

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: NORTH PALM BEACH ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Teresa Stoupas

SAC Chair: Annick Charlot

Superintendent: E. Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 9/21/2012

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

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

## 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)
					Principal of North Palm Beach Elementary 2011-2012 Grade A 565 pts. Areas of Need: All students: Reading Proficiency - White, Black, Hispanic Reading - ELL, SWD, ED All Stundets: Math (Small drecrease) - Black, Hispanic Math - ELL, SWD, ED Writing - Strength Science - No change 2010-2011 Grade A: AYP: 69% % meeting high standards in math: 66% Areas of need: Total/Math Black/ Math White/Math ED/Math ELL/Math SWD/Math % meeting high standrds in Reading

Principal	Teresa Stoupas	BA Elementary Education, MA Educational Media Certification: School Administration Middle School Science Elementary Education Media Specialist Gifted Endorsement ELL Endorsement	3	12	<p>Areas of need: Total students/Reading Black/Reading Hispanic/Reading Economically Disadvantaged//Reading ELL/Reading SWD/Reading Principal of Berkshire Elementary 2009-2010 Grade A: AYP 95% Areas of need: SWD in Reading and Math 2008-2009: Grade: A % meeting High Standards in Reading 73, % meeting High Standards in Math, 78, % meeting High Standards in Writing 97, % meeting High Standards in Science 55, 100 % AYP Met in all demographic areas. 2007-2008: Grade: A % meeting High Standards in Reading 69, % meeting High Standards in Math, 73, % meeting High Standards in Writing 92, % meeting High Standards in Science 46, 95 % AYP Met in all demographic areas except SWD in Reading and Math . 2006-2007: Grade: A % meeting High Standards in Reading 72, % meeting High Standards in Math, 73, % meeting High Standards in Writing 82, % meeting High Standards in Science 41, 92% AYP Met in all demographic areas except SWD Reading &amp; Math. 2005-2006: Grade: A % meeting High Standards in Reading 75, % meeting High Standards in Math, 67, % meeting High Standards in Writing 96, 92% AYP Met in all demographic areas except SWD Reading and Math and ELL in Math. 2004-2005: Grade: B % meeting High Standards in Reading 74, % meeting High Standards in Math, 69, % meeting High Standards in Writing 78, 90% AYP Met in all demographic areas except SWD Reading and Math.</p>
Assis Principal	Deborah Long	BA Arts in Education, MA Education, Educational Leadership (all levels), Exceptional Student Education K-12, Elementary Education K-6, ELL Endorsement, Reading Endorsement	4	2	<p>2011-2012 Grade A 565 pts. Areas of Need: All students: Reading Proficiency - White, Black, Hispanic Reading - ELL, SWD, ED All Stundets: Math (Small drecrease) - Black, Hispanic Math - ELL, SWD, ED Writing - Strength Science - No change 2010-2011 1st year in position</p>

## 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)
Math Resource	Brooke Brink	Elementary Education ESOL Endorsement	2	2	<p>2011-2012 Grade A 565 pts. Areas of Need: All students: Reading Proficiency - White, Black, Hispanic Reading - ELL, SWD, ED All Stundets: Math (Small drecrease) - Black, Hispanic Math - ELL, SWD, ED</p>

					Writing - Streight Science - No change
Read	Jessice Rimelis	Elementary Education ESOL Endorsement Reading Endorsement	2	1	1st year in position

## 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. Bi-monthly LTM meetings to facilitate sharing of best practices and research based resources for beginning teachers and/or teachers in need of support.	Assistant Principal LTF	Ongoing	
2	2. Provide support to beginning teachers and teachers new to NPBE through teacher mentoring program.	Assistant Principal Reading Coach Math Resouce	Spring 2013 Ongoing	
3	3. Monthly professional development offered during Learning Team Meetings and Professional Learning Communities	Principal PD Team	Ongoing	
4	4. Recruiting highly qualified teachers	Principal	May 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
N/A	

## 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
36	11.1%(4)	33.3%(12)	25.0%(9)	30.6%(11)	38.9%(14)	100.0%(36)	8.3%(3)	2.8%(1)	63.9%(23)

## 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
Andrea Flaherty Ashley Tripp	Michelle Vanore	Experienced teachers who will support beginning teacher in literacy instruction using the Readers and Writers Workshop	Weekly check-in with mentor/mentee, team planning weekly, bi-monthly check-in with Assistant Principal

Mary Emily Jacobs	Shameka Thomas	Experienced teachers who will support beginning teacher in literacy instruction using the Readers and Writers Workshop	Weekly check-in with mentor/mentee, team planning weekly, bi-monthly check-in with Assistant Principal
Brooke Brink	Kristen Koburger	Experienced teachers who will support beginning teacher in Numeracy Mathematics Workshop model	Weekly check-in with mentor/mentee, team planning weekly, bi-monthly check-in with Assistant Principal
Annick Charlot	Margaret Jahn	Experienced teachers who will support beginning teacher Visual Arts Integration	Weekly check-in with mentor/mentee, team planning weekly, bi-monthly check-in with Assistant Principal

## 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

Services are provided to ensure students requiring additional remediation are assisted through after-school and Saturday programs or summer school. Title I funds will provide a math resource/coach to assist with classroom instruction as well as professional development. A reading resource teacher will also be funded.

#### Title I, Part C- Migrant

Support Services are provide by District Personnel.

#### Title I, Part D

N/A

#### Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

#### Title III

Services are provided through the district for education materials and ESOL district support services to improve the education of immigrant and English Language Learners.

#### Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

#### Supplemental Academic Instruction (SAI)

SAI funds provide a teacher to work with the lowest 25% of students to improve reading in 3rd and 4th grade.

#### Violence Prevention Programs

Through Safe Schools, the CHAMPS program and school counselor, the school implements a non-violence approach to conflict resolution and an anti-drug message. The school has a school-wide anti-bullying program with specific interventions and an anonymous telephone contact number.

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

#### Nutrition Programs

100% Accessible Breakfast Program (All students are provided with free breakfast through this program.)

#### Housing Programs

N/A

#### Head Start

N/A

#### Adult Education

N/A

#### Career and Technical Education

A school wide career day is organized to give students an idea of the possible career choices and education needed.

#### Job Training

N/A

#### Other

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

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

#### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The members of the school based-RTI Leadership Team include the Principal and/or Assistant Principal, RTI Contact, psychologist, guidance counselor, ESE contact, ESOL contact, Speech Language Pathologist, Reading Resource Teacher, and nurse. General education or ESE teachers will be included in the meeting when it pertains to one of their students. The roles of these individuals as follows:

**Principal:** The principal spear heads the entire RTI process, ensuring that the needs of all students are being met through the use of data-based decision making. The principal will make sure that RTI is being implemented with fidelity by attending all RTI/school based team meetings, ensuring that the students are being serviced in the appropriate tiers, monitoring the implementation of all interventions and the documentation that is required to effectively track student progress. The principal will also ensure that all staff members are given the appropriate professional development such that all teachers have the skills necessary to implement effective interventions for students.

**RTI Contact:** The RTI Contact 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.

**The ESE Contact:** The ESE contact will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. The ESE contact will also collaborate with general education and Special education teachers to create goals and interventions for individual students. The ESE contact will also work collaboratively with the general education teachers to implement effective interventions for Tier II and Tier III students. Student data will be collected and analyzed to determine if students are responding to the intervention.

**The ESOL Contact:** The ESOL contact will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. The ESOL contact will also collaborate with general education and ESOL teachers to create goals and interventions for individual students. The ESOL contact will also work collaboratively with the general education teachers to implement effective interventions for Tier II and Tier III students. Student data will be collected and analyzed to determine if students are responding to the intervention.

**The Reading Resource Teacher:** The reading resource teacher will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. The RRT will provide professional development in the area of effective interventions as well as effective implementation of the core instructional program. The RRT will also research best practice scientifically based curriculum/behavioral assessment approaches and share these with staff. The RRT will also work with individual teachers to ensure that interventions as well as core instructional practices are being implemented with fidelity. The RRT will model implementation of intervention when needed. RRT will also serve as case

manager for students in Tier II which would include meeting with teachers to create interventions, reviewing student data, follow up with teachers to ensure that student data is being collected, tracked and graphed.

The Psychologist: will actively participate in all SBT/RTI meetings. This will include collection, interpretation, and analysis of data, facilitating development of intervention plans, providing support for intervention fidelity and documentation, providing professional development and technical assistance for problem solving activities including data collection, data analysis, intervention planning, and program evaluation, and facilitating data based decision making activities.

The Guidance Counselor: The guidance counselor will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. He will serve as the SBT Facilitator and will be responsible for tracking school based team referrals. The guidance counselor will also provide social and behavioral interventions and track and monitor their progress. The guidance counselor will also provide ongoing professional development in PBIS and meet with individual teachers to help create appropriate interventions for individual students.

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

The school-based RtI Leadership Team will meet weekly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team.

The SBT will use the Problem Solving Model\* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (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 problem and the desired outcome for the student.

Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.

Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.

Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

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

\*Problem Solving & Response to Intervention Project 2008

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

Members of the school-based RtI Leadership Team will meet with the School Advisory Council (SAC) and will help develop the SY12 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.

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

FCAT scores and the lowest 25%

AYP and subgroups

strengthens and weaknesses of intensive programs

mentoring, tutoring, and other services.

MTSS Implementation

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

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  
Progress monitoring data will be collected weekly for students in Tier II and III.

Describe the plan to train staff on MTSS.

Professional development will be offered to Inclusion Facilitator by district staff every Monday during SY12. The school-based Inclusion Facilitator 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  
Positive Behavioral Intervention and Support (PBIS)  
data-based decision-making to drive instruction  
progress monitoring  
selection and availability of research-based interventions  
tools utilized to identify specific discrepancies in reading.  
Individual professional development will be provided to classroom teachers, as needed.

Describe the plan to support MTSS.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Principal, Assistant Principal, SAI Teacher, Reading Coach/LTF, Math Resource, ELL contact.

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

LLT will meet weekly to discuss the implementation of SIP strategies, will identify needs following school wide, grade-wide assessments (diagnostics and K-4 assessments and Palm Beach Writes) and strategize to meet the needs of sub groups not meeting academic standards.

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

Reader's & Writer's Workshop implementation in K-5,3-5 using Test Specs, supporting Common Core implementation in K-1 and Common core awareness in 2-5.

## Public School Choice

Supplemental Educational Services (SES) Notification  
[View uploaded file](#) (Uploaded on 9/6/2012)

### \*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.

North Palm Beach Elementary conducts a Kindergarten Round-Up each spring to inform parents of how to prepare their child for kindergarten. This Round -Up workshop for parents provides hands-on assistance with this transition. The program includes staff available to assist with registration, physicals, and vaccination information. Parents are informed of readiness and the various assessments at the kindergarten round-up.

North Palm Beach Elementary will collaborate with local preschools to communicate expectations and services to preschool staff and families.

All entering Kindergarten students are assessed within the first two weeks of school to determine individual student needs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Once the students are screened, the data will be collected, disaggregated, and analyzed within the first three weeks of school to differentiate instruction based on the needs of the students. The data will also be used to plan daily the academic instruction for all students and for individual students who may need intervention beyond the core instructional curriculum. The kindergarten academic instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic skills identified by the screening data.

We partner with Boys Town to provide play therapy and family outreach for those student who are at-risk, withdrawn, or demonstrate concerns with their transition to school. These programs target students in kindergarten and first grade.

### \*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:	As measured by the 2013 FCAT Reading Assessment, 65% of all students in grades 3-5 will score a 3 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51%	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	Addressing each students specific reading needs as demonstrated on Reading Running Record.	Utilizing the support of a Reading Coach and Response to Intervention Teacher. RRR training for all reading teachers including classroom, ESE, ELL and SAI teachers K-5. Tracking progress for each student K-5.	Reading Coach AP Principal Grade Chairs	Student progress on RRR's. Student progress on Reading Diagnostic Assessments iObservation Tool	Reading Running Records. Tracking boards K-2 Target student tracking board 3-5
2	Level of vocabulary attainment and decoding skill. Level of Comprehension Skills.	Fountas & Pinell phonics and Word Work training and implementation K-5. Leveled Literacy Intervention implementation.	Reading Coach AP Principal Grade Chairs	Student progress on RRR's. Student progress on Reading Diagnostic Assessments iObservation Tool	Reading Running Records. Tracking boards K-2 Target student tracking board 3-5
3	Opportunity to read	Schedule daily independent reading K-5	Reading Coach AP Principal Grade Chairs	Student progress on RRR's. Student progress on Reading Diagnostic Assessments iObservation Tool	Reading Running Records. Tracking boards K-2 Target student tracking board 3-5
4					
5	Increasing teacher capacity to teach reading	District Professional Developer & Teacher's College Professional Developer.	Reading Coach AP Principal Grade Chairs	Student progress on RRR's. Student progress on Reading Diagnostic Assessments iObservation Tool	Reading Running Records. Tracking boards K-2 Target student tracking board 3-5

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.	N/A
---	-----

Reading Goal #1b:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
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	N/A				

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:	As measured by the 2013 FCAT Reading Assessment, there will be a 3% increase in students scoring level 4 in grades 3-5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% Levels 4 & 5	23% Levels 4 & 5

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Addressing each students specific reading needs as demonstrated on Reading Running Record.	Utilizing the support of trained Reading Coach. RRR training for all reading teachers. Tracking progress for each student K-5.	Reading Coach AP Principal Grade Chairs	Student progress on RRR's. Student progress on Reading Diagnostic Assessments iObservation Tool	Reading Running Records. Tracking boards K-2. Target student tracking board 3-5.
2	Level of vocabulary attainment	Implementation of 'Words Their Way'	Reading Coach AP Principal Grade Chairs	Student progress on RRR's. Student progress on Reading Diagnostic Assessments iObservation Tool	Reading Running Records. Tracking boards K-2. Target student tracking board 3-5.
3	Opportunity to read.	Schedule daily independent reading K-5.  Accelerated classes 1st - 5th grade.	Reading Coach AP Principal Grade Chairs	Student progress on RRR'S. Student progress on Reading Diagnostic Assessments iObservation Tool	Reading Running Records. Tracking boards K-2. Target student tracking board 3-5.
4					

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.	N/A
---	-----

Reading Goal #2b:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
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	N/A				

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:	As measured by the 2013 FCAT Reading Assessment 75% of all students will demonstrate learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72%	75%

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	Knowing each child's individual reading needs as demonstrated by their Reading Running Records.  Using the 'Continuum of Literacy Learning' to drive instruction.	Utilizing the support of a Reading Recovery trained reading resource teacher.  RRR training for all reading teachers including classroom, ESE, ELL and SAI teachers K-5. Tracking progress for each student K-5.	Reading Coach AP Principal Grade Chairs	Student progress on RRR'S. Student progress on Reading Diagnostic Assessments iObservation Tool	Reading Running Records. Tracking boards K-2. Target student tracking board 3-5.
2	Weak Comprehension strategies	Leveled Literacy Intervention. Small groups.	Reading Coach AP Principal Grade Chairs	Student progress on RRR'S. Student progress on Reading Diagnostic Assessments iObservation Tool	Reading Running Records. Tracking boards K-2. Target student tracking board 3-5.
3	Opportunity to read	Use and monitor reading logs	Reading Coach AP Principal Grade Chairs	Student progress on RRR'S. Student progress on Reading Diagnostic Assessments iObservation Tool	Reading Running Records. Tracking boards K-2. Target student tracking board 3-5.

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.	N/A
---	-----

Reading Goal #3b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
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:	As measured by the 2013 FCAT Reading Assessment 77% of all students will demonstrate learning gains in reading.				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
78%	80%				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Knowing each child's individual reading needs as demonstrated by their Reading Running Records.  Using the 'Continuum of Literacy Learning' to drive instruction.	Utilizing the support of a Reading Coach. RRR training for all reading teachers including classroom, ESE, ELL and SAI teachers K-5. Tracking progress for each student K-5.	Reading Coach AP Principal Grade Chairs	Student progress on RRR's. Student progress on Reading Diagnostic Assessments iObservation Tool	Reading Running Records. Tracking boards K-2. Target student tracking board 3-5.
2	Weak Comprehension Strategies	Leveled Literacy Intervention (Fountas & Pinell). Extended Day and Saturday Tutorial.	Reading Coach AP Principal Grade Chairs	Student progress on RRR's. Student progress on Reading Diagnostic Assessments iObservation Tool	Reading Running Records. Tracking boards K-2. Target student tracking board 3-5.

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

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

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	Demographic ethnicities of White, Black & Hispanic will increase reading achievement as demonstrated on the FY13 FCAT Reading test: White: 70%, Black: 60%, Hispanic: 60%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 67% Black: 44% Hispanic: 42%	White: 70% Black: 60% Hispanic: 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	Knowing each child's individual reading needs as demonstrated by their Reading Running Records.  Using the 'Continuum of Literacy Learning' to drive instruction.	Utilizing the support of a Reading Coach. RRR training for all reading teachers including classroom, ESE, ELL and SAI teachers K-5. Tracking progress for each student K-5.	Reading Coach AP Principal Grade Chairs	Student progress on RRR's. Student progress on Reading Diagnostic Assessments iObservation Tool	Reading Running Records. Tracking boards K-2. Target student tracking board 3-5.
2	Weak Vocabulary	Leveled Literacy Intervention (Fountas & Pinell). Extended Day and Saturday Tutorial	Reading Coach AP Principal Grade Chairs	Student progress on RRR's. Student progress on Reading Diagnostic Assessments iObservation Tool	Reading Running Records. Tracking boards K-2. Target student tracking board 3-5.

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	By Spring 2013 50% of all ELL students will demonstrate mastery, 3+ on reading FCAT Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% - 3+	50% - 3+

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Knowing each child's individual reading need as demonstrated by their Reading Running Records.  Using the 'Continuum of Literacy Learning' to	Utilizing the support of a Reading Coach. RRR training for all reading teachers including classroom, ESE, ELL and SAI teachers K-5.	Reading Coach AP Principal Grade Chairs	Student progress on RRR's. Student progress on Reading Diagnostic Assessments iObservation Tool	Reading Running Records. Tracking boards K-2. Target student tracking board 3-5.

	drive instruction.	Tracking progress for each student K-5.			
2	Weak Vocabulary	Leveled Literacy Intervents (Fontas & Pinell)	Reading Coach AP Principal Grade Chairs	Student progress on RRR's. Student progress on Reading Diagnostic Assessments iObservation Tool	Reading Running Records. Tracking boards K-2. Target student tracking board 3-5.
3	Specific Strategies for reading are weak.	Extended Day and Saturday Tutorial	Reading Coach AP Principal Grade Chairs	Student progress on RRR's. Student progress on Reading Diagnostic Assessments iObservation Tool	Reading Running Records. Tracking boards K-2 Individual goal folders 3-5 Target student tracking board 3-5

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	By Spring 2013 30% of all SWD students will demonstrate mastery, 3+ on reading FCART Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21%	30% 3+

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need targeted instruction based on a knowledge of independent Reading Running Records and what specific elements of the Literacy Continuum is needed for each student.	Utilizing the support of a Reading Coach. RRR training for all reading teachers including classroom, ESE, ELL and SAI teachers K-5. Tracking progress for each student K-5.	Reading Coach AP Principal Grade Chairs	Student progress on RRR'S. Student progress on Reading Diagnostic Assessments iObservation Tool	Reading Running Records. Tracking boards K-2 Individual goal folders 3-5 Target student tracking board 3-5
2	Specific strategies are weak	Extended Day & Saturday Tutorial Instruction. Leveled Literacy Intervention.	Reading Coach AP Principal Grade Chairs	Student progress on RRR'S. Student progress on Reading Diagnostic Assessments iObservation Tool	Reading Running Records. Tracking boards K-2 Individual goal folders 3-5 Target student tracking board 3-5
3	Targeted iii Instruction needed	Reading Coach support	Reading Coach AP Principal Grade Chairs	Student progress on RRR'S. Student progress on Reading Diagnostic Assessments iObservation Tool	Reading Running Records. Tracking boards K-2 Individual goal folders 3-5 Target student tracking board 3-5

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.	By Spring 2013 65% of all Economically Disadvantaged students will demonstrate mastery, 3+ on reading FCAT
--	--

Reading Goal #5E:		Assessment.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
48%		65% - 3+			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Addressing each students specific reading needs as demonstrated on Reading Running Record.	Utilizing the support of a Reading Coach. RRR training for all reading teachers including classroom, ESE, ELL and SAI teachers K-5. Tracking progree for each student K-5.	Reading Coach AP Principal Grade Chairs	Student progress on RRR's. Student progress on Reading Diagnostic Assessments iObservation Tool	Reading Running Records. Tracking boards K-2  Target student tracking board 3-5
2	Level of vocabulary attainment and decoding skills. Leve of Comprehension skills	Fountas & Pinell Phonics and Word Work training. Implementation k-3. Leveled Litaeracy Intevention implementation.	Reading Coach AP Principal Grade Chairs	Student progress on RRR's. Student progress on Reading Diagnostic Assessments iObservation Tool	Reading Running Records. Tracking boards K-2 Target student tracking board 3-5
3	Increased teacher capacity to teach reading	District Professional Development and Teachers College Professional Development.	Reading Coach AP Principal Grade Chairs	Student progress on RRR's. Student progress on Reading Diagnostic Assessments iObservation Tool	Reading Running Records. Tracking boards K-2 Target student tracking board 3-5

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
RRR Level 1 & 2	K-5	District	All Reading Teachers	August - January	Review of student RRR's	Reading Coach, Principal
Reader's & Writer's Workshop PD	K-5	District, Teachers College	All Reading Teachers	August - May	RRR Growth	Reading Coach, Principal
Reader's & writer's Workshop PD	K-5	Reading Literacy Team	All Reading Teachers	On Going	RRR Growth	Reading Coach, Principal
Fountas & Pinell, Phonics, PD	K-5	District, Reading Coach	All Reading Teachers	August - January	RRR Growth	Reading Coach, Principal
Leveled Literacy Intervention PD	K-5	District	All Reading Teachers	August - June	RRR Growth	Reading Coach, Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide extended day and Saturday Tutorial	Teachers to Tutor	Title I	\$454.16
Response to Intervention Teacher	Instructional Support for Reading	Title I	\$31,822.00
			Subtotal: \$32,276.16
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: \$32,276.16

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:		By Spring of 2013 50% of new ELL will be proficient on CELLA Listening and speaking test.			
2012 Current Percent of Students Proficient in listening/speaking:					
35% (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	Addressing each students specific reading needs as demonstrated on Reading Running Record	Utilizing the support of a Reading Coach and Response to Intervention Teacher. RRR training for all reading teachers including classroom, ESE, ELL and SAI teachers K-5. Tracking progress for each student K-5.	Reading Coach Ap Principal Grade Chairs	Student progress on RRR's. Student progress on Reading Diagnostic Assessments iObservation Tool	Reading Running Records. Tracking boards K-2 Target student tracking board 3-5.
	Level of vocabulary attainment and	Fountas & Pinell Phonics and Word Work training	Reading Coach Ap	Student progress on RRR's.	Reading Running Records.



2	decodings skills. Level of Comprehension skills.	and implementation K-3	Principal Grade Chairs	Student progress on Reading Diagnostic Assessments iObservation Tool	Tracking boards K-2 Target student tracking board 3-5.
3	Opportunity to read	Schedule daily independent reading K-5	Reading Coach Ap Principal Grade Chairs	Student progress on RRR's. Student progress on Reading Diagnostic Assessments iObservation Tool	Reading Running Records. Tracking boards K-2 Target student tracking board 3-5.
4	Increasing teacher capacity to teach reading	District Professional Development and Teachers College Professional Development.	Reading Coach Ap Principal Grade Chairs	Student progress on RRR's. Student progress on Reading Diagnostic Assessments iObservation Tool	Reading Running Records. Tracking boards K-2 Target student tracking board 3-5.

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:

By Spring of 2013 50% of new ELL students will be proficient on CELLA Reading Assessment.

2012 Current Percent of Students Proficient in reading:

23% (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	Addressing each students specific reading needs as demonstrated on Reading Running Record.	Utilizing the support of a trained Reading Coach. RRR training for all reading teachers including classroom, ESE, ELL and SAI teaches K-5. Tracking progress for each student K-5.	Reading Coach AP Principal Grade Chairs	Student progress on RRR's. Student progress on Reading Diagnostic Assessments iObservation Tool	Reading Running Records. Tracking boards K-2 Target student tracking board 3-5.
2	Level of vocabulary attainment	Implementation of 'Words Their Way'	Reading Coach AP Principal Grade Chairs	Student progress on RRR's. Student progress on Reading Diagnostic Assessments iObservation Tool	Reading Running Records. Tracking boards K-2 Target student tracking board 3-5.
3	Opportunity to read	Schedule daily independent reading K-5. Accelerated classes 1st-5th grade.	Reading Coach AP Principal Grade Chairs	Student progress on RRR's. Student progress on Reading Diagnostic Assessments iObservation Tool	Reading Running Records. Tracking boards K-2 Target student tracking board 3-5.

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

3. Students scoring proficient in writing.

CELLA Goal #3:

By Spring of 2013 50% of new ELL Students will show proficiency on the CELLA Writing Assessment.

2012 Current Percent of Students Proficient in writing:

18% (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	Knowing each child's individual reading needs as demonstrated by their Reading Running Records. Using the 'Continuum of Literacy Learning' to drive instruction.	Utilizing the support of a Reading Coach. RRR training for all reading teachers including classroom, ESE < ELL and SAI teachers K-5. Tracking progress for each student K-5.	Reading Coach AP Principal Grade Chairs	Student progress on RRR's. Student progress on Reading Diagnostic Assessments. iObservation Tool.	Reading Running Records. Tracking boards K-2 Target student tracking board 3-5.
2	Weak Comprehension strategies	Leveled Literary Intervention. Small groups	Reading Coach AP Principal Grade Chairs	Student progress on RRR's. Student progress on Reading Diagnostic Assessments. iObservation Tool.	Reading Running Records. Tracking boards K-2 Target student tracking board 3-5.
3	Opportunity to read	Use and monitor reading logs.	Reading Coach AP Principal Grade Chairs	Student progress on RRR's. Student progress on Reading Diagnostic Assessments. iObservation Tool.	Reading Running Records. Tracking boards K-2 Target student tracking board 3-5.

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:	As measured by the 2013 FCAT mathematics Test, 65% of all students will score a Level 3 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52%	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	Fluency with math facts. Number sense is weak. Extended practice time needed to address specific weaknesses.	Fast Math Computer Time weekly for 3-5 Instrumental Music instruction that supports measurement and patterning.	Math Resource Teacher Assistant Principal Principal	Student progress on: Fast Math Diagnostic Assessment Common Assessmanets Teacher progress: Lesson planning and implementation iObservation Tool	Various Assessments Lesson plans iObservation Walk-throughs Target Boards
2	Test taking strategies are weak	School-wide Test taking strategy instruction	Math Resource Teacher Assistant Principal Principal	Student progress on: Fast Math Diagnostic Assessment Common Assessmanets Teacher progress: Lesson planning and implementation.	Various Assessments Lesson plans iObservation Walk-throughs Target Boards
3	Teacher face new standards to teach.	Professional Development in the Next Generation Sunshine State Standards 2-5 and Common Core Standards in K & 1. Math Resource Teacher	Math Resource Teacher Assistant Principal Principal	Student progress on: Fast Math Diagnostic Assessment Common Assessmanets Teacher progress: Lesson planning and implementation.	Various Assessments Lesson plans iObservation Walk-throughs Target Boards
4	Students have difficulty with the level of abstraction in our Math texts	Context in Mathematic 2-5. Math Resource Teacher.	Math Resource Teacher Assistant Principal Principal	Student progress on: Fast Math Diagnostic Assessment Common Assessmanets Teacher progress: Lesson planning and implementation.	Various Assessments Lesson plans iObservation Walk-throughs Target Boards

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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:	As measured by the 2013 FCAT Mathematics Test, 22% of all students will score at levels 4 and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20%	22%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with advanced abilities in math benefit from higher level instruction with like peers.  Math fluency is weak, students need experiences with hands-on, higher level thinking activities.	Accelerated Classes 1-5 Instrumental music instruction to provide practice with patterning	Principal Assistant Principal Math Resource Teacher	Classroom walkthrough Lesson plans Interim assessments, chapter tests, diagnostic tests iObservation Tool	Chapter Tests EDW Reports FCAT Mathematics Test
2	Students need explicit test taking strategy instruction for mathematics	Explicit test taking strategy instruction for mathematics	Principal Assistant Principal Math Resource Teacher	Classroom walkthrough Lesson plans Interim assessments, chapter tests, diagnostic tests iObservation Tool	Chapter Tests EDW Reports FCAT Mathematics Test
3	Students need to see math embedded into contexts and to discover through manipulation of numbers and problem solving.	Contexts in Mathematics Lab instruction, model classroom setting by Math Resource teacher, co-taught with classroom teacher	Principal Assistant Principal Math Resource Teacher	Classroom walkthrough Lesson plans Interim assessments, chapter tests, diagnostic tests iObservation Tool	Chapter Tests EDW Reports FCAT Mathematics Test

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.  Mathematics Goal #2b:	N/A
--	-----

2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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 mathematics.  Mathematics Goal #3a:	As measured by the 2013 FCAT Mathematics Test, 80% of all students will make learning gains.
---	--

2012 Current Level of Performance:	2013 Expected Level of Performance:
79%	80%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Fluency with math facts. Number sense is weak. Extended practice time needed to address specific weaknesses.	Instrumental music instruction to provide practice with patterning  Target students scoring level 2 using FCIM to identify weak areas and address those areas with targeted instructional strategies.  Provide extended learning opportunities during extended day math instruction and Saturday math instruction.	Principal Assistant Principal Math Resource Teacher	Classroom walkthrough Lesson plans Interim assessments, chapter tests, diagnostic tests iObservation Tool	Chapter Tests EDW Reports FCAT Mathematics Test
2	Students need explicit test taking strategy instruction for mathematics	Explicit test taking strategy instruction for mathematics	Principal Assistant Principal Math Resource Teacher	Classroom walkthrough Lesson plans Interim assessments, chapter tests, diagnostic tests iObservation Tool	Chapter Tests EDW Reports FCAT Mathematics Test
3	Students need to see math embedded into contexts and to discover through manipulation of numbers and problem solving.	Math Resource Teacher Math Journals	Principal Assistant Principal Math Resource Teacher	Classroom walkthrough Lesson plans Interim assessments, chapter tests, diagnostic tests iObservation Tool	Chapter Tests EDW Reports FCAT Mathematics Test

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

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

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:	As measured by the 2013 FCAT Mathematics Test, 85% of our lowest 25% will demonstrate learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
84%	85%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Math fluency is weak, students need experiences with hands-on, higher level thinking activities.  Number sense and patterning are weak.  Students need specific academic weaknesses addressed through different modalities  Students need extended learning opportunities	Instrumental music instruction to provide practice with patterning  Target students scoring level 2 using FCIM to identify weak areas and address those areas with targeted instructional strategies.  Provide extended learning opportunities during extended day math instruction and Saturday math instruction.	Principal Assistant Principal Math Resource Teacher	Classroom walkthrough Lesson plans Interim assessments, chapter tests, diagnostic tests iObservation Tool	Chapter Tests EDW Reports FCAT Mathematics Test
2	Students need explicit test taking strategy instruction for mathematics	Explicit test taking strategy instruction for mathematics	Principal Assistant Principal Math Resource Teacher	Classroom walkthrough Lesson plans Interim assessments, chapter tests, diagnostic tests iObservation Tool	Chapter Tests EDW Reports FCAT Mathematics Test

3	Professional Development in the Next Generation Sunshine State Standards 2-5 and Common Core Standards in K & 1	Math Resource Teacher	Principal Assistant Principal Math Resource Teacher	Classroom walkthrough Lesson plans Interim assessments, chapter tests, diagnostic tests iObservation Tool	Chapter Tests EDW Reports FCAT Mathematics Test
---	--	-----------------------	---	--	---

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

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	As measured by the 2013 FCAT Mathematics Test 86% - White, 60% - Black and 70% - Hispanic, will score at level 3 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 73%; Black: 41%; Hispanic: 63%	White: 80%; Black: 60%; Hispanic: 70%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Math fluency is weak, students need experiences with hands-on, higher level thinking activities.  Number sense and patterning are weak.  Students need specific academic weaknesses addressed through different modalities  Students need extended learning opportunities	Instrumental music instruction to provide practice with patterning  Target students scoring level 2 using FCIM to identify weak areas and address those areas with targeted instructional strategies.  Provide extended learning opportunities during extended day math instruction and Saturday math instruction.	Principal Assistant Principal Math Resource Teacher	Classroom walkthrough Lesson plans Interim assessments, chapter tests, diagnostic tests iObsevation Tool	Chapter Tests EDW Reports FCAT Mathematics Test
2	Students need explicit test taking strategy instruction for mathematics	Explicit test taking strategy instruction for mathematics	Principal Assistant Principal Math Resource Teacher	Classroom walkthrough Lesson plans Interim assessments, chapter tests, diagnostic tests iObservation Tool	Chapter Tests EDW Reports FCAT Mathematics Test
	Professional Development in the Next Generation	Math Resource Teacher	Principal Assistant Principal	Classroom walkthrough Lesson plans	Chapter Tests EDW Reports



3	Sunshine State Standards 1-5 and Common Core Standards in K	Math Resource Teacher	Interim assessments, chapter tests, diagnostic test iObservation Tool	FCAT Mathematics Test
---	---	-----------------------	--	-----------------------

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	As measured by the 2013 FCAT Mathematics Test, 50% of all ELL students will score at level 3 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32%	50%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need explicit test taking strategy instruction for mathematics	Explicit test taking strategy instruction for mathematics	Principal Assistant Principal Math Resource Teacher	Classroom walkthrough Lesson plans Interim assessments, chapter tests, diagnostic tests iObservation Tool	Chapter Tests EDW Reports FCAT Mathematics Test
2	Math fluency is weak, students need experiences with hands-on, higher level thinking activities.  Number sense and patterning are weak.  Students need specific academic weaknesses addressed through different modalities  Students need extended learning opportunities	Instrumental music instruction to provide practice with patterning  Target students scoring level 2 using FCIM to identify weak areas and address those areas with targeted instructional strategies.  Provide extended learning opportunities during extended day math instruction and Saturday math instruction.	Principal Assistant Principal Math Resource Teacher	Classroom walkthrough Lesson plans Interim assessments, chapter tests, diagnostic tests iObservation Tool	Chapter Tests EDW Reports FCAT Mathematics Test
3	Professional Development in the Next Generation Sunshine State Standards 1-5 and Common Core Standards in K	Math Resource Teacher	Principal Assistant Principal Math Resource Teacher	Classroom walkthrough Lesson plans Interim assessments, chapter tests, diagnostic tests iObservation Tool	Chapter Tests EDW Reports FCAT Mathematics Test

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	By Spring of 2012, 40% of SWD will score at grade level as measured by the FCAT Mathematics Test. Areas of Need: Number sense, accountable talk in math, higher level problem solving, patterning, comparing and ordering numbers, comparing geometric shapes, facility in measurement, recall of basic facts.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26%	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	<p>Math fluency is weak, students need experiences with hands-on, higher level thinking activities.</p> <p>Number sense and patterning are weak.</p> <p>Students need specific academic weaknesses addressed through different modalities</p> <p>Students need extended learning opportunities</p>	<p>Instrumental music instruction to provide practice with patterning</p> <p>Target students scoring level 2 using FCIM to identify weak areas and address those areas with targeted instructional strategies.</p> <p>Provide extended learning opportunities during extended day math instruction and Saturday math instruction.</p>	Principal Assistant Principal Math Resource Teacher	Classroom walkthrough Lesson plans Interim assessments, chapter tests, diagnostic tests iObservation Tool	Chapter Tests EDW Reports FCAT Mathematics Test
2	Students need explicit test taking strategy instruction for mathematics	Explicit test taking strategy instruction for mathematics	Principal Assistant Principal Math Resource Teacher	Classroom walkthrough Lesson plans Interim assessments, chapter tests, diagnostic tests iObservation Tool	Chapter Tests EDW Reports FCAT Mathematics Test
3	Professional Development in the Next Generation Sunshine State Standards 1-5 and Common Core Standards in K	Math Resource Teacher	Principal Assistant Principal Math Resource Teacher	Classroom walkthrough Lesson plans Interim assessments, chapter tests, diagnostic tests iObservation	Chapter Tests EDW Reports FCAT Mathematics Test

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal #5E:	By Spring of 2013, 60% of ED students will score at grade level as measured by the FCAT Mathematics Test. Areas of Need: Number sense, accountable talk in math, higher level problem solving, patterning, comparing and ordering numbers, comparing geometric shapes, facility in measurement, recall of basic facts.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50%	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	<p>Math fluency is weak, students need experiences with hands-on, higher level thinking activities.</p> <p>Number sense and patterning are weak.</p> <p>Students need specific academic weaknesses addressed through</p>	<p>Instrumental music instruction to provide practice with patterning</p> <p>Target students scoring level 2 using FCIM to identify weak areas and address those areas with targeted instructional strategies.</p> <p>Provide extended learning</p>	Principal Assistant Principal Math Resource Teacher	Classroom walkthrough Lesson plans Interim assessments, chapter tests, diagnostic tests iObservation Tool	Chapter Tests EDW Reports FCAT Mathematics Test

	different modalities Students need extended learning opportunities	opportunities during extended day math instruction and Saturday math instruction.			
2	Students need explicit test taking strategy instruction for mathematics	Explicit test taking strategy instruction for mathematics	Principal Assistant Principal Math Resource Teacher	Classroom walkthrough Lesson plans Interim assessments, chapter tests, diagnostic tests iObservation Tool	Chapter Tests EDW Reports FCAT Mathematics Test
3	Professional Development in the Next Generation Sunshine State Standards 1-5 and Common Core Standards in K	Math Resource Teacher	Principal Assistant Principal Math Resource Teacher	Classroom walkthrough Lesson plans Interim assessments, chapter tests, diagnostic tests iObservation	Chapter Tests EDW Reports FCAT Mathematics Test

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
Contexts in Mathematics	2-5	Math Resource Teacher ELL Teacher	Math Teachers 2-5	August 2012	Math interim assessments, FCAT Diagnostics	Math Resource Teacher Principal
Intrumental Music Instruction	K	Violin teacher	K Teachers of Math	August - June Weekly	K Math interim assessments and end-of-year assessment	Math Resource Teacher Principal
Common core Grade 1	Grade 1 Math Teachers	District	Grade 1 Math	August - September	Math interim assessments and end-of-year assessment.	Math Resource Teacher Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide Math Resource Teacher for support instruction and Professional Decvelopment.	Math Resource Teacher	Title I	\$31,822.00
Extended Day and Saturday Tutorial.	Supplemental Instruction	Title I	\$454.16
			Subtotal: \$32,276.16
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
Math Professional Development	Math Resource Teacher	Title I	\$31,822.00
			Subtotal: \$31,822.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$64,098.16

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:		By Spring of 2013, 59% of standard curriculum students will score at grade level on the FCAT Science Test. Area of need: Students do not come to the tested grade level prepared with fluency in scientific methods, ideas or vocabulary			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
49% of all students scored at grade level on the FY12 Science FCAT		59% of all students will score at grade level on the FY13 Science 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	Students are weak in fluency with scientific ideas and vocabulary.	Vocabulary work and journals in grades 2-5.  Science Fair for K-5 using Scientific Method.  Arts Integrated instruction for science vocabulary K-4	Principal Assistant Principal Science Teachers	Classroom Walkthrough  Lesson Plans Arts Integration documentation. iObservation Tool Gizmo use Fair project presentation.	EDW reports, science diagnostic data for 3-5.  EDW reports science FCAT results, 5th grade.  Project log.
2	Students need opportunity to experience and discuss real science learning and Field science experiences.	Technology with Edmodo.	Principal Science Teachers	Classroom Walkthrough  Lesson Plans Arts Integration documentation. iObservation Tool Gizmo use Fair project presentation.	EDW reports, science diagnostic data for 3-5.  EDW reports science FCAT results, 5th grade.  Project log.

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:		N/A
2012 Current Level of Performance:		2013 Expected Level of Performance:

N/A		N/A		
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:	By Spring of 2013, 12% of students will score at grade level on the FCAT Science Test. Area of need: Students do not come to the tested grade level prepared with fluency in scientific methods, ideas or vocabulary.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9% of all students scored at level 4 or 5 on the FY12 Science FCAT	12% of all students will score at level 4 or 5 on the FY13 Science 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	Hands-on and simulation experiences needed in 5th grade to stimulate discussion and higher level thinking  Students are weak in fluency with scientific ideas and vocabulary	5th grade science instruction to take place in a science/technology lab setting.  Vocabulary work and journals in grades 2-5 Arts Integrated instruction for science vocabulary K-4  SECME club for advanced students in grade 5	Principal Assistant Principal	Classroom Walkthrough Lesson Plans iObservation Tool Gizmo use  SECME competition	EDW reports, science diagnostic data for 3-5.  EDW reports science FCAT results, 5th grade

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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
Edmodo	2-5	Staff	2-5 Math/Science Teachers	Fall 2013	Observe Lessons using Edmodo	Principal Assistant Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Extendent Day and Saturday Tutorial.	Supplemental Instruction	Title I	\$454.18
			Subtotal: \$454.18
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: \$454.18

*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:	98%% of all students will score a 3.0 on the Spring 2013 administration of FCAT Writes.
2012 Current Level of Performance:	2013 Expected Level of Performance:
98%	98% or above

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Opportunity to write daily Weak vocabulary skills	FCIM - Weekly writing assessments will be analyzed to identify weakness. Lessons to address specific student weaknesses will be developed Continue to implement Writer's Workshop K-4 Implement Word Jar at grades 3 and 4 Schedule 45 to 60 minute writing periods for K-4	Principal Assistant Principal  PBCSD professional developer	4th grade student progress on EDW reports for Palm Beach Writes  4th grade student progress on weekly writing assignments iObservation Tool	EDW reports Classroom assessments PB Writes FCAT Write results
2	Opportunity to write daily Weak vocabulary skills	Writer's Workshop implemented K-3	District PD Specialist Principal	K-3 progress on writing assessments	EDW reports Classroom assessments PB Writes FCAT Write results

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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
Writer's Workshop training	K-4	PBCSD Professional Developer Teacher's College Staff Developer	All writing teachers, K-4	Monthly during labsite instruction modeling lessons.	Classroom walk-through. Weekly Writing Scores	Principal Assistant Principal

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:	By Spring 2013, attendance data will reveal a 8% reduction in tardies and absences for the FY12 school year based on data in PBCSD Terms.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
Attendance Rate for FY12 was 82% (84)	Attendance Rate for FY 13 will be 90%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)



84 student had excessive absences.	50 students or fewer will have excessive absences.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
50 students had excessive tardies.	40 or fewer students will have excessive tardies.

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	<p>Family habit: Low expectations for coming to school and arriving on time in some families.</p> <p>Student habit: acceptance of being late to class</p>	<p>Information about the impact of school attendance will be provided to parents in the student handbook. Information will be provided in the three languages of the school, English, Spanish and Creole.</p> <p>Letters to home for students who have 5 tardies or more reminding parents of the impact of non-attendance.</p> <p>Make-up time for students with excessive tardies or absences is announced to students and families. This to occur in place of field enhancement activities, both in school and out of school.</p>	<p>Classroom teacher Guidance Counselor Assistant Principal  Principal</p>	SASSY reports review monthly	TERMS screen 15
2	<p>School acceptance of tardies and absences: Consequences for being late to school needs to be addressed. Information gathering (using SASSY reports) needs to be increased.</p>	<p>Morning announcements to begin before 8 a.m. Instruction to begin at 8 a.m. Guidance counselor to attend SASSY training and to use reports monthly. Make-up time for students with excessive tardies or absences is announced to students and families. This to occur in place of field enhancement activities, both in school and out of school</p>	<p>Principal Guidance Counselor</p>	SASSY reports review monthly	Terms screen 15

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
SASSY Report Training	Guidance	PBCSD	Guidance Counselor Assistant Principal	November 2012	Monthly review of reports to identify students with excessive attendance issues.	Principal

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	By Spring of 2013 the in-school and out of school number will be reduced to 12 students.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
17	12
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
17	12
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

52	12				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
33	12				
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	New Teachers on staff need to be taught the school culture.	PBS triple crown Respect, Responsibility and Service - school wide continued implementation. Total School wide support of behavioral expectations Triple Crown student assemblies and recognition	Assistant Principal Principal PBS Coach	iObservation Possitive Triple Crown Assemble results	ISS data OSS data
2	Practice needed in implementation of 'before suspension' interventions	Continue to expand culture to new staff, Respcet, Responsibility and Service,the Triple Crown PBS Matrix	Assistant Principal Principal PBS Coach	iObservation Possitive Triple Crown Assemble results	ISS data OSS 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
New Behavior Matrix	K-5	Assistant Principal	All Teachers	Pre-School	Monthly PBS Ltm Meeting to discuss data	Principal PBS contact Assistant Principal

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>	By Spring of 2013, 70% of NPBE parents will have attended a school function or satellite function.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
50% of parents attended a regular meeting.	70% of parents will attend school meetings and functions.

### 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	Transportation challenges in coming to school	Satellite meeting at San Marco Math & Reading Choice Program implementation Instrumental Music Communication needed between teacher and parent home/school folders. Monthly SAC Meetings for Parental input on schoolwide programs. Curriculum night to inform parents of academic and behavior expectations. FCAT parent night to inform parents of FCAT testing and strategies to assist children prior to testing.	Choice Coordinator  Reading Resourcer Teacher Assistant Principal  Principal	Sign in sheets.	Sign in sheets, percentage of parents attending all NPBE parent events.
2	Parent language and Communication	Use One-voice in multiple languages to advertise parent events.  Monthly newsletter, Dolphin Splash. Book Fairs.	Principal Assistant Principal Principal Grade chairs Media Specialist	Sign in sheets Copies of newsletters Attendance roster	Sign in sheets, percentage of parents attending all NPBE parent events.  Parent participation.

		NPBE Parent Liaison position created			
3	Time of events may make attendance difficult. Location of event may make attendance difficult.	Vary the time and location of events by offering parent workshops closer to SAC areas not adjacent to the school-site. Vary time of events, both day and evening. Literacy night at San Marco Villas to promote literacy to prevent summer slide. Math Night at Publix to promote mathematics via scavenger hunt.	Principal	Sign in sheets.	Sign in sheets, percentage of parents attending all NPBE parent events.
4	Time of events may make attendance difficult. Location of event may make attendance difficult.	Music experiences: carpet Concert; Informances and performances to attract parents.	Principal	Sign in Sheets	Sign in sheets, percentage of parents attending all NPBE parent events.

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
Family Involvement Policy/Plan/SIP and School Parent Compacts	K-5	Assistant Principal	Parents, Students, Teachers and Administration	October 2012	Sign-In Sheets and Parent reflection sheets	SAC Chairpersons Principal Assistant Principal
Literacy Numeracy	K-5	Grade level Teachers	Parents and students K-5	Late Fall FY13	Sign-In Sheets and Parent reflection sheets	SAC Chairpersons Principal Assistant Principal
FCAT Prep workshop	3-5	3-5 Teachers	Parents and students K-5	Late Fall FY13	Sign-In Sheets and Parent reflection sheets	SAC Chairpersons Principal Assistant Principal
Summer Bounce Reading Incentive Program	K-5	K-5 Teachers	Parents and K-5 students	May 2013	Sign-In Sheets and Parent reflection sheets	SAC Chairpersons Principal Assistant Principal

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Liaison	Support parent communication	Title I	\$21,613.00
			Subtotal: \$21,613.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<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: \$21,613.00</b>

*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:		N/A		
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
N/A						

STEM Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<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: \$0.00</b>

*End of STEM Goal(s)*

## Additional Goal(s)

N/A Goal:

---



---

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

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

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

Budget:

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

End of N/A Goal(s)



# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide extended day and Saturday Tutorial	Teachers to Tutor	Title I	\$454.16
Reading	Response to Intervention Teacher	Instructional Support for Reading	Title I	\$31,822.00
Mathematics	Provide Math Resource Teacher for support instruction and Professional Decvelopment.	Math Resource Teacher	Title I	\$31,822.00
Mathematics	Extended Day and Saturday Tutorial.	Supplemental Instruction	Title I	\$454.16
Science	Extendent Day and Saturday Tutorial.	Supplemental Instruction	Title I	\$454.18
Parent Involvement	Parent Liaison	Support parent communication	Title I	\$21,613.00
				Subtotal: \$86,619.50
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Math Professional Development	Math Resource Teacher	Title I	\$31,822.00
				Subtotal: \$31,822.00
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: \$118,441.50

## Differentiated Accountability

School-level Differentiated Accountability Compliance

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

Are you a reward school:  Yes  No

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

No Attachment (Uploaded on 9/7/2012)

## 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
Science and Music Instruction	\$2,500.00

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

Family Nights, monthly  
FCAT Night  
Community Based Literacy and Numeracy Night

# AYP DATA

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

## SCHOOL GRADE DATA

No Data Found

Palm Beach School District NORTH PALM BEACH ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	72%	66%	94%	59%	291	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	67%	58%			125	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?	71% (YES)	73% (YES)			144	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					560	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District NORTH PALM BEACH ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	71%	72%	91%	62%	296	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	65%	68%			133	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?	61% (YES)	70% (YES)			131	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					560	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested