	Principal and Assistant Principal	on-going	
3	3. Preschool orientation breakfast for staff members new to our school.	Kathy Babin Cristeena Beauchamp Laura Engel Stephanie Gordon (BTAP Team)		August 10, 2011
4	4. Provide funding for teachers to acquire gifted endorsement.	SAC	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
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
56	7.1%(4)	17.9%(10)	46.4%(26)	28.6%(16)	28.6%(16)	89.3%(50)	5.4%(3)	5.4%(3)	73.2%(41)

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
Meredith Miller	Michelle Girardin	Beginning teacher	The mentor will meet the the mentee weekly to plan lessons and share materials.
Jenna Henke	Joanne Steele	Beginning teacher	The mentor meets weekly with the mentee to review lesson plans. Jenna will plan with the kindergarten team on a weekly basis as well.
Leonard Bukowski	Cristeena Beauchamp	Beginner teacher	Leonard meets with team members who teach math and science. Cristeena reviews lesson plans with constructive feedback provided.
Meghan Daly	Laura Engel	Beginning teacher	Meghan meets weekly with the kindergarten team and receives constructive feedback on a regular basis.

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

N/A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

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

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school-based Rti Leadership Team is comprised of the following members: Principal, Assistant Principal, ESE Contact, ELL Contact, School Psychologist, Classroom Teacher,
SAI teacher,Speech Language Teach, Guidance Counselor and parents when needed.
The Principal provides a common vision for the use of data-based decision-making to ensure:
* a sound, effective academic program is in place
* a process to address and monitor subsequent needs is created
* the School Based Team (SBT) is implementing RtI processes
* assessment of RtI skills of school staff is conducted
* fidelity of implementation of intervention support is documented
* adequate professional development to support RtI implementation is provided
* effective communication with parents regarding school-based RtI plans and activities occurs

The RtI/Inclusion Facilitator is a new position for SY 2010. This individual will assist in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 3 interventions, and offer professional development and technical assistance.

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

The school-based RtI Leadership Team 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 tartets. The identified students will bre 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 2 developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, Guidance Counselor) and report back on all data collected for further discussion at future meetings.
* Problem Solving Model
The four steps of the Problem Solving Model are:
Problem Identification entails identifying the probelm and the desired behabior for the student.
Problem Anaylysis involves analyzing why the problem is occurring by collecting data to determine possible causesof the identified problem.
Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.
The probelm solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

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

Members of the school-based RtI Leadership Team will meet with the School Advisory Council (SAC) and will help develop the SY 2011 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed.
Topis for discussion include, but are not limited to, the following:
* FCAT scores and the lowest 25%
* AYP and subgroups
* strengths and weaknesses of intensive programs
* mentoring, tutoring, and other services

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

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

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

Florida Assessment for Instruction in Reading (FAIR)
Florida Comprehensive Assessment Test (FCAT)
FCAT Writes
ACT/SAT/CPT

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

Describe the plan to train staff on MTSS.

Professional development will be offered to RtI/Inclusion Faciliator by district staff every other Friday during SY 2010. The school based RtI/Inclusion Faciliator will provide in-service to the faculty on designated professional development days (PDD). These in-service opportunities will include, but are not limited to, the following:
Problem Solving Model
Consensus Building
Positivie Behavioral Intervention and Support (PBIS)
Data based decision-making to drive instruction
Selection and availability of research-based interventions
Tools utilized to identify specified discrepencies in reading

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

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Marie Caracuzzo- Principal
Tina Sparks- Assistant Principal
Jacqueline Feldmayer- 5th grade reading teacher
Kate Bozeman-5th grade reading teacher
Shari Alexios- 5th grade gifted reading teacher
Shannon Cooper- SAI teacher
Michelle Girardin-4th grade reading teacher
Sandra Walker-4th grade reading teacher
Jenny MIntosh- 4th grade reading teacher
Cristeena Beauchamp- 4th grade gifted reading teacher
Kathy Babin- Media specialist
Linda Silberstein- ESE teacher
Jennifer Coyle-3rd grade reading teacher
Stacey Sunser-Grade 3 gifted reading teacher
Phyllis Dorino-3rd grade reading teacher
Adriana LaVernia- 3rd grade gifted reading teacher
Jeannine Archimede- 2nd grade
Jackie Litsey- ESOL teacher-
Jennifer Haylett- Kindergarten

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

The LLT meets twice monthly to analyze FCAT and diagnostic data, determine immediate intensive instruction (iii)reading strategies and programs for struggling readers, and monitor student progress toward AYP. The team will also share enrichment strategies and best practices with all reading teachers and share Writing Workshop model through PDDs and LTMs.

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

The team works with the PTA, SAI teacher and media specialist to design schoolwide reading incentives which include the Dolphin Days of Summer Reading Logs and monthly Reading Counts contests and awards.

Grades 3-5 utilize the Reader's Theater program kits to increase fluency, and after school clubs and tutorials are provided for the lowest 25% readers as identified from previous FCAT and diagnostics.

Teachers in grades K-2 attend Literacy In Action workshops, use The Daily 5 reading centers to build stamina in reading and share reading strategies and best practices with the grade level teams.All teachers use Marzano strategies to enhance rigor and relevance. Readers and writers workshop model will be initiated across grade levels.

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.

Several of our Voluntary Pre-K students transition into our Kindergarten in order to track student skill levels to determine effectiveness of our program. Pre-K students participate in readiness activities throughout the school year. Students will enter the 2012-2013 school year confident knowing the behavioral, social and educational expectations which contribute to a successful kindergarten experience.

Screening data will be collected and aggregated prior to September 2012. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily for 20 minutes using the Conscious Discipline Curriculum and will be reinforced throughout the day through the use of a common language, re-teaching and positive reinforcement of pro-social behavior. Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

NA

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:	66% of our students passed the FCAT 2012. This year all students, including ESE were included in the calculations hence a 22% decrease in proficiency occurred.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 66% or 200 students achieved proficiency in reading.	71% of our students will meet proficency on the 2013 reading 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	Reading Coach position has been eliminated.	1. The Reading Counts program will be initiated by October for all grades. A school-wide reading incentive program will be initiated. 2. Teachers will implement the K-12 Comprehensive Research-Based Reading Plan with fidelity. 3 . Teachers will use the Scope and Sequence to assess and plan differentiated instruction. 4. Teachers will use Research-based reading programs (Wilson, Fundations, and SRA)to remediate struggling readers daily. 5. Increase leveled libraries in primary classrooms. 6. FCAT buddies will read together throughout the year.	Administrators Classroom Teachers SAI Teacher Fine Arts teachers Media specialist	1. All teachers will use Reading Counts logs and class charts to monitor and recognize RC benchmarks. High achievers will receive incentives (charms)and end of year prizes. 2. The SAI teacher will review the plan and provide professional development to build capacity of our reading teachers. 3 Lesson plans are reviewed and classroom walkthroughs are used on a regular basis to ensure fidelity. 4.Interventions are reviewed at SBTeam based on data. 5. Students will know and choose their "just right" books for independent reading.	Diagnostic Data reports Reading counts reports
2	Teachers need professional development in Marzano's strategies.	Establish and communicate learning goals, track student progress and celebrate success.	Administrators Team leaders	Classroom observations	Diagnostics 3 times per year, SRI, K-3 Assessments, FY 2013 FCAT
3	Access to titles	1. Teachers will utilize multicultural and African American literature to infuse diversity awareness. 2. Multicultural and African American titles will be available for teachers and students.	Team leaders Media specialist	Lesson plans Classroom walkthrough	SRI Diagnostics

		3. Teachers will identify infusion lessons in planbooks.			
4	Motivating high achieving readers	1. Initiate the Sunshine State Young Readers Award. 2. Provide rewards and incentives for Reading Counts.	Media specialist SAI teacher	Monitoring of Reading Counts reports SSYRA elections	Media circulation reports Reading Counts Awards

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:	Students achieving above proficiency in reading will increase 4% on the FY13 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY12, 40% (121)of our students achieved above proficiency on the reading FCAT.	Students scoring above profiency on the 2013 FCAT will increase to 44%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student motivation	1.Students receive SAL-P to track their progress. 2. A schoolwide Reading Counts incentives and rewards plan will be developed. 3. Vocabulary enrichment strategies will be shared and utilized. 4. Students will be provided a vocabulary building, Word-of-the-	Principal Classroom teachers Fine Arts teachers	1.Reading Counts classroom charts will be kept by classroom teachers to assist students in RC goal setting. 2. The SAI teacher will review the plan and provide professional development to build capacity of our reading teachers.	Data analysis of Diagnostics and EDW reports

		Day on morning announcements.		3 Lesson plans are reviewed and classroom walkthroughs are used on a regular basis to ensure fidelity.	
2	Teachers need professional development in Marzano's strategies.	Assist students to generate and test hypothesis about new knowledge.	Classroom teachers Administrators	Classroom observations	Diagnostics, SRI, K-3 assessments, formative assessments, benchmark assessments FY 2013 FCAT

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	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:	Percentage of students making learning gains in reading will increase by 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY 12, 65% (131)of our students made learning gains in reading.	In FY13, the students who make learning gains will increase to 69%.

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
	Time to provide struggling students additional reading tutorial.	1. The Reading Leadership team will hold student conferences to determine learning goals and strategies. Then parents will be invited to attend the Cat Chat	Reading Leadership Team Assistant Principal	1. Sal-P forms will be signed by the student and the Reading Team member. These will be shared with parents at the breakfast. The forms are kept in the Learning	Diagnostics Marzano DQ1 and 6

1	breakfast with their child. 2. Inclusive model classrooms will continue to support the needs of ESE and low performing students using Research-based reading programs. 3. Support and training will be provided to teachers to ensure research-based programs and strategies are used with fidelity , for Tier 1, 2 and 3 students. 4. Teachers will provide The Daily 5 reading centers . 5. Continue to create reading environments to include student work displayed, word walls, anchor charts, schedules and student targets.		Portfolio to track progress. 2. Classroom walkthroughs, lesson plan reviews, and data analysis is ongoing to ensure fidelity of instruction. 3. Review EDW data to ensure data drives instruction.	

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The percentage of students in lowest 25% making learning gains in reading will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 67 % (35) of our students in the lowest 25% made learning gains in reading.	In 2013, the percentage of students in the lowest 25% who make learning gains will increase to 70%.

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

		Person or	Process Used to	

		Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1		Limited resources that inhibit implementation of initiatives.	1. Teachers will meet regularly in Learning Team meetings and Professional Learning Communities to analyze data and plan immediate, intensive instruction for Level 1 and 2 students. 2. The Level 1 and 2 students will participate in the afterschool tutoring program. 3. Teachers will provide students differentiated instruction based on assessments. 4. Core k-12 Assessments will be administered regularly to identify weaknesses and reteach lessons. 5. Providing leveled reading materials to read at home during the year and throughout the summer.	Administrators Classroom teachers SAI teacher ESE teachers Media specialist	1. Review and analyze EDW reports and K-3 Assessments to ensure the instruction is effective. 2.Review the EDW reports to determine Level 1 and 2 student progress. 3. Review EDW reports to plan for reading instruction. 4.Core k12 Assessment results will be analyzed and reteach lessons planned in LTMs. 5. Monitor reading logs, student data reports and interest inventory.	Diagnostics Core K12 assessment data reviews SRI reports K-4 Literacy Assessments

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

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

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	72%	74%	77%	79%	82%	

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, 59% of our Asian students achieved proficiency in reading, 55% of our black students achieved proficiency, and 53% of our Hispanic students achieved proficiency in reading on the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 41% of the Asian students did not score at the proficient level in reading, 45% of our black students did not score at proficiency and 47% of our Hispanic students did not score at proficiency on the reading FCAT.	By 2013, the percentage of black students not making progress in reading will be reduced to 39%, the percentage of Asian students not making progress will be reduced to 30% and the percentage of Hispanic students not making progress will be reduced to 29%.

	Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Reading Coach position has been eliminated	1. The Reading Counts program will be initiated by October for all grades. A school-wide reading incentive program will be	Administrators Classroom Teachers	1. All teachers will use Reading Counts logs and class charts to monitor and recognize RC benchmarks. High	Diagnostic Data reports Reading counts reports

1	initiated. 2. Teachers will implement the K-12 Comprehensive Research-Based Reading Plan with fidelity. 3 . Teachers will use the Scope and Sequence to assess and plan differentiated instruction. 4. Teachers will use Research-based reading programs (Wilson, Fundations, and SRA)to remediate struggling readers daily. 5. Increase leveled libraries in primary classrooms. 6. FCAT buddies will read together throughout the year.	SAI Teacher Fine Arts teachers Media specialist	achievers will receive incentives (charms)and end of year prizes. 2. The SAI teacher will review the plan and provide professional development to build capacity of our reading teachers. 3 Lesson plans are reviewed and classroom walkthroughs are used on a regular basis to ensure fidelity. 4.Interventions are reviewed at SBTeam based on data. 5. Students will know and choose their "just right" books for independent reading.	

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:	On the 2012 FCAT, 72% of our ELL students did not make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 28% of our ELL students achieved proficiency on the reading FCAT.	In 2013, 40% of our ELL students will achieve proficiency on the reading 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	parent involvement resources money	1. The ESOL department will provide parent resources during Open House and Curriculum Night. 2.CLF support will be provided in classrooms. 3. Students will increase the participation in Reading Counts program. 4. ELL students will participate in after school reading tutorial.	ESOL contact Administration Classroom teachers	CLF schedules created and updated on a regular basis. ESOL contact will communicate with teachers. Reading Counts logs Tutorial rosters and progress monitoring	2013 FCAT scores Weekly Common Assessments

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	In 2012, our SWD made adequate progress on the reading FCAT. (42%)
2012 Current Level of Performance:	2013 Expected Level of Performance:

In 2012, SWD exceeded the targeted annual measurable objective of 37% on the reading FCAT.	In 2013, 43% of our SWD will achieve proficiency on the reading 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	Not enough ESE staff Time Money for intervention resources	1.ESE inclusion teachers will plan, and prepare lessons as a team. 2. Teachers will provide chunking, processing, elaborating, recording and reflecting strategies when introducing new knowledge. 3.Students will be organized for cognitively complex tasks with resources and guidance.	ESE teachers Classroom teachers Administrators	Review of Lesson plans Teacher Planning meetings Assessment data	FCAT 2013 Weekly assessments Diagnostics
2	Motivation	Teachers will integrate technology tools to increase students "eyes on text" time for SWD.	ESE and classroom teachers Media Specialist ITSA	SRI reports Reading centers Computer lab lessons	Diagnostics 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:	By 2017, 79% of our Economically Disadvantaged students will achieve proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 49% our economically disadvantaged students scored at profiency levels on the reading test.	In 2013, 65% of our economically disadvantaged students will score at or above proficiency on the reading 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	Lack of resources and coaches	1. Teachers will monitor student progress and differentiate instruction to meet learner needs. 2. Primary teachers will use research-based strategies to provide immediate, intensive, instruction. 3. The SAI teacher will provide iii for grades 2,3 and 4 as well as Tier 3 interventions. 4. Students will be invited to afterschool tutorial twice a week in January. 5. Mentor readers will be paired with students.	School-based Team Administrators Volunteer coordinator	Planbooks Progress monitoring through SBTeam Tutoring rosters	Diagnostics 3 times per year, SRI, K-3 assessments, 2013 FCAT

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Learning Village Wilson Reading intervention, K-12 Comprehensive Reading Plan Tier 2 Schoolwide Positive Behavior Team support	Grades k-5	Administrators Reading Team members SAI Teacher SBTeam leader District personnel	Grade level and subject area team members and SwPbs team	To begin September 2012 and continue throughout the year.	LTM agendas Classroom Walkthroughs Lesson Plan monitoring Rti monitoring	Principal Assistant Principal ESE Coordinator SAI Teacher SbTeam
Differentiation in the gifted classroom	grades k-5	Elyssa Covieo District personnel	Grade k-5 teachers of the gifted	December 6, early release PDD with follow up January and March PDD	PDD Agenda Classroom Walkthroughs Lesson Plans	Administrators
The Daily 5 balanced literacy block	Grades k-4	Team leaders	Grade level reading teachers	LTM meeting dates beginning September 2012	LTM agendas: share daily 5 strategies in teams Classroom Walkthroughs Lesson Plans	Team leaders SAI teacher

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students scoring at or above proficiency will increase by 4% on the 2013 Reading FCAT.	Students receive charms as they reach Reading Counts goals. At the end of 2013, high scoring students will be honored with certificates.	Reading Counts and Book Fair account	$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
Students scoring at or above proficiency will increase by 4% on the 2013 Reading FCAT.	The Daily 5 book study will occur within grade levels.	Administrative Courtesy	$200.00

Students scoring at or above proficiency will increase by 4% as measured by the 2013 Reading FCAT.	Each teacher is provided the Marzano book to study and apply the high yield strategies.	Administrative Courtesy	$200.00
			Subtotal: $400.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
ELL students achieving proficiency will increase by 5% on the 2013 Reading FCAT.	Each classroom will have a variety of leveled text for students to read during the Literacy block and beyond.	Book Fair and Book baskets account	$1,000.00
Students achieving proficiency will increase by 4% on the 2013 Reading FCAT. (69%)	K-2 students provide notes and morale-building incentives for the grade 3, 4 and 5 FCAT buddies. An FCAT Buddy event is sponsored by PTA in May.	PTA	$300.00
The percentage of students in the lowest 25% who make learning gains will increase to 70% as measured by the 2013 Reading FCAT.	Various teachers provide after school reading tutorial: approximately 20 sessions.	Frenchman's Creek grant	$2,000.00
			Subtotal: $3,300.00
			Grand Total: $4,200.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	na
2012 Current Percent of Students Proficient in listening/speaking:	
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				

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:	NA
2012 Current Percent of Students Proficient in reading:	
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				

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	NA
2012 Current Percent of Students Proficient in writing:	
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				

CELLA Budget:

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

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 mathematics will increase 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (101)	37%

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	1. Determine core instructional needs by reviewing assessment data for all students. Plan intervention or enrichment accordingly. 2. Classroom math teachers will provide daily math activities using the Mountain Math program. 3. Teachers will use technology programs such as Think Central, GoMath centers,, Harcourt, Riverdeep, FCAT Explorer and COREk12 to identify strengths and weakneses for reteach or enhanced skills instruction. 4. VMath will be available in classrooms, labs and for home use.	Principal Classroom teachers Fine Arts teachers	Review of lesson plans	Data analysis of Diagnostics and EDW reports

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
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:	Students achieving above proficiency in mathematics will increase 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (122)	44%

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Complacency of higher level students.	1. Teachers will use GoMath and Marzano strategies. 2. Teachers of the gifted population will provide accelerated instruction. 3. Teachers will include cognitively complex tasks in their lessons weekly plans.	Administrators Teachers	Lesson plan reviews	Data analysis of EDW reports 2013 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

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Percentage of students making learning gains in mathematics will increase 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (129)	68%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Resources and time	1. Determine core instructional needs by reviewing assessment data for all students. Plan intervention or enrichment accordingly. 2. Classroom math teachers will provide daily math activities using the Mountain Math program. 3. Teachers will use technology programs such as Think Central, math centers, Harcourt, Riverdeep, VMath and FCAT Explorer to reteach or enhance skills instruction. 4. Grade 4 and 5 students will participate in the SECME club after school.	Principal Classroom Teachers Fine Arts teachers	1. Grade level teams and administrators will review assessment data regularly to ensure differentiated instruction will meet the needs of all learners. 2. Lesson plans are reviewed and classroom walkthroughs are planned on a regular basis. 3. Lesson plan review to ensure teachers are incorporating technology into the lessons. 4. Club rosters	EDW reports and Diagnostics three times per year

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				
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:	Percentage of students in lowest 25% making learning gains in mathematics will increase 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (28)	69%

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr>
<td></td>
<td align="center">Anticipated Barrier</td>
<td align="center">Strategy</td>
<td align="center">Person or Position Responsible for Monitoring</td>
<td align="center">Process Used to Determine Effectiveness of Strategy</td>
<td align="center">Evaluation Tool</td>
</tr>
<tr>
<td>1</td>
<td>Reduction of staff: math coach.

tutorial resources

time</td>
<td>1. Level 1 and 2 students will participate in afterschool Math Club.
2. Identify and closely monitor the progress of the lowest 25 percentile using Common Assessments consistently; revise instruction and intervention groups as indicated by student progress.
3. Plan interventions based on common assessment data.
4. Lowest 25% students in grades 3-5 will participate in the VMath intervention program.
5. A resource teacher will tutor the lowest 25% grade 3, 4 and 5 students twice weekly during the Fine Arts block.
6. The Fine Arts team mentors students in the lowest 25% throughout the year.</td>
<td>Resource Teacher

Principal</td>
<td>1. Teachers will provide pre and post tests along with student rosters and attendance sheets to be monitored by the Principal.
2. Teachers will maintain records of strategies and interventions used with fidelity.
3. Grade level teams meet regularly to review assessment data and determine progress.</td>
<td>Diagnostic data and formative assessments</td>
</tr>
<tr>
<td>2</td>
<td>Teachers need professional development in Marzano's strategies.</td>
<td>1. Teachers will establish and communicate learning goals and scales to track student progress and celebrate success.
2. Students will track progress on learning goals through math journals and data tracking forms.</td>
<td>Teachers

Students

Administrators</td>
<td>Classroom observations

Teachers will develop rubrics/ scales to help students track progress.

Data binders and portfolios</td>
<td>K-3 assessments, SRI, Diagnostics, FY 2013 FCAT</td>
</tr>
</table>

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

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

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

	76%	78%	81%	83%	85%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The black subgroup of students not achieving proficiency on the 2013 Math FCAT will decrease by 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (34)Students not making proficiency	36% Decrease 4% on FCAT 2013

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Lack of resources</td><td>1. A resource teacher will tutor, progress monitor and reteach the lowest 25% students during the Fine Arts wheel.
2. After school tutoring groups in grades 3-5, will be created based on FCAT and Diagnostic scores.</td><td>Resource teacher

Tutors

Administrators</td><td>Attendance logs

weekly formative assessment monitoring

SALP data board</td><td>Diagnostics 3 times per year

Weekly assessments

2013 FCAT</td></tr>
</table>

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	56% of our ELL students did not achieve proficiency on the 2013 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 FCAT, 44% of our students achieved proficiency.	The AMO target for our ELL students in 2013 is 58% proficiency.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Time

resources</td><td>1. ELL students will receive push-in math assistance from a CLF.
2. ELL students will be included in the afterschool tutorial.
3. Students will have access to VMath at home and school.
4. Hands on math materials will be used daily.</td><td>Teachers

Tutors

Administrators</td><td>CLF schedules

Tutoring rosters

lesson plan reviews</td><td>Diagnostics

Weekly Common assessments

Math FCAT 2013</td></tr>
</table>

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	In 2012, our SWD exceeded the AMO target of 48% proficiency on the math FCAT. (53%)
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 subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	By 2017 our Economically Disadvantaged students will achieve 81% proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, our Economically Disadvantaged students achieved 58% proficiency on the FCAT.	In 2013, our Economically Disadvantaged students will achieve 68% 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	Time	1. Determine core instructional needs by reviewing assessment data for all students. Plan intervention or enrichment accordingly. 2. Classroom math teachers will provide daily math activities using the Mountain Math program. 3. Teachers will use technology programs such as Think Central, GoMath centers,, Harcourt, Riverdeep, FCAT Explorer and COREk12 to identify strengths and weakneses for reteach or enhanced skills instruction. 4. VMath will be available in classrooms, labs and for home use.	Principal Classroom teachers Fine Arts teachers	Review of lesson plans	Data analysis of Diagnostics and EDW 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
Technology resources are utilized to enhance instruction: Think Central, Riverdeep, FCAT Explorer, VMath.	Grades k-5	Math contact: Kristen Rinaldi Assistant Principal: Tina Sparks ITSA: Judie Reed	All math teachers grade k-5	PDDs and LTMs beginning September 2012	Lesson plan reviews Subject and grade level Team Time planning Classroom Walkthroughs	Administration Math contact
VMath access for students and teachers assign lessons	Grade 1-5	ITSA Math contact	All math teachers	Begin September 2012 PDD	Computer lab assignments given to ITSA	Grade chairs ITSA

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students proficiency will increase by 4% on the 2013 Math FCAT.	Mountain Math kits	Administrative Courtesy or Rental Facilities	$200.00
		Subtotal: $200.00	
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Students scoring at or above proficiency will increase by 4% on the 2013 Math FCAT.	VMath license renewal	Rental Facilities and SACC	$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: $3,175.00	

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:	Students achieving proficiency in science will increase 5%.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	35% (35)	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	Implementing a comprehensive professional development program for Science teachers.	1. Utilize hands-on laboratory demonstrations/experiments at least once a week. 2. Data analysis in LTMs to determine reteach groups. 3. Use of technology to administer formative assessments. 4.Use Sciencesaurus books in grade 4 and 5 classrooms. 5. 95% participation in the Science Fair. 6. After school students will participate in STEM activities including robotics.	Administrators Teachers SECME sponsors SACC director	Lesson plan reviews Data analysis in science LTMs.	Diagnostic and EDW reports

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
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:	Students achieving above proficiency in science will increase 5%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (23)	38%

	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	Prioritizing instructional initiatives	1. Professional development for teachers to include: classroom clickers, and interwrite pads. 2. Use of Picture Perfect science to enrich the curriculum. 3.AIMS science grant provided for students in the SACC program. 4. Virtual labs activities. 5. Grade 4 and 5 students will participate in SECME club afterschool.	PDD team SECME sponsors	Data Analysis in monthly science Learning Teams SECME roster	Formative assessments and Diagnostics SECME attendance
2	Resources and staff development	1.Students will participate in community-based STEM activities. 2. Students and staff will participate in Green initiatives: recycling shoes, batteries, plastics and paper. 3. SACC students will participate in planting and harvesting a garden. 4. Art students will use recycled items to create art around the campus: rain barrel, benches, murals, etc. 5. Teachers and students will partake in Commit2B Fit activities: pedometer challenge, Walk to School events, Field Day, Boosterthon, recess activities, and healthy goal setting. 6. Teachers will choose a helper to monitor lights off, doc camera off,and recycle bins emptied.	Science contact:Robert Wenst Science team Green School contact: Linda Silberstein Wellness contact: Brennan McDonald	Participation logs Green School Application Monthly energy usage reports from the district Lesson plans and field trip packets	2013 Science FCAT Diagnostics Energy usage reports

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
Florida's Continuous Improvement Model Training: plan, teach, assess, reteach and re-assess.	Grade 5	Science Contact: Robert Wenst	Science Team	Science LTMs scheduled twice monthly	Team Time planning for Science teachers, lessons developed, assessment data reviewed and reteach provided.	Administrators Science Contact Grade 5 teachers
Teachers will participate in GIZMOS and science tools training.	All teachers of science	Science Contact and district personnel	Science teachers	Science LTMs and PDDs beginning in September 2012	PDD Agendas Lesson plan checks	Science Team Administrators Science Contact

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Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students will increase proficiency by 5% on 2013 Science FCAT.	Sciencesaurus books supplement the Science curriculum	Generalactivities funds	$400.00
			Subtotal: $400.00
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: $400.00

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:	Students achieving a 3.0 or above will increase 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
94% of students (101)	98%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
---	---	---	---	---	---
1	A comprehensive K-5 writing program	1. The Writing LTM will meet monthly to share strategies. 2. Students will use the writing process daily; all writing will be dated and kept in a portfolio for monitoring of growth across time. 3. Teachers in grades K-3 will use the Writers Workshop model. 4. The Writing Coach will perform classroom visits, labsites and support writing teachers grades k-3. 5. All grade 1-5 students have a 45 minute to 1 hour writing block.	Writing Team Writing Coach-Lisa Fitzpatrick Administrators	Writing scores will be shared across grades at LTM. Lesson plans reviewed	EDW reports Palm Beach Writes
2	National standards don't match the district Learning Village lessons	1.Share revised standards across grade levels. 2.Teachers will increase grammar and spelling instruction.	Writing Team Administration	Writing samples will be graded by team members and across grades	EDW reports and writing samples
3	Writing standards are increasing yearly	All grades 3-5 teachers will have students using journal entries and writing across the curriculum.(math, science, social studies)	Team leaders Administrators	Journal entries Lesson plans reviewed	EDW reports 2013 FCAT Writes

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	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
Teachers will receive Writing Workshop training and support through the Teachers College.	K-3	Writing Coach-Lisa Fitzpatrick Writing Team	All k-3 teachers	Pre-school (Aug. 8) PDD days and October 24, Nov. 5	Writing portfolio checks Writing coach calendar LTM agendas	Administrators Writing teachers Writing Coach

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students achieving proficiency will increase by 4% as measured by the 2013 FCAT Writes.(98%)	Writer's Workshop model warrants additional paper for K-2 teachers.	General activities	$100.00
			Subtotal: $100.00
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
Students achieving proficiency will increase by 4% as measured by the 2013 FCAT Writes.	Mentor texts	Book Fair and media center	$1,000.00
			Subtotal: $1,000.00
			Grand Total: $1,100.00

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 attendance rate at PBGES remained consistent for FY12. Teachers monitor for excessive absence and contact the parent, attendance clerk and administration.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
In 2012, the attendance rate at PBGES was 80%.	In FY13, at least 80% or more of our students will have less than 10 absences.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
In FY12, 154 students had excessive absences.	In FY13, the number of students with excessive absences will be reduced to less than 140 (10%).
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
In FY12, 88 students had excessive tardies.	In FY13, the number of students with excessive tardies will be reduced to 80 (10%).

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent cooperation	1.Continue to implement the attendance plan (teacher contacts parent, administration calls parent, referral to SBT) 2.School-based Team refferals will be initiated and strategies implemented with excessive absences and tardies.	Attendance clerk Assistant principal	Data collection from the attendance clerk	Attendance records
2		School-based Team refferals will be initiated and strategies implemented with excessive absences and			

| | | tardies. | | | |

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:	Due to an unavoidable student situation involving severe behavior, the out of school and in-school suspensions are inflated. Our overall OOS suspensions was 3 days involving 2 students and our ISS days equaled 5 involving 4 students.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions

In FY12, PBGES had five in-school(ISS) suspensions.	In FY13, we will reduce the number of in-school suspensions.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
There were four students suspended in-school during the FY12.	In FY13, we will reduce the number of students suspended in-school.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
In FY12, the number of out-of-school suspensions was two.	In FY13, we will reduce the number of out-of-school suspensions.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
In FY12, the number of students suspended out-of-school was two.	In FY13, we will reduce the number of students suspended out-of-school.

	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	Reducing a very small number of suspensions	Continue school Wide Positive Behavior support by reteaching universal guidelines in January and providing additional incentives for positive behavior.	SwPbs Team Assistant Principal	End of year data reports and feedback from staff	Data on referrals shared at Faculty meetings
2	Individual teacher style	Focus on reteaching school-wide rules	Teachers Guidance counselor SwPbs Team	End of year data analysis	Data on referrals
3	Teacher education	1. Continue to use the Classroom Management Tracking Forms, peer mediation and guidance mediation prior to the Palm Beach County Discipline Referral is needed. 2. Initiate use of the Corrective Behavior Intervention form. 3. Refer repetitive behavior concerns to SBTeam.	Assistant Principal SBTeam	Data analysis of suspension rates	EDW 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
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: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Parents will be invited to a Cat Chat breakfast to review current levels of performance and learning goals for FCAT. Students will progress monitor themselves in Reading and share their progress with parents. Family Literacy events will be planned to increase parent involvement of black and Hispanic families.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Based on data reports from EDW, 55% of our subgroup of black students scored proficient in reading and 53% of the Hispanic students achieved proficiency on the 2012 Reading FCAT test.	The AYP subgroup of black and Hispanic students will increase proficiency in reading on the 2013 FCAT.
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		Due to the poor economy, more parents are working full or part-time and volunteering less.	1.Minority parents will be recruited to join SAC and PTA. 2.Parents are invited to a Cat Chat breakfast to review learning goals and strategies to use at home. 3.Teachers will contact all parents of Level 1 and Level 2 students to review student achievement and learning strategies within the first trimester. 4. Weekly assignments and agendas are checked daily to ensure parent communication. 5. Provide a community parent education program using local agencies. 6. Create a "Media Mavens" club for parents to volunteer in the media center each day. 7. Encourage parents to eat with their child in the cafeteria. 8. Parent publishing center in the media center. 9. Provide various volunteer opportunities for parents. 10. Our PTA will sponsor monthly events such as book fair: Books, Brio and Beyond. Teachers and staff read aloud to students, dine together and shop the book fair.	Guidance counselor Teachers Team leaders Administrators SAI teacher	SAC and PTA Logs Parent survey Volunteer reports Attendance sign-in for various events	Parent conference logs submitted to administration. Check for increased minority membership for SAC and PTA. Sign in sheets
2		Time and resources	1. Students and parents will participate in the Go Green! school initiatives. (Walk-to-School Events, recycling, book donations, etc.) 2. Share various volunteer opportunities with parents through email. 3. Plan and coordinate family night events with PTA each month.	Green Team Volunteer coordinators Business liason	SAC and PTA logs Volunteer hours data	School climate survey for parents
		Time	1. All teachers will conference with parents in the first trimester to review levels of performance, grade level standards and strategies for improvement. 2.Teachers will communicate the Universal Expectations of behavior and procedures at the Annual Curriculum Night	Teachers Administrators	Conference notes Curriculum Night Agendas	School Effectiveness Surveys from parents and teachers

| 3 | | event in the fall.

3. The Universal Expectations will be shared at SAC meetings, PTA meetings and in the school newsletter.

4. The guidance counselor will share effective parenting tips and behavior expectations in the monthly news to parents. | | | | |

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
Cat Chats breakfast with parents	Grades 3-5	SAI teacher: Shannon Cooper	Grade 3-5 teachers and Fine Arts, ESE, SAI, ESOL teachers

Administrators | February 2013 | RSVPs for Cat Chats

SAL-P forms reviewed with students | Classroom teachers

Administration |
| Report card workshop for parents of k and 1st grades | Grade k and 1 team leaders

SAI teacher

ESOL team | SAGES contact: Laura Engel

Report card trainers: Laura Engel and Ashley McGuinness | All kindergarten and 1st grade teachers, ESE teachers, ESOL teacher

Administrators | LTM meetings and PDD in September | Open House-sign in (August 17)

Curriculum Night sign in sheets and agendas-September 4 | SAGES contact

Teachers

Administrators |

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Student subgroups of black and Hispanic students will increase reading proficiency by 4% as measured by the 2013 FCAT.	Cat Chat breakfast for parents and students grades 3-5.	Administrative courtesy and donations	$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 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	Students scoring at or above proficiency will increase by 4% on the 2013 Reading FCAT.	Students receive charms as they reach Reading Counts goals. At the end of 2013, high scoring students will be honored with certificates.	Reading Counts and Book Fair account	$500.00
Mathematics	Students proficiency will increase by 4% on the 2013 Math FCAT.	Mountain Math kits	Administrative Courtesy or Rental Facilities	$200.00
Science	Students will increase proficiency by 5% on 2013 Science FCAT.	Sciencesaurus books supplement the Science curriculum	Generalactivities funds	$400.00
Writing	Students achieving proficiency will increase by 4% as measured by the 2013 FCAT Writes. (98%)	Writer's Workshop model warrants additional paper for K-2 teachers.	General activities	$100.00
Parent Involvement	Student subgroups of black and Hispanic students will increase reading proficiency by 4% as measured by the 2013 FCAT.	Cat Chat breakfast for parents and students grades 3-5.	Administrative courtesy and donations	$300.00
				Subtotal: $1,500.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Students scoring at or above proficiency will increase by 4% on the 2013 Math FCAT.	VMath license renewal	Rental Facilities and SACC	$2,975.00
				Subtotal: $2,975.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Students scoring at or above proficiency will increase by 4% on the 2013 Reading FCAT.	The Daily 5 book study will occur within grade levels.	Administrative Courtesy	$200.00
Reading	Students scoring at or above proficiency will increase by 4% as measured by the 2013 Reading FCAT.	Each teacher is provided the Marzano book to study and apply the high yield strategies.	Administrative Courtesy	$200.00
				Subtotal: $400.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	ELL students achieving proficiency will increase by 5% on the 2013 Reading FCAT.	Each classroom will have a variety of leveled text for students to read during the Literacy block and beyond.	Book Fair and Book baskets account	$1,000.00
Reading	Students achieving proficiency will increase by 4% on the 2013 Reading FCAT. (69%)	K-2 students provide notes and morale-building incentives for the grade 3, 4 and 5 FCAT buddies. An FCAT Buddy event is sponsored by PTA in May.	PTA	$300.00
Reading	The percentage of students in the lowest 25% who make learning gains will increase to 70% as measured by the 2013 Reading FCAT.	Various teachers provide after school reading tutorial: approximately 20 sessions.	Frenchman's Creek grant	$2,000.00

Writing	Students achieving proficiency will increase by 4% as measured by the 2013 FCAT Writes.	Mentor texts	Book Fair and media center	$1,000.00
			Subtotal:	$4,300.00
			Grand Total:	$9,175.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

ꙮ Priority	ꙮ Focus	ꙮ Prevent	ꙮ NA

Are you a reward school: ꙮ Yes ꙮ No

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

No Attachment (Uploaded on 9/17/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Teachers who take gifted endorsement classes will be provided funds for one class per year. New teachers will be provided funds for up to 3 classes.	$1,000.00

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

> The School Advisory Council (SAC)has an important responsibility to support the success and growth for all students at Palm Beach Gardens Elementary School. Listed below are a few of the funtions of our SAC:
>
> * Community outreach to create partnerships with local organizations and businesses.
> * Assist the school to create a positive school climate and analyze school climate surveys for parents and students.
> * Create opportunities to increase parent involvement.
> * Monitor the implementation of the School Improvement Plan.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Palm Beach School District
PALM BEACH GARDENS ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	88%	88%	92%	80%	348	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	70%	63%			133	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?	57% (YES)	49% (NO)			106	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					587	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District
PALM BEACH GARDENS ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	87%	85%	95%	71%	338	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	74%	63%			137	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?	63% (YES)	64% (YES)			127	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					602	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested