

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: U. B. KINSEY/PALMVIEW ELEMENTARY

District Name: Palm Beach

Principal: Adrienne Howard

SAC Chair: Deavon Uter

Superintendent: Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 11/9/2012

Gerard Robinson, Commissioner  
Florida Department of Education  
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K-12 Public Schools  
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## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
		Master's Educational Leadership, Nova Southeastern University			<p>Principal of U. B. Kinsey 2011-2012: Grade A Reading High Standards 59%, Math High Standards 49%, Science High Standards 40%, and Writing High Standards 96%, Reading Learning Gains 68%, Math Learning Gains 63%, Reading Low 71% - %, Math Low 25% - 70%</p> <p>Principal of U. B. Kinsey 2010-2011: Grade A Reading High Standards 76%, Math High Standards 74%, Science High Standards 47%, and Writing High Standards 93%, Reading Learning Gains 68%, Math Learning Gains 64%, Reading Low 25% - 51%, Math Low 25% - 68% AYP – 95%; cells not meeting AYP – SWD Reading and Economically Disadvantaged Reading</p>

Principal	Adrienne Howard	<p>Bachelor of Science in Elementary Education, Florida A &amp; M University</p> <p>Certification: Elementary Ed. K-6 Educational Leadership K-12 ESOL Endorsed</p>	4	12	<p>Principal of U. B. Kinsey 2009-2010: Grade C Reading High Standards 69%, Math High Standards 66%, Science High Standards 45%, and Writing High Standards 88%, Making Learning Gains, 64% in Reading and 45% in Math Lowest 25%, 52% in Reading and 49% in Math AYP 82%, SWD did make AYP in Reading. Black, Economically Disadvantaged, SWD did not make AYP in Math.</p> <p>Principal of U. B. Kinsey 2008-2009: Grade B Reading High Standards 74%, Math High Standards 70%, Science High Standards 44%, and Writing High Standards 95%, Making Learning Gains, 67% in Reading and 55% in Math Lowest 25%, 53% in Reading and 45% in Math AYP 87%, SWD did not make AYP in Reading. Black, Economically Disadvantaged, SWD did not make AYP in Math.</p>
Assis Principal	Alexander Bemby	<p>Educational Leadership, Barry University</p> <p>Bachelor of Science, Bethune Cookman-College Master's</p> <p>Certification: Elementary Ed. 1-6 Educational Leadership K-12 ESOL Endorsed</p>	7	7	<p>Assistnat Principal of U. B. Kinsey 2011-2012: Grade A Reading High Standards 59%, Math High Standards 49%, Science High Standards 40%, and Writing High Standards 96%, Reading Learning Gains 68%, Math Learning Gains 63%, Reading Low 71% - %, Math Low 25% - 70%</p> <p>Assistant Principal of U. B. Kinsey 2010-2011: Grade A Reading High Standards 76%, Math High Standards 74%, Science High Standards 47%, and Writing High Standards 93%, Reading Learning Gains 68%, Math Learning Gains 64%, Reading Low 25% - 51%, Math Low 25% - 68% AYP – 95%; cells not meeting AYP – SWD Reading and Economically Disadvantaged Reading</p> <p>Assistant Principal of U. B. Kinsey 2009-20010: Grade C Reading High Standards 69%, Math High Standards 66%, Science High Standards 45%, and Writing High Standards 88%, Making Learning Gains, 64% in Reading and 45% in Math Lowest 25%, 52% in Reading and 49% in Math AYP 82%, SWD did make AYP in Reading. Black, Economically Disadvantaged, SWD did not make AYP in Math.</p> <p>Assistant Principal of U. B. Kinsey 2008-2009: Grade B Reading High Standards 74%, Math High Standards 70%, Science High Standards 44%, and Writing High Standards 95%, Making Learning Gains, 67% in Reading and 55% in Math Lowest 25%, 53% in Reading and 45% in Math AYP 87%, SWD did not make AYP in Reading. Black, Economically Disadvantaged, SWD did not make AYP in Math.</p> <p>2007-2008 Grade B Reading High Standards 70%, Math High Standards 67%, Science High Standards 36%, and Writing High Standards 92%, AYP 100%</p> <p>2006-2007 Grade A Reading High Standards 68%, Math High Standards 67%, Science High Standards 45%, and Writing High Standards 91%, AYP 100%</p> <p>2005-2006 Grade B Reading High Standards 66%, Math High Standards 62%, and Writing High Standards 89%, AYP</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)
N/A					

## 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. Regular meetings with instructional staff.	Administration District Support Team	On -going	
2	2. Created a collaborative environment through Professional Development.	Administration Professional Development Team	On -going	
3	3. Art integration with generated lessons that incorporate Reading, Writing, Math, Science, and Social Studies.	Regular Ed. Teachers with Fine Art Teachers	On -going	
4	4. Recruit and hire highly qualified teachers and paraprofessionals.	Administration	When necessary	
5	Provide support to beginning teachers through the Educator Support Program	Administration	On- going	

## Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
We currently do not have any teachers that are out-of-field and have received less than an effective rating.	

## 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
48	8.3%(4)	16.7%(8)	41.7%(20)	25.0%(12)	25.0%(12)	97.9%(47)	4.2%(2)	6.3%(3)	50.0%(24)

## 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
Diane Holmes	Sabriyyah Bemby	Experience as a veteran teacher and Reading Coach/Resource	Educator Support Training ( Harry Wong, CHAMPS) TIPS Training ( Classroom Management) Frequent Feedback Meeting twice a month with mentor and administration.
Diane Holmes	Meagan Tonno	Experience as a veteran teacher and Reading Coach/Resource	Educator Support Training ( Harry Wong, CHAMPS) TIPS Training ( Classroom Management) Frequent Feedback Meeting twice a month with mentor and administration. Marzano iObservation
Michael Jones	Katie Jackson	Experience as a veteran teacher and Reading and Writing teacher.	Marzano iObservation Educator Support Training ( Harry Wong, CHAMPS) TIPS Training ( Classroom Management) Frequent Feedback Meeting twice a month with mentor and administration.
Michael Jones	Doothy Coquillon	Experience as veteran teacher in Reading and Writing.	Marzano iObservation Educator Support Training TIPS Training Frequent Feedback Meeting twice a month with mentor and administration.

## 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 that students requiring additional remediation are assisted through after school tutoring. In addition, Title I funds also provide a Parent Liaison to:

- \* Attend parent liaison trainings and present at parent meetings and workshops
- \* Collaborate with teachers and staff to convene an annual meeting
- \* Assist in organizing and marketing family involvement activities
- \* Home visits and contact families to encourage family involvement
- \* Creates and maintains a parent resource room that provides information and materials to families
- \* Serves on the School Advisory Council to ensure that families are involved in the decision making process
- \* Documents all family involvement activities for audit purposes

Title I funds also provide a Reading Resource Teacher to provide remedial instruction to the lowest quartile students and provide support to students in grades K - 5.

Title I funds will be utilized for conferences and/or professional development activities in Reading, Math, and Science. Through Title I funds supplies are purchased to support tutorials, classroom instruction, parent involvement trainings, and professional development trainings.

#### Title I, Part C- Migrant

Title I, Part D

Title II

Professional Development offered by the District for Math and Science technology through the use of GIZMOS and GO Math.

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

SAI services are provided through the SAI teacher for students that are Level 1 and were retained in the 3rd grade, and for students with previous retentions and/or are identified iii (immediate intensive instruction) students in 2nd grade.

Violence Prevention Programs

The school promotes respect for oneself and others as the foundation for a safe school environment through our Schoolwide Positive Behavior Support. In addition to positive, character building lesson, the school sends anti-bullying messages. Measures are in place to investigate bullying, counsel victims and instigators, and to mete consequences as appropriate. Support and resources are provided by the Department of Safe Schools.

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

Nutrition Programs

Free Breakfast Program

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Require instruction listed in 1003.42(2)F.S., as applicable to appropriate grade levels.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The members of the Team will consist of the:  
Principal/ Assistant Principal: Provides support and vision of the use of data- based decisions and to ensure that the RtI team is implementing RtI and ensuring that support and interventions are provided to teachers and staff. Ensure professional development to support RtI implementation.  
RtI Facilitator (Guidance Counselor): Coordinate and facilitate problem solving process in RtI. Assist school staff with specific deficiency and research based interventions. Provide professional development for school teams to build capacity in the implementation if RtI and positive behavior intervention. Monitor progress at school site, including academic achievement and behavioral data of students.

General Education Teachers: Provide information about core instruction, participate in data collection, delivers Tier I and Tier II instruction and intervention.

Exceptional Education Teachers: Participate in data collection, integrate core instructional activities into Tier 3 instruction, and collaborates with general education teachers.

Reading Resource Teacher: Develops leads and evaluates school core instruction analyzes research based curriculum and intervention strategies. Works with district personnel to identify appropriate evidence based strategies for children considered to be "at risk" and assist in the design and implementation for progress monitoring, data collection and data analysis.

Guidance Counselor: Provide quality services on concerns with assessments and interventions with individual students. Will also provide a link to child-serving and community agencies to provide support to the child's academic, emotional, and behavioral and social success.

School Psychologist: participate in the collection, interpretation and analysis of data. Provide support for intervention fidelity and documentation, Facilitates data- based decision making activities.

Speech Language Facilitator: Educates the team in the role language plays in the curriculum, assessment and instruction.

Assists in the selection of screening measures and helps identify systemic patterns of the student need with language skills.

Other members to attend on an as needed basis or where applicable will include:

ELL Representative: Title I Representative, Reading Coach, Classroom Teacher, Community Agency Representative, Alternative Ed. Representative, Parent/Guardian, and Area Resource Teacher.

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

The School Based RtI Leadership Team follows a structured problem solving process that allows a diverse population of instructional and support staff to identify evidence-based interventions and provide support and follow up to students and families in need.

The Team integrates:

- Problem solving strategies and identifies evidence-based interventions
- On-going assessment of academic and behavioral intervention outcomes and the use of strategies and/or programs that address social and emotional concerns
- Comprehensive data and observations to identify and support students

The Goal of the School Based RtI Leadership Team (SBT) is to use comprehensive data (e.g. EDW reports, DAR, Oral fluency probes, classroom assessments, diagnostic reports) to identify and support students with academic, behavioral, social and/or emotional needs.

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

The School-Based RtI Leadership Team met with the designated SIP team. The team evaluated data and provided recommendations on how to target strengths and weaknesses in social/emotional and academic areas. In addition, the School-Based RtI Leadership team helped set clear expectations for instruction.

#### 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.

Progress Monitoring Plan (PMP), Educational Data Warehouse (EDW), Reading Running Records (RRR), FAIR, DAR, RtI Plan, CORE K12, District Diagnostics, and Florida Comprehensive Assessment Test (FCAT).

Describe the plan to train staff on MTSS.

Staff will receive training during staff meetings, Professional Development days, district-wide workshops and training.

RtI team will also evaluate additional staff PD needs during the weekly RtI Leadership Team meetings.

Describe the plan to support MTSS.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Adrienne Howard, Principal  
Alexander Bembry, Assistant Principal  
Kristen Day, Reading Resource  
Diane Holmes, SAI Teacher  
Rachelle Rosenblit, Kindergarten Teacher  
Melissa Smith, 1st Grade Teacher  
Vernisha Johnson, - 3rd Grade Teacher  
Michael Jones, 4th Grade Teacher  
Anita Richardson, 5th Grade Teacher  
Belinda Sykes, ESE Teacher  
Everado Levia-Perez, ELL Teacher

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

The Literacy Leadership Team will evaluate data and provided recommendations on how to target student's strengths and weaknesses in Reading. In addition, the Literacy Leadership team will establish best practices and set clear expectations for instruction.

The Literacy Leadership Team is a collaborative, decision making group that has teacher representation from each grade level as well as resource teachers (SAI,ESE & ELL). The overall goal of the LLT is to develop and maintain a setting in the school that supports effective literacy education for both students and teachers. The LLT meets every 8 weeks, to discuss the progress of students and trends, via data analysis, and the successes and/or challenges teachers are facing during instruction. The LTT assists with developing, implementing, and revising targeted and strategic reading instruction at all grade levels. The team discuss and recommends professional development for SY12.

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

To focus on the Lowest 25% including our Economically Disadvantaged and ESE subgroup of our population in the areas of fluency,phonological awareness and comprehension. This year we will focus on Kindergarten Teachers and 1st Grade teachers implementing Foundations for immediate intensive instruction.

Grade 2 and 3 retained students receiving - SAI support. And students in grades 4-5 receiving support from our Reading Resource teacher. K-5 - Professional development regarding targeted instruction via data analysis using FAIR, RRR, Diagnostics, Benchmark Assessments (Core K-12 and Textbook) and Technology in the classroom.

## Public School Choice

Supplemental Educational Services (SES) Notification  
[View uploaded file](#) (Uploaded on 9/23/2012)

## \*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.

At UB Kinsey/Palmview Elementary School, we assist pre-school children transition into elementary schools by:

1. Kindergarten Round-up in April which allows parents to become knowledgeable about the standards/benchmarks that are expected for kindergarten students. We also inform the parents about the variety of assessments that are given during the school year.
2. We collaborate with area pre-schools to educate the staff on expectations for Kindergarten students during the month of October and May.
3. Provide visitation to UB Kinsey Elementary by area pre-schools to allowing the students to spend a day in Kindergarten.

UB Kinsey conducts kindergarten screening that is administered within the first 30 days of kindergarten.  
This data is used to plan daily academic and social/emotional instruction for all students and for groups of students who may need intervention.

## \*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.

N/A

\*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?

N/A

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?

N/A

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](#)

N/A



## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In grades 3-5, 40% of students will achieve mastery on the 2012-2013 FCAT Reading Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (76)	40% (98)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Incorporate differentiated instruction.	Provide small group instruction and center activities based on student needs.	Grade-Level Teams, Teachers and Administrators	Grade-Level and Content area team planning, collection/review of lesson plans, school-wide weekly computer lab schedule, and administrative walkthroughs and feedback.	Administrative feedback and EDW and CORE K12 technology reports (i.e., FCAT Focus, Harcourt, SRI, Running Reading Records and Chapter Assessments, and student portfolios.
2	Incorporation of Marzano classroom practices and strategies.	Provide feedback to teachers through the observation system.	Administrations and Teachers	Feedback provided to teachers through the observation system.	IObservation system.
3	Increase higher order thinking skills of synthesis, evaluation, and analysis in reading instruction.	Include higher order thinking skills of synthesis, evaluation, and analysis in reading instruction using Webb's Depth of Knowledge.	Grade-Level Teams, Teachers and Administrators	Grade-Level and Content area team planning with a focus on Depths of Knowledge as monitored by administrators in lesson plans and observations.	Administrative feedback and observation and student portfolios
4	Daily exposure to a variety of texts, as well as incentives for children to read independently and with others.	Provide daily exposure to a variety of texts, as well as incentives for children to read independently and with others utilizing the Daily 5.	Grade-Level Teams, Teachers and Administrators	Scholastic Reading Counts Reports, students response journals, fluency assessments (i.e., SRI, ), and Reading Running Records	Student reading logs and various assessment reports, Reading Response Logs.
5	Reading Resource teacher provides teachers with strategies to improve student achievement.	Reading resource teacher will conduct observation and provide support to improve instruction during guided reading and small group instruction.	Reading Resource, Administration and Teachers, Learning Team Facilitator	Learning Team Meeting with Reading teachers and administration. Administration walkthroughs and feedback.	Administration Feedback
6	Increase fluency and comprehension.	Encourage Reading Counts participation for independent reading and comprehension. Utilization of the Daily 5 during the Literacy Block	Administration, Reading Resource, Media Specialist, Classroom Teachers, LTM Facilitator	Reading Logs, Reading Counts Report, SRI Reports, Reading Response Journals Student- Self Tracking Progress Report	Diagnostics, Running Reading Records, Classroom Assessments CORE K-12 Student- Self Tracking Report
	Participation in after	Extend learning	Administration and	After school lesson plans,	FCAT 2.0

7	school remediation and enrichment.	opportunities and enrichment based on students needs.	Teachers	and Teacher Assessments	Diagnostics and CORE K12
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:	Not applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable	Not applicable

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	In grades 3-5, 30 % of students will achieve above proficiency on the 2012-2013 FCAT Reading Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (59)	30% (73)

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	Incorporate differentiated instruction.	Build small group and center activities based on student needs.	Grade-Level Teachers and Administrators	Grade-Level team planning, collection/review of lesson plans, school-wide weekly computer lab schedule, and administrative walkthroughs.	Administrative feedback and technology reports (i.e., FCAT Focus, Harcourt, SRI and Running Reading Records)
2	Increase higher order thinking skills of synthesis, evaluation, and analysis in reading instruction.	Include higher order thinking skills of synthesis, evaluation, and analysis in reading instruction using Webb's Depth of Knowledge.	Grade-Level Teachers and Administrators	Grade-Level team planning with a focus on Depths of Knowledge as monitored by administrators in lesson plans.	Administrative Feedback
3	Daily exposure to a variety of texts, as well as incentives for children to read independently and with others.	Provide daily exposure to a variety of texts, as well as incentives for children to read independently and with others.	Grade-Level Teachers and Administrators	Scholastic Reading Counts Reports, and assessments (i.e., SRI, DAR).	Student reading logs and various assessment reports. Reading Response Journals

					and Student Self Progress Reports
4	Incorporation of Marzano classroom practices and strategies.	Provide feedback to teachers through IObservation.	Administration and Teachers	Feedback provided to the teachers through IObservation.	IObservation System
5	Provide enrichment to students	Enrichment based on students needs.	Administration and Teachers	Grade level team planning with focus on enrichment	Assessments and student portfolio

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:	Not applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable	Not applicable

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	In grades 4-5, 70 % of students will make learning gains on the 2012-2013 FCAT Reading Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (100)	70% (171)

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	Incorporate differentiated instruction	Build small group and center activities based on student needs	Grade-Level Teachers and Administrators	Grade-Level and Content area team planning, collection/review of lesson plans, school-wide weekly computer lab schedule, and administrative walkthroughs.	Administrative feedback and technology reports CORE K12 (i.e., FCAT Focus, Harcourt, SRI and Running Reading Records)
2	Increase higher order thinking skills of synthesis, evaluation, and analysis in reading instruction.	Include higher order thinking skills of synthesis, evaluation, and analysis in reading instruction using Webb's	Grade-Level Teachers and Administrators	Grade-Level and Content area team planning with a focus on Depths of Knowledge as monitored by administrators in	Administrative Observation Feedback

		Depth of Knowledge.		lesson plans.	
3	Daily exposure to a variety of texts, as well as incentives for children to read independently and with others.	Provide daily exposure to a variety of texts, as well as incentives for children to read independently and with others	Grade-Level Teachers and Administrators	Scholastic Reading Counts Reports, reports that shows a steady increase on reading fluency assessments (i.e., SRI,DAR), Student-Self Tracking Progress Reports	Student reading logs and various assessment reports.
4	Reading Resouce teacher provides teachers with strategies and tools to improve achievement.	Reading Resource will conduct observations and provide feedback for guided reading and small group instruction.	Reading Resource Teacher, Learning Team Facilitator and Administration.	Bi-Weekly LTM with Reading teachers and administration walkthroughs and observations.	Administrative Observation and Feedback

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:	Not applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable	Not applicable

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:	75% of the lowest 25% ,will make learning gains on the 2012-2013 FCAT Reading Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
71%(25)	75%(32)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Participation in after school remediation and enrichment.	Extend learning opportunities and enrichment based on students needs.	Administration and Teachers	Lesson plans, Walkthroughs, Anecdotal records.	Diagnostics, Reading Running Records, Classroom assessments,CORE K12
	Increase fluency and comprehension.	Encourage Reading Counts participation for	Administration, Reading Resource	Reading Logs, Reading Counts Report, SRI	Diagnostics, Running Reading Records,

2		independent reading and comprehension and utilization of Daily 5.	and Classroom Teacher and Media Specialist	Reports, Reading Response Journals	Classroom assessments and COREK12
3	Incorporate differentiated instruction.	Small group and center activities based on student needs.	Grade-Level Teachers, Reading Resource, Administrators	Walkthroughs and Lesson Plans	Diagnostics, Running Reading Records, Classroom assessments and CORE K12
4	Incorporate Immediate Intensive Instruction effectively in grades K-1	Small group instruction based on student needs	Grade-Level Teachers, Reading Resource Teacher, Administrators	Lesson plans, Walkthroughs, Anecdotal records.	Wilson Foundations, Diagnostics, Running Reading Records, Classroom assessments and CORE K12
5	Increase school day instruction time.	Extend learning opportunities for an additional 30 minutes.	Magnet Coordinator, Administration and Teachers	Monitoring by Administration	Diagnostics, Teacher Assessments, CORE K12
6	Provide individualized instruction	provide additional technology based instruction twice a week	Teachers & Administration	Diagnostics, SRI	Technology Reports

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # In six years our school will reduce the achievement gap by 50%				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	56	60	64	68	72	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	In grades 3-5, 54% of students (Black) will achieve mastery or make Learning Gains on the 2012-2013 FCAT Reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 50 % of students (Black) achieved mastery or made Learning Gains on the 2011-2012 FCAT Reading	In grades 3-5, 54% of students (Black) will achieve mastery or make Learning Gains on the 2012-2013 FCAT Reading

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increase progress monitoring of sub groups.	Create individual monitoring logs and increase teacher/student feedback and data chats.	Grade-Level Teachers, Reading Coach, Administrators	Monitoring Log, Student Portfolios and conference notes	Classroom Assessments and Observations
2	Incorporate differentiated instruction.	Small group and center activities based on student needs.	Grade-Level Teachers, Reading Coach, Administrators	Walkthroughs and Lesson Plans	Diagnostics, Running Reading Records, Classroom assessments, Student Progress Tracking

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:	In grades 3-5, 76% of the ELL students will achieve mastery or make Learning Gains on the 2012-2013 FCAT Reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 79% of the ELL students achieved mastery or made Learning Gains on the 2011-2012 FCAT Reading	In grades 3-5, 76% of the ELL students will achieve mastery or make Learning Gains on the 2012-2013 FCAT Reading

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increase progress monitoring of sub groups.	Create individual monitoring logs and increase teacher/student feedback and data chats.	Grade-Level Teachers, Reading Resource, Administrators	Monitoring Log, Student Portfolios and conference notes Classroom Assessments and Observations	Classroom Assessments and Observations
2	Incorporate differentiated instruction.	Small group and center activities based on student needs.	Grade-Level Teachers, Reading Resource, Administrators	Walkthroughs and Lesson Plans Diagnostics, Running Reading Records, Classroom assessments, Student Progress Tracking	Lesson Plans, Diagnostics, Running Reading Records, Classroom assessments, Student Progress Tracking
3	Incorporate ELL strategies in daily instruction	Small group based on student needs	ELL Support Staff, Grade Level Teachers	Walkthroughs and Lesson Plans Diagnostics, Running Reading Records, Classroom assessments, Student Progress Tracking	Cella Assessment, Lesson Plans, Diagnostics, Running Reading Records, Classroom assessments, Student Progress Tracking

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:	32% of SWD in grades 3-5 will be proficient in Reading on the 2013 FCAT Reading Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 21% of the SWD students made satisfactory progress in 2011-2012 Reading FCAT	In grades 3-5, 32% of the SWD students will make satisfactory progress in 2012-2013 Reading FCAT

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Differentiated Instruction	Small group and center activities based on student needs	Grade-Level Teachers, Reading Coach, Administrators	Classroom walkthroughs and Lesson Plans of ESE teachers.	Diagnostics, Running Reading Records, Classroom assessments, Florida Alternative Assessment
	Increase progress monitoring of sub groups.	Create individual monitoring logs and	Grade-Level Teachers, ESE	Monitoring Log , Student Portfolios and conference	Classroom Assessments and

2		increase teacher/student feedback and data chats	Teachers , Reading Resource, Administrators	notes	Observations
3	Inclusion instrucion	Small group instruction within the classroom	ESE Teachers, Grade-Level Teachers	Classroom walkthroughs and Lesson Plans of ESE teachers.	Classroom Assessments and Observations

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In grades 3-5, 58% of students in the Economically Disadvantaged Subgroup will achieve mastery or make learning gains on the 2012-2013 FCAT Reading Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 55% (99) of students in the Economically Disadvantaged Subgroup achieved mastery or made learning gains on 2011-2012 FCAT Reading	In grades 3-5, 58% (111) of students in the Economically Disadvantaged Subgroup will achieve mastery or make learning gains on 2012-2013 FCAT Reading

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increase progress monitoring of sub groups.	Create individual monitoring logs and increase teacher/student feedback and data chats.	Grade-Level Teachers, Reading Coach, Administrators	Monitoring Log, Student Portfolios and conference notes	Classroom Assessments and Observations
2	Participation in after school remediation and enrichment.	Extend learning opportunities and enrichment based on students needs.	Administration and Teachers	Lesson plans, Walkthroughs, Anecdotal records. And attendance records	Classroom assessments and Observations
3	Parental Involvement	Provide academic instructional workshops for parents	Parent Liaison	Sign in logs, agendas, parent surveys	Parent survey results, attendance sign in logs

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
Classroom library by Running Reading Record Levels	K-5	Reading Resource	K-5 Teachers	September-October	Classroom Walkthroughs	Reading Resource and Administration
Marzano Strategies	K-5, Fine Arts	Administration	All Teachers	August-June	Classroom Observation Feedback, Walkthroughs	Administration
Fundations Training	K-1	District Support Staff	K-1 Teachers	September	Classroom Walkthroughs and Observations	Administration
Daily 5	K-5	Learning Team Facilitator, Administration, Reading Resource	K-5 Reading Teachers	September-December	Classroom Walkthroughs	Administration, Reading Resource

Best Practices and Data Analysis	K-5	Learning Team Facilitator	K-5 Teachers	September-May	Review of Item Analysis data	Learning Team Facilitator, Classroom Teachers
Running Reading Records	K-5	District Staff	K-5 Teachers	August-October	Review of student booklets and EDW reports	Reading Resource and Administration
Differentiated Instruction	K-5	Administration and Learning Team Facilitator	K-5 Teachers	September-May	Classroom Walkthroughs	Administration
Reading and Content Area Conferences	K-5	Conference Facilitators	K-5 Teachers	November	Attendees will present to the staff	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
IRA Membership	Journals & books	Title I	\$50.00
ASCD Membership	Journals & Books	Title I	\$100.00
Classroom Libraries	materials, books and labels	Title I	\$500.00
Curriculum Associates CARS/STARS	Consumables	Title I	\$400.00
Extended learning opportunities for level 1 and level 2 students	Part-time Tutors	Title I	\$7,000.00
Wordly Wise 3000-Targeted, direct vocabulary instruction	Consumable	Title I	\$500.00
Wilson Foundations	Materials and Consumables	Title I	\$4,429.00
Provide daily exposure to a variety of texts, as well as incentives for children to read independently and with others utilizing the Daily 5.	Daily 5 Books	Title I	\$505.00
Provide K-1 teachers with standard base grading for students.	How to Grade for Learning K-12 Books	Title I	\$500.00
			Subtotal: \$13,984.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Data Analysis/Differentiated instruction	Ink, Paper, Flash Drives, Mobies, Printers	Title I	\$2,000.00
Learning A to Z	Consumable	Title I	\$700.00
			Subtotal: \$2,700.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Conference for Florida Kindergarten Teachers	Travel, Lodging, Meals, Registration	Title I	\$1,500.00
Literacy Block, and Related Reading Trainings	Stipends for after school PD and online PD	Title I	\$500.00
Reading Resource will model for teachers and participate in Learning Team meetings and provide remediation for Level 1 and 2 students	Reading Resource Teacher	Title I	\$66,690.00
			Subtotal: \$68,690.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Supplies	Copy paper, chart paper, ink, classroom libraries	Title I	\$1,500.00
Parental Involvement Folders and take home reading supplies	Folders, materials, paper, ink,	Title I	\$600.00
			Subtotal: \$2,100.00
			Grand Total: \$87,474.00



## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:			Increase proficiency to 28% or more		
2012 Current Percent of Students Proficient in listening/speaking:					
25.5%(49)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student's current level of proficiency	Community language grouping, realia, small group instructions, peer tutoring, and use of visuals	Administration	Meeting with teachers and completion of English Language Development Indicator (ELDC)	CELLA Listening/Speaking 2013 end of year results
2	Student's who entered school without any previous schooling	Home language support by Community Language Facilitator and ESOL teachers	Administration	Completion of the Oral Language Development Indicator(OLDI)	CELLA Listening/Speaking 2013 results
3	Teachers who are currently working on ESOL endorsement	Teachers will continue to work on ESOL endorsement	Head Secretary, Administration	Monitoring teachers ESOL endorsement completion status	Teacher Professional Development reports

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal #2:			Increase proficiency to 22%.		
2012 Current Percent of Students Proficient in reading:					
20%					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents who do not speak English and are unable to assist their children with Reading.	Parent Leadership Council meetings, In school tutoring, Afterschool tutoring, guided reading	Administration	FCAT Reading Diagnostic	Fcat Reading CELLA Reading 2013
2	Students who entered without previous schooling	In school tutoring, after school tutoring	Administration	FCAT Reading Diagnostics	FCAT Reading CELLA Reading
	Teachers who are	Teachers Teachers will	Head Secretary,	Monitoring teachers	Teacher

3	currently working on ESOL Endorsement	continue to work on ESOL endorsement	Administration	completion status ESOL endorsement Teacher ESOL endorsement	Professional Development reports
4					

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

3. Students scoring proficient in writing. CELLA Goal #3:	Increase proficiency to 22% or more
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2012 Current Percent of Students Proficient in writing:

20.4%(49)

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	Negative transfers from student's native language	Writing tutorial guideded writing	Writing Coach and Administration	Palm beach Writes	ECAT Writes 4th grade and CELLA Writing

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:	In grades 3-5, 40% of the students will achieve mastery or make learning gains on the 2013 FCAT Math Test.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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33%(76)	40%(97)
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### 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	Incorporate differentiated instruction.	Provide small group instruction and center activities based on student needs.	Grade-Level Teams, Teachers and Administrators	Grade-Level and Content area team planning, collection/review of lesson plans, school-wide weekly computer lab schedule, and administrative walkthroughs and feedback.	Administrative feedback and EDW and CORE K12 technology reports (i.e., FCAT Focus, Harcourt, SRI, Running Reading Records and Chapter Assessments, and student portfolios.
2	Incorporation of Marzano classroom practices and strategies.	Provide feedback to teachers through the observation system.	Administrations and Teachers	Feedback provided to teachers through the observation system.	IObservation system.
3	Participation in after school remediation and enrichment.	Extend learning opportunities and enrichment based on students needs.	Administration and Teachers	After school lesson plans, and Teacher Assessments	FCAT 2.0 Diagnostics and CORE K12
4	Increase problem solving strategies of synthesis, evaluation, and analysis in math instruction.	Increase problem solving strategies using synthesis, evaluation, and analysis in math instruction using Webb's Depth of Knowledge.	Grade-Level Teams, Learning Team Facilitator and Administrators	Grade-Level team planning with a focus on Depths of Knowledge as monitored by administrators in lesson plans.	Administrative Feedback, Lesson plans
5	Incorporate best practices.	District Support Staff will model lessons, analyze data and provide professional development.	Administration, Learning Team Facilitator, and District Support Staff	Classroom Walkthroughs, Lesson Plans and Student Self-tracking Reports.	Diagnostics Classroom assessments.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.  Mathematics Goal # 1b:	Non Applicable
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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Non Applicable	Non Applicable
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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:	In grades 3-5, 20% of students will achieve above proficiency on the 2013 FCAT Math Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (37)	20% (49)

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	Incorporate differentiated instruction.	Build small group and center activities based on student needs	Grade-Level Teachers and Administrators	Grade-Level team planning, collection/review of lesson plans, school-wide weekly computer lab schedule, and administrative walkthroughs.	Administrative feedback and technology reports (i.e., FCAT Focus, Go math Assessments
2	Increase problem solving strategies of synthesis, higher order thinking skills, evaluation, and analysis in math instruction.	Increase problem solving strategies using synthesis, evaluation, and analysis in math instruction using Webb's Depth of Knowledge.	Grade-Level Teams and Administrators	Grade-Level team planning with a focus on Depths of Knowledge as monitored by administrators in lesson plans.	Administrative Feedback, Lesson plans, Mega Math and Skill Builder
3	Incorporate best practices.	District Support Staff will model lessons, analyze data and provide professional development.	Administration, and District Support Staff	Classroom Walkthroughs and Lesson Plans.	Diagnostics Classroom assessments.

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

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

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:	68% of students will make learning gains on the 2013 FCAT Math Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (93)	68% (166)

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	Increase instructional time for Math.	Extend-learning opportunities at least twice a week based on students needs.	Administration and Grade Level Teachers.	Classroom Walkthroughs and Lesson Plans for interventions.	Diagnostics Classroom assessments.
2	Incorporate differentiated instruction.	Build small group and center activities based on student needs	Grade-Level Teachers and Administrators	Grade-Level team planning, collection/review of lesson plans, school-wide weekly computer lab schedule, and administrative walkthroughs	Administrative feedback and technology reports (i.e., FCAT Focus, Go math Assessments

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

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

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
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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:	73% of the lowest 25% students will make learning gains on the 2013 FCAT Math Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
70%(26)	73% (31)

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	Participation in after school remediation and enrichment.	Extend learning opportunities and enrichment based on students needs.	Extend learning opportunities and enrichment based on students needs.	Lesson plans, Walkthroughs, Anecdotal records.	Diagnostics, Classroom assessments
2	Increase problem solving strategies of synthesis, evaluation, and analysis in math instruction.	Increase problem solving strategies using synthesis, evaluation, and analysis in math instruction using Webb's Depth of Knowledge.	Grade-Level Teams and Administrators	Grade-Level team planning with a focus on Depths of Knowledge as monitored by administrators in lesson plans.	Administrative Feedback, Lesson plans
3	Incorporate differentiated instruction.	Build small group and center activities based on student needs	Grade-Level Teachers and Administrators	Grade-Level team planning, collection/review of lesson plans, school-wide weekly computer lab schedule, and administrative walkthroughs.	Administrative feedback and technology reports (i.e., FCAT Focus, Go math Assessments
4	Provide individualized instruction	Provide additional technology based instruction twice a week	Teachers & Administration	Diagnostics	Technology Reports

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # In six years our school will reduce the achievement gap by 50% in Math.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	51	56	60	65	69	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	The following subgroups did not meet 2012 Math targets: Black and white. All subgroups will meet the 2013 target.
2012 Current Level of Performance:	2013 Expected Level of Performance:

In grades 3-5 (Black)39%, (White)64%, of students made satisfactory progress in mathematics in 2011-2012 FCAT Math	In grades 3-5 (Black)50%, (White)77%, of students will make satisfactory progress in mathematics in 2012-2013 FCAT Math
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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	Increase problem solving strategies of synthesis, evaluation, analysis, and multi-step problems in math instruction.	Increase problem solving strategies using synthesis, evaluation, and analysis in math instruction using Webb's Depth of Knowledge.	Grade-Level Teams and Administrators	Grade-Level team planning with a focus on Depths of Knowledge as monitored by administrators in lesson plans.	Administrative Feedback, Lesson plans
2	Incorporate differentiated instruction.	Build small group and center activities based on student needs	Grade-Level Teachers and Administrators	Grade-Level team planning, collection/review of lesson plans, school-wide weekly computer lab schedule, and administrative	Administrative feedback and technology reports (i.e., FCAT Focus, Go math Assessments
3	Participation in after school remediation and enrichment.	Extend learning opportunities and enrichment based on students needs.	Administration and Teachers	Lesson plans, Walkthroughs, Anecdotal records.	Diagnostics, Classroom assessments

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Non Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Non Applicable	Non Applicable

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	38% of SWD in grades 3-5 will be proficient or make Learning Gains in Math on the 2013 Math FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 28% of the SWD students made satisfactory progress in 2011-2012 Math FCAT	In grades 3-5, 38% of the SWD students will make satisfactory progress in 2012-2013 Math 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	Incorporate differentiated instruction.	Build small group and center activities based on student needs	Grade-Level Teachers and Administrators	Grade-Level team planning, collection/review of lesson plans, school-wide weekly computer lab schedule, and administrative walkthroughs.	Administrative feedback and technology reports (i.e., FCAT Focus, Go math Assessments)
2	Participation in after school remediation and enrichment.	Extend learning opportunities and enrichment based on students needs.	Administration and Teachers	Lesson plans, Walkthroughs, Anecdotal records.	Diagnostics, Classroom assessments
3	Incorporate inclusion in classroom instruction	ESE teacher will provide small group inclusion in classroom instruction	ESE Teacher, Classroom Teachers	Lesson plans, Walkthroughs, Grade level team planning	Diagnostics, Classroom assessments

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	50% of our Economically Disadvantaged students in grades 3-5 will be proficient in Math on the 2013 FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 45% of students in the Economically Disadvantaged Subgroup achieved mastery or made learning gains on 2011-2012 FCAT Math	In grades 3-5, 53% of students in the Economically Disadvantaged Subgroup will achieved mastery or make learning gains on 2012-2013 FCAT Math

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	Increase problem solving strategies of synthesis, evaluation, and analysis in math instruction.	Increase problem solving strategies using synthesis, evaluation, and analysis in math instruction using Webb's Depth of Knowledge.	Grade-Level Teams and Administrators	Grade-Level team planning with a focus on Depths of Knowledge as monitored by administrators in lesson plans.	Administrative Feedback, Lesson plans.
2	Incorporate differentiated instruction.	Build small group and center activities based on student needs	Grade-Level Teachers and Administrators	Grade-Level team planning, collection/review of lesson plans, school-wide weekly computer lab schedule, and administrative walkthroughs.	Administrative feedback and technology reports (i.e., FCAT Focus, Go math Assessments)
3	Participation in after school remediation and enrichment.	Extend learning opportunities and enrichment based on students needs.	Administration and Teachers	Lesson plans, Walkthroughs, Anecdotal records.	Diagnostics, Classroom assessments
4	Parental Involvement	Provide academic instructional workshops for parents	Parent Liaison	Sign in logs, agendas, parent surveys	Parent survey results, attendance sign in logs



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
Mobi Interactive Whiteboards	K-5	District Resource Trainer	K-5	October	Classroom Walkthroughs	Administration
NCTM National Council of Teaching of Mathematics Conference	3-5	Conference Presenters	3-5 Math Teachers	November	Attendees will present to staff.	Administration
Go Math/ GIZMOS	K-5	District Support Staff	K-5	August - December	Classroom Walkthroughs and Lesson Plans	Administration
Marzano lobservations	K-5	Administration	All Teachers	August - June	Classroom Walkthroughs and Lesson Plans	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Go Math/GIZMOS and other Math Trainings	Manipulatives Materials	Title I	\$500.00
Ladders to Success(Math)	Consumables	Title I	\$500.00
Extended learning opportunities for Level 1 and 2 students.	Part-time tutors	Title I	\$7,000.00
			Subtotal: \$8,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Problem solving strategies	Mobi Interactive Whiteboards and LCD Projectors and Computers	Title I	\$3,000.00
			Subtotal: \$3,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Go Math/GIZMOS and other Training	Stipends for teachers	Title I	\$600.00
NCTM and other Math Conferences	Lodging, Meals, Registrations and Travel	Title I	\$4,500.00
			Subtotal: \$5,100.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Problem Solving through GO Math	Markers, Chart paper, paper, dry erasers	Title I	\$700.00
Problem Solving through GO Math and Literacy	Math Libraries	Title I	\$1,000.00
			Subtotal: \$1,700.00
			<b>Grand Total: \$17,800.00</b>

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:	In grade 5, 50% of the students will achieve mastery on the 2012-2013 FCAT Science Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (26)	50% (42)

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	Science content knowledge of teachers.	Utilization of Lesson Study Process through the Learning Team Meeting.  Opportunity to attend science conference and/or participate in science training opportunities.	School Administration and District Support Personnel.  School Administration and Teachers	Feedback from the Lesson Study Process. Participation Logs. Lesson Plans.  Conference Agendas	Diagnostic Scores, FCAT Scores and Common Assessments.
2	Student knowledge in scientific terminology and vocabulary.	Teachers will gain knowledge in a variety of vocabulary strategies that can be utilized to teach science terms.  Teachers will utilize vocabulary cards that are pictorial to build connections for the students.	School administration, District Support Personnel and Classroom Teachers  School administration, District Support Personnel and Classroom Teachers	Classroom Walkthroughs will show evidence of utilization of vocabulary cards and strategies.	Diagnostic Scores, FCAT Scores and Common Assessments
3	Student background knowledge and prior experiences in science.	Utilize hands-on science labs and field trips to promote science experiences.	School Administration and Classroom Teachers	Review of the Science Journals	Science Journals Teacher Assessments FCAT Scores
4	Increase rigor in Science instruction	Provide training for teachers in the form of effective lesson planning and modeling lessons.	Administration and classroom Teachers	Classroom walkthroughs and monitoring of lesson plans	Diagnostics, Classroom assessments, FCAT Scores
5	Incorporate applications of experiments.	Provide teachers with resources such as Bill Nye the Science Guy.  Create Science video library for K-5.  Utilize Resource Depot for raw materials for experiments and student inventions.  Provide incentives to encourage creativity and ingenuity in physics.	Classroom Teachers and Administration	Classroom walkthroughs and monitoring of lesson plans	Science Journals Teacher Assessments FCAT Scores

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:	Not Applicable			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
Not Applicable	Not Applicable			
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:	In grade 5, 15% of the students will achieve 4 or above on the 2012-2013 FCAT Science Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (6)	15% (13)

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	Science content knowledge of teachers.	Utilization of Lesson Study Process through the Learning Team Meeting.  Opportunity to attend science conference and/or participate in science training opportunities.	School Administration and District Support Personnel.  School Administration and Teachers	Feedback from the Lesson Study Process. Participation Logs. Lesson Plans.  Conference Agendas	Diagnostic Scores, FCAT Scores and Common Assessments
2	Student knowledge in scientific terminology and vocabulary.	Teachers will gain knowledge in a variety of vocabulary strategies that can be utilized to teach science terms.  Teachers will utilize vocabulary cards that are pictorial to build connections for the students.	School administration, District Support Personnel and Classroom Teachers  School administration, District Support Personnel and Classroom Teachers	Classroom Walkthroughs will show evidence of utilization of vocabulary cards and strategies.	Diagnostic Scores, FCAT Scores and Common Assessments
3	Student background knowledge and prior experiences in science.	Utilize hands-on science labs and field trips to promote science experiences.	School Administration and Classroom Teachers	Review of the Science Journals	Science Journals Teacher Assessments FCAT Scores

4	Student exposure to Science experiments and knowledge.	Opportunity for students to gain Science knowledge by participating in SECME Club	School Administration and Classroom Teachers	Results and feedback from SECME activities and competitions.	Diagnostic Scores, FCAT Scores and Common Assessments
5	Incorporate applications of experiments.	Provide teachers with resources such as Bill Nye the Science Guy.  Create Science video library for K-5.  Utilize Resource Depot for raw materials for experiments and student inventions.  Provide incentives to encourage creativity and ingenuity in physics.	Classroom Teachers and Administration plans	Classroom walkthroughs and monitoring of lesson plans	Science Journals Teacher Assessments FCAT Scores
6	Increase rigor in Science instruction experiments.	Provide training for teachers in the form of effective lesson planning and modeling lessons.	Administration and classroom Teachers	Classroom walkthroughs and monitoring of lesson plans	Diagnostics, Classroom assessments, FCAT Scores

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:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Lesson Study	5th Grade Teachers	District Support	5th grade Science Teachers	September - May	Classroom walkthroughs, Lesson Study discussions and video	School Administrations
Vocabulary and Interactive Word Walls	K-5 Grade Teachers	District support	K-5 Grade Teachers	September - May	Classroom walkthroughs	School Administrations
Training in Science Interactive Notebook	3-5 Grade Teachers	District support	3-5 Grade Teachers	November	Classroom walkthroughs, Review of student ineractive notebook	Teachers and School Administrations

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Science lab experiements.	Consumables materials for Science Labs and experiements	Title I	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Science video library	Bill Nye Science Guy & Magic School Bus	Title I	\$500.00
			Subtotal: \$500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Science Conferences	Travel, registration, lodging and meals	Title I	\$1,000.00
GIZMOS and Other Science Training	Substitute Teachers for Coverage	Title I	\$600.00
			Subtotal: \$1,600.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Field trips to Science Museum and Science In-House field trips	Buses and admissions fees, student fees	Title I	\$1,500.00
Science Interactive Notebooks	Notebooks, pencils, paper, markers, colored pencils	Title I	\$800.00
			Subtotal: \$2,300.00
			<b>Grand Total: \$5,400.00</b>

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:	97% of Students in grade 4 will achieve a score of 3.0 or higher on the FCAT Writes Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
96% (68)	97% (79)

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	Increase adequate descriptive feedback to students.	Provide conferences with students about their written responses.  Monitor students writing progress throughout the year and provide feedback.	Administration Classroom teachers and District Support Staff	Conference notes and documentation. Rubrics and Checklist  Student-Self Tracking Report	Palm Beach Writes U.B.K Writes
2	Writing with focus, organization, support, spelling and conventions.	Creative Writing App and Top Score Writing	Administration Classroom teachers and district support staff	Writing Samples	Palm Beach Writes and daily writing.
3	Increase use of Anchor papers	Utilize anchor papers as model examples.	Classroom teachers	Writing Samples	Palm Beach Writes and daily writing.
4	Modeling of lessons	Lead Teacher will model lessons during the Writing block.	Administration and District Support	Classroom Walkthroughs	Palm Beach Writes and daily writing.
5	Conventions of Writing	Word processing program. Peer-editing.	Classroom teachers	Writing Samples	Palm Beach Writes and daily writing.
6	Increase daily writing practice	Provide one-on-one conferences, small guided writing groups, and whole group focus lessons intergrated during the Reading block.	Classroom teachers.	Writing Notebooks	Writing Notebooks

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:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

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				

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
Top Score Writing Program	3-4	Top Score Representative	3-4 Teachers	September and December	Classroom Walkthroughs, Lesson Plans and Student Samples	Administration and Team Leaders
Writer's Workshop	K-2	District Writing Resource Teacher	K-2	August- June	Classroom Walkthroughs, Lesson Plans and Student Samples	Administration and Team Leaders

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Top Score Writing Materials and Resources	Teachers manuals and Student workbooks	Title I	\$2,500.00
			Subtotal: \$2,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Writer's Workshop	Stipends for Teachers Trainings	Title I	\$600.00
			Subtotal: \$600.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,100.00

End of Writing Goals

## Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	Our attendance rate will increase to 90% for FY 2013. Our tardy rate will decrease by 20% for FY2012.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
83% (470)	85% (451)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)

95	80
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
198	175

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 attending school regularly and arriving on time.	Communicate to parents in our biweekly newsletter. Send parent liaison on home visits.  Implement a morning club with the students with attendance and tardy concerns.	Administration , Guidance Counselor Parent Liaison, Data Processor	Students attending school more regularly and on time.	Attendance Records and home visit logs.
2	Students arriving on time to school.	Parent phone call after three tardies.  Notice in writing to parents after 5 tardies.  Schedule parent meeting after 7 tardies.	Administration , Guidance Counselor Parent Liaison, Data Processor	Students attending school more regularly and on time.	Attendance Records and home visit logs.

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
School Based Team Training	K-5	District Personnel	Guidance Counselor	September	Share information with staff about truancy.	Administration, Guidance Counselor, Teachers

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
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Activities for students identified to participate in the morning club.	Markers, Educational games, pencils, crayons.	Title I	\$275.00
			Subtotal: \$275.00
			<b>Grand Total: \$275.00</b>

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:	Students in K-5 will follow the CHAMPS behavior model and participate in Schoolwide Positive Behavior Support.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
1	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
1	1
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
23	20
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
14	11

### 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	Consistent behavior management throughout the school.	Implementation of CHAMPS model and Positive Behavior Support.	Administration and Teachers	Classroom walkthroughs and CHAMPS material posted and utilized.	EDW Suspension report
2	Teacher understanding of SBT process and outcomes.	Develop a plan to include training for teachers on SBT process.	Guidance Counselor and SBT Members.	School Base Team referral rate.	EDW Discipline report.
	Consistent use of the	Implement a	Schoolwide Positive	School climate and	SWPBS End of

3	Schoolwide Positive Behavior Guidelines	schoolwide positive behavior recognition plan.	Behavior Support Team	environment.	the Year Report
4	Inconsistent student behavioral expectations	Create and implement SWPB support and conscious discipline strategies.  Create and implement schoolwide referrals procedures.  Post universal behavior guidelines in common areas and classrooms.	Administration and Teachers, Schoolwide Positive Behavior Support Team	Observations of school climate and environment.	EDW Discipline Report and SWPBS End of the Year Report

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Review CHAMPS strategies	All Teachers	Guidance Counselor, Magnet Coordinator and Administration	All Teachers and Staff Members	October	Monitoring of the student discipline reports and EDW Discipline reports.	Administration and SWPBS Team
Review of Schoolwide Discipline Referral Process	All Teachers	Administration	All Teachers and Staff Members	October	Monitoring of the student discipline reports and EDW Discipline reports.	Administration and SWPBS Team
SWPBS Staff Training	All Teachers	Guidance Counselor, Magnet Coordinator and Administration	All Teachers and Staff Members	October	Monitoring of the student discipline reports and EDW Discipline reports.	Administration and SWPBS Team

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
SWPBS Guidelines in Common areas and classrooms.	Banners and Posters	Title I	\$700.00
			Subtotal: \$700.00
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

SWPBS Student Recognition Program	Incentives: badges, pencils, pins and certificates	Title I	\$500.00
			Subtotal: \$500.00
			Grand Total: \$1,200.00

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>	65 % of the parents will participate in school events and meetings.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
50% (225)	65% (345)

### 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	Increase the parent and school communication.	Utilize Edline to notify parents of classroom and school events.  Provide parent trainings at least once a month during different times of the day.  Provide parents with monthly opportunity involvement folder.	Parent Liaison and Administration.	Parent attendance at school events and meetings.  Increase in parental involvement.	Sign in Sheets  Parent signature on monthly involvement folder.
2	Time and Schedule	Encourage families to attend Curriculum Night	Parent Liaison and Administration	Administration will review sign in sheets.	Sign - in Sheets
3	Teacher Communication	Teachers will call parents and encourage them to attend.	Administration	Administration will review sign in sheets.	Sign - in Sheets
4	Teacher and Parent Communication	Encourage parents to sign agenda daily.	Teachers	Usage of agendas by parents and staff.	Student Agendas
5	Lack of parent participation on committees.	Parents will be encouraged to participate in SAC, PTO and Magnet Meetings to have input on the School Improvement Plan, Parent Policy Compact and Parent Evaluation.	Administration, PTO and SAC Presidents, Magnet Coordinator, Parent Liaison	Attendance, Sign in Sheets, Meeting Minutes	School Improvement Plan, Meeting Minutes.
6	Lack of participation of volunteers and Business partners.	Encourage and recruit business and volunteers through volunteer orientation and business breakfast/luncheon.	Administration, PTO and SAC Presidents, Magnet Coordinator, Parent Liaison	Attendance, Sign in Sheets,	Business Contract and VIPS Sign-in

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase parental participation	Parent Liaison	Title I	\$27,220.00
			Subtotal: \$27,220.00
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
Parent Communication	Parent involvement folders, Postage and Student agendas	Title I	\$4,500.00
Parental Involvement	Supplies, ink, paper, refresements, training supplies	Title I	\$2,500.00
			Subtotal: \$7,000.00
			Grand Total: \$34,220.00

*End of Parent Involvement Goal(s)*

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	
Problem-Solving Process to Increase Student Achievement	

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

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

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

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

STEM Budget:

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

## Additional Goal(s)

### Community Involvement Goal:

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:					
1. Community Involvement Goal Community Involvement Goal #1:			Fine Arts Departments (Visual and Performing) will perform at Non-Profit agencies, community and business partners' events. Build community relationships with local businesses and churches.		
2012 Current level:			2013 Expected level:		
5 community performances			8 Community performances		
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 of students, equipment and musical instruments.	Locate volunteers to transport musical instruments for school.  Solicit donations for transportaion costs	Assistant Principal and Magnet Coordinator  Assistant Principal and Magnet Coordinator	Instruments arrival at a timely matter to the events.  Donations	Feedback for non-profit agencies.  Thank you letters
2	Schedules conflicts	Identify local church leaders and business leaders in the area  Invite leaders to a partnership receptions	Administration, Magnet Coordinator, and Parent Liaison	Attendance Increased involvement	Sign in sheets

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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
<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 Community Involvement Goal(s)*

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	IRA Membership	Journals & books	Title I	\$50.00
Reading	ASCD Membership	Journals & Books	Title I	\$100.00
Reading	Classroom Libraries	materials, books and labels	Title I	\$500.00
Reading	Curriculum Associates CARS/STARS	Consumables	Title I	\$400.00
Reading	Extended learning opportunities for level 1 and level 2 students	Part-time Tutors	Title I	\$7,000.00
Reading	Wordly Wise 3000-Targeted, direct vocabulary instruction	Consumable	Title I	\$500.00
Reading	Wilson Foundations	Materials and Consumables	Title I	\$4,429.00
Reading	Provide daily exposure to a variety of texts, as well as incentives for children to read independently and with others utilizing the Daily 5.	Daily 5 Books	Title I	\$505.00
Reading	Provide K-1 teachers with standard base grading for students.	How to Grade for Learning K-12 Books	Title I	\$500.00
Mathematics	Go Math/GIZMOS and other Math Trainings	Manipulatives Materials	Title I	\$500.00
Mathematics	Ladders to Success (Math)	Consumables	Title I	\$500.00
Mathematics	Extended learning opportunities for Level 1 and 2 students.	Part-time tutors	Title I	\$7,000.00
Science	Science lab experiments.	Consumables materials for Science Labs and experiments	Title I	\$1,000.00
Writing	Top Score Writing Materials and Resources	Teachers manuals and Student workbooks	Title I	\$2,500.00
Suspension	SWPBS Guidelines in Common areas and classrooms.	Banners and Posters	Title I	\$700.00
Parent Involvement	Increase parental participation	Parent Liaison	Title I	\$27,220.00
				Subtotal: \$53,404.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Data Analysis/Differentiated instruction	Ink, Paper, Flash Drives, Mobies, Printers	Title I	\$2,000.00
Reading	Learning A to Z	Consumable	Title I	\$700.00
Mathematics	Problem solving strategies	Mobi Interactive Whiteboards and LCD Projectors and Computers	Title I	\$3,000.00
Science	Science video library	Bill Nye Science Guy & Magic School Bus	Title I	\$500.00
				Subtotal: \$6,200.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Conference for Florida Kindergarten Teachers	Travel, Lodging, Meals, Registration	Title I	\$1,500.00
Reading	Literacy Block, and Related Reading Trainings	Stipends for after school PD and online PD	Title I	\$500.00
Reading Resource will model for teachers and				



Reading	participate in Learning Team meetings and provide remediation for Level 1 and 2 students	Reading Resource Teacher	Title I	\$66,690.00
Mathematics	Go Math/GIZMOS and other Training	Stipends for teachers	Title I	\$600.00
Mathematics	NCTM and other Math Conferences	Lodging, Meals, Registrations and Travel	Title I	\$4,500.00
Science	Science Conferences	Travel, registration, lodging and meals	Title I	\$1,000.00
Science	GIZMOS and Other Science Training	Substitute Teachers for Coverage	Title I	\$600.00
Writing	Writer's Workshop	Stipends for Teachers Trainings	Title I	\$600.00
				Subtotal: \$75,990.00
<b>Other</b>				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Supplies	Copy paper, chart paper, ink, classroom libraries	Title I	\$1,500.00
Reading	Parental Involvement Folders and take home reading supplies	Folders, materials, paper, ink,	Title I	\$600.00
Mathematics	Problem Solving through GO Math	Markers, Chart paper, paper, dry erasers	Title I	\$700.00
Mathematics	Problem Solving through GO Math and Literacy	Math Libraries	Title I	\$1,000.00
Science	Field trips to Science Museum and Science In-House field trips	Buses and admissions fees, student fees	Title I	\$1,500.00
Science	Science Interactive Notebooks	Notebooks, pencils, paper, markers, colored pencils	Title I	\$800.00
Attendance	Activities for students identified to participate in the morning club.	Markers, Educational games, pencils, crayons.	Title I	\$275.00
Suspension	SWPBS Student Recognition Program	Incentives: badges, pencils, pins and certificates	Title I	\$500.00
Parent Involvement	Parent Communication	Parent involvement folders, Postage and Student agendas	Title I	\$4,500.00
Parent Involvement	Parental Involvement	Supplies, ink, paper, refresements, training supplies	Title I	\$2,500.00
				Subtotal: \$13,875.00
				<b>Grand Total: \$149,469.00</b>

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 9/24/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business

and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Organize and assist with curriculum nights Sponsor social and academic morning clubs Purchase classroom supplies/libraries Assist student incentives Assist with Business Partnership Meetings Student Incentives such as Reading Counts and Red Ribbon Week	\$3,965.00

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

SAC funds will help support professional development, instructional materials, supplies for students and teachers, and school incentives; such as Reading Counts store and Red Ribbon Week Activities, . SAC funds will also assist with curriculum nights, sponsor social and academic morning clubs, purchase classroom supplies/libraries, and assist with Business partnership Meetings.

# 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 U. B. KINSEY/PALMVIEW ELEMENTARY 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	76%	74%	93%	47%	290	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	68%	64%			132	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	51% (YES)	68% (YES)			119	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					541	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District U. B. KINSEY/PALMVIEW ELEMENTARY 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	69%	66%	88%	45%	268	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	64%	45%			109	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	52% (YES)	49% (NO)			101	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					478	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested