

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: CLIFFORD O TAYLOR/KIRKLANE ELEMENTARY

District Name: Palm Beach

Principal: Agartha Gragg

SAC Chair: Victoria Onofry

Superintendent: Mr. Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 11/11/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Agartha Gragg	Degree(s)/ Certification(s) BS in Elem Ed and Early Childhood MS in Counseling and the Human Systems Certifications: Early Childhood Ed Leadership Elem Ed Guidance & Cou Mentally Handicapped School Principal ESOL	13	13	2011-2012: Grade: C, Reading Mastery: 43%, Math Mastery 43%, Science Mastery: 44%, Writing Mastery: 79% AYP Not Available 2010-2011: Grade: C, Reading Mastery: 59%, Math Mastery 57%, Science Mastery: 49%, Writing Mastery: 91% AYP 62% 2009-2010: Grade: B, Reading Mastery: 64%, Math Mastery 68%, Science Mastery: 52%, Writing Mastery: 82% AYP 82% 2008-2009: Grade: B, Reading Mastery: 61%, Math mastery: 66%, Science Mastery: 35%. AYP: 79% 2008-2007: Grade B, Reading Mastery: 62%, Math Mastery 65%, Science Mastery 43%. AYP: 95% 2007-2006: Grade A Reading Mastery: 66%, Math Mastery 67%, Science Mastery 42% AYP: 97%

Assis Principal	Vikaash Moosai	Degree(s)/ Certification(s) BA in Music MS in Elementary Education Ed.S in Educational Leadership Reading Endorsed ESOL Endorsed	1	3	<p>2011-2012- Grade B Reading: 52% Proficient; 64% Learning Gains; 59% Low 25%</p> <p>2010-2011 - Grade: A Reading: 73%, Math: 81%, Writing: 83%, Science: 63%. AYP: No.</p> <p>2009-2010: Grade B Reading Mastery: 67%, Math Mastery: 67%, Science Mastery: 41%, AYP: 69%, Black, Hispanic, ELL, FRL and SWD did not make AYP in reading and math.</p> <p>2008-2009: Grade A Reading Mastery: 68%, Math Mastery: 70%, Science Mastery: 50%, AYP: 95%, ELL and SWD did not make AYP in math.</p> <p>2007-2008: Grade A, Reading Mastery 65%, Math Mastery: 65%, Science Mastery: 47%, AYP: 67%, ELL and SWD did not make AYP in math and reading.</p>
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INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Cheryl Moore	Degree(s)/ Certification(s) BS in Psychology MS in Emotionally Handicapped and Reading Specialists in Edu Leadership Certifications: Elem Ed Emotionally Handicapped ESOL Reading	13	7	<p>2011-2012: Grade: C, Reading Mastery: 43%, Math Mastery 43%, Science Mastery: 44%, Writing Mastery: 79% AYP Not Available</p> <p>2010-2011: Grade: C, Reading Mastery: 59%, Math Mastery 57%, Science Mastery: 49%, Writing Mastery: 91% AYP 62%</p> <p>2009-2010: Grade: B, Reading Mastery: 64%, Math Mastery 68%, Science Mastery: 52%, Writing Mastery: 82% AYP 82%</p> <p>2008-2009: Grade: B, Reading Mastery: 61%, Math mastery: 66%, Science Mastery: 35%. AYP: 79%</p> <p>2008-2007: Grade B, Reading Mastery: 62%, Math Mastery 65%, Science Mastery 43%. AYP: 95%</p> <p>2007-2006: Grade A Reading Mastery: 66%, Math Mastery 67%, Science Mastery 42% AYP: 97%</p>
Science	Natalie DiFranco	BS in Education Certification: Elem Ed	19	11	<p>2011-2012: Grade: C, Reading Mastery: 43%, Math Mastery 43%, Science Mastery: 44%, Writing Mastery: 79% AYP Not Available</p> <p>2010-2011: Grade: C, Reading Mastery: 59%, Math Mastery 57%, Science Mastery: 49%, Writing Mastery: 91% AYP 62%</p> <p>2009-2010: Grade: B, Reading Mastery: 64%, Math Mastery 68%, Science Mastery: 52%, Writing Mastery: 82% AYP 82%</p> <p>2008-2009: Grade: B, Reading Mastery: 61%, Math mastery: 66%, Science Mastery: 35%. AYP: 79%</p> <p>2008-2007: Grade B, Reading Mastery: 62%, Math Mastery 65%, Science Mastery 43%. AYP: 95%</p> <p>2007-2006: Grade A Reading Mastery: 66%, Math Mastery 67%, Science Mastery 42% AYP: 97%</p>
					<p>2011-2012: Grade: C, Reading Mastery: 43%, Math Mastery 43%, Science Mastery: 44%,</p>

Math	Robin Cascio	BS in Education Certifications: Elem Ed ESOL Specific Learning Disabilities	22	4	Writing Mastery: 79% AYP Not Available 2010-2011: Grade: C, Reading Mastery: 59%, Math Mastery 57%, Science Mastery: 49%, Writing Mastery: 91% AYP 62% 2009-2010: Grade: B, Reading Mastery: 64%, Math Mastery 68%, Science Mastery: 52%, Writing Mastery: 82% AYP 82% 2008-2009: Grade: B, Reading Mastery: 61%, Math mastery: 66%, Science Mastery: 35%. AYP: 79% 2008-2007: Grade B, Reading Mastery: 62%, Math Mastery 65%, Science Mastery 43%. AYP: 95% 2007-2006: Grade A Reading Mastery: 66%, Math Mastery 67%, Science Mastery 42% AYP: 97%
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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	Posting vacancies via District web page	Principal's Secretary	ongoing	
2	Administrators attend district Job Fairs	Principal/Assistant Principal	ongoing	
3	Grade level teachers participate in the interviewing process.	All teachers	ongoing	
4	Regular meetings with new teachers	Principal	ongoing	
5	Partnering new teachers with veteran staff	Assistant Principal	ongoing	
6	College campus Job Fairs and e-recruiting at Universities	Guidance Counselor	April 2013	
7	Soliciting referrals from current employees	Principal	ongoing	Announcement will be made at September, December, and March faculty meetings

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
27% (25)	Teachers are currently taking courses in order to receive ESOL endorsement and receive support from collegiate peers and Reading Coaches through modeling and planning.

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
91	9.9%(9)	29.7%(27)	26.4%(24)	35.2%(32)	0.0%(0)	109.9% (100)	5.5%(5)	1.1%(1)	68.1%(62)

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
Peggy Delaney	Madeline Ryan	Reading Teacher	Classroom Observations/Modeling, lesson planning, technology mentoring
District TBA	Julie Berger	District	Classroom Observations/Modeling, lesson planning, technology mentoring
Shakira Epps	Adrienne Holotanko	Grade Level Peer	Classroom Observations/Modeling, lesson planning, technology mentoring
District TBA	Michael Hamm	District	Classroom Observations/Modeling, lesson planning, technology mentoring
Shakira Epps	Hannah Huffer	Grade Level Peer	Classroom Observations/Modeling, lesson planning, technology mentoring
Raquel Avellana	Rosa Reynaga	Spanish Teaching Peer	Classroom Observations/Modeling, lesson planning, technology mentoring
Kathleen Davis	Shikara Jackson	Grade Level Pairing	Classroom Observations/Modeling, lesson planning, technology mentoring
District TBA	Beatriz Puente	District	Classroom Observations/Modeling, lesson planning, technology mentoring
Merri Lynn Day	Melisa-Rose Varchol	ESE Peer	Classroom Observations/Modeling, lesson planning, technology mentoring
Denise Peekstok	First Grade Vacancy	Grade Level Peer	Classroom Observations/Modeling, lesson planning, technology mentoring

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

Tutorial services are provided to ensure students requiring additional remediation are assisted through before school and after-school programs. Parent Involvement activities and events are implemented through the coordination of a Parent Liaison and Paraprofessional funded through Title I. Faculty members are given professional development opportunities to support their instruction of core subject areas. Title I funds a reading, math and science coach to provide on-going professional development to teachers. Our Learning Team Facilitator engages faculty in "data chats" to analyze assessment leading to strategic learning interventions.

In addition, we will utilize the title 1 funds for technology integration, classroom supplies, stipends for teacher training, field trip admission and transportation, and media books.

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The Districts Liaison coordinates with Title I and other programs to ensure that our students participate in the Annual Migrant Recognition Program.

Title I, Part D

N/A

Title II

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

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. Our ELL Coordinator disseminates materials received from the District

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers. SAI funds will be used to expand the summer program to all Level 2 students. Our SAI teacher currently services students in grades 3-4-5.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporates field trips, community service, and counseling. Each grade level sponsors a service learning project and our Guidance Counselors provide on-going activities for anti-bullying. Peer Mediators will be trained and provide on-going peer mediating throughout the school year.

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

Nutrition Programs

Our school provides free breakfast daily to all students as well as free or reduced lunch to students who are eligible.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Required 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.

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Select General Education Teachers (Primary and Intermediate): Provide information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participate in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

ESOL Coordinator: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Instructional Coach(es) Reading/Math/Science:

Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Reading Instructional Specialist: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding database instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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 team meets once a week to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

MTSS Implementation

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

Baseline data: Progress Monitoring and Reporting Network (PMRN), Assessment and Information Management System (AIMS web), DIBELS, Florida Comprehensive Assessment Test (FCAT)

Progress Monitoring: PMRN, AIMS web, Curriculum Based Measurement (CBM), FCAT Simulation
Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA)
End of year: FAIR, AIMS web, FCAT
Frequency of Data Days: twice a month for data analysis

Describe the plan to train staff on MTSS.

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. Two PD sessions entitled: "RtI: Problem Solving Model: Building Consensus Implementing and Sustaining Problem-Solving/RtI" and "RtI: Challenges to Implementation Data-based Decision-making, and Supporting and Evaluating Interventions" will take place in mid-August and in October.

The 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).

Principal, Assistant Principal, Guidance Counselor, ESOL Guidance Counselor; Math Coach, Science Coach, Reading Coach, ESE Coordinators, ESOL Coordinator and Rti Liaison.

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

Our LLT meets weekly with an agenda to support the facilitate the increase of reading knowledge with the school building and docus on areas of literacy concern across the school. We review ourschool wide literacy goals and the progress to continuously identy new reading strategies/activities to implement with the purpose of increasing achievement and a higher interest in reading.

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

Our Action Research Implementation Plan is targeting differentiated instruction in reading science and math, Tier 2 and Tier 3 interventions and reading strategies using the Fountas & Pinnel Continuum of Literacy Learning.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 9/20/2012)

*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.

COT/Kirklane Elementary School holds a Kindergarten Round Up in May prior to the end of the school year in order to showcase the school and get information to parents of school-age children who will be attending the school in the fall. Parents receive information regarding readiness skills for their child entering kindergarten. Boys Town, local pre-school centers and the Palm Springs Library advertise the Kindergarten Round Up to assist in locating school-age children. Local pre-schools coordinate with the Assistant Principal to schedule visits to our school. They're able to tour the school and visit kindergarten classrooms. The Assistant Principal also sets up meetings with local pre-school centers if desired to discuss readiness for transitioning students. This invitation extends to meeting with our kindergarten teachers regarding grade level expectations.

A staggered start schedule is implemented during the first week of school to afford new kindergarteners a transition period to

acclimate to a schedule, the building and to "bond" with their teacher with fewer students.

Kindergarten students were screened during the first 30 calendar days of the beginning of school using the Florida Kindergarten Readiness Screener (FLKRS). The FLKRS is made up of a subset of the Early Childhood Observation System (ECHOS)-an observational instrument that is used to monitor the skills, knowledge, and behaviors a student demonstrates or needs to develop.

*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:	There was a 10% (59) decrease of students maintaining proficiency (FCAT Levels 3,4,5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (113) of students performed a level 3 or higher on the Reading FCAT 2012	In grades 3-5, 75% of the students will achieve mastery for reading on the 2013 FCAT Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language barriers, high order thinking, exposure to high complexity questions, time constraints	Progress monitoring	Reading Coach/Administration/Teachers	Data Analysis	Core K-12 ExamView Broward Mini-Assessment
2	Higher order thinking, exposure to high complexity level questions,	Use of stem questions, Jr. Great Books inquiry reading groups	Reading Coach/ Administration	Data Analysis Reading Journal	Core K-12 ExamView Broward Mini-Assessment Teacher designed tests
3	Time constraints (student's reading endurance levels)	Students will receive increased independent reading time and will write their reflections of their reading in journals.	Teachers, Reading Coaches, Administration	Observations Student Conferences Student Journals	Core K-12 ExamView Broward Mini-Assessment Teacher designed tests
4					
5	Knowledge of Item Specifications	Complete data analysis of items specifications during Learning Team sessions.	Professional Development Team, Principal, Assistant Principal, Team Leaders	Learning Team minutes, followup with "deliverables"	Item specifications, lesson plans, focus calendars
6	Programs implemented without fidelity	Consistent follow-up of using the Focus Calendars which includes Learning Village lesson plans	Principal, Assistant Principal, Coaches, Team Leaders	Review of lesson plans, Focus Calendars	Observations, Focus Calendars
7	Utilizing differentiated instruction	Professional Development of differentiated instruction strategies, skills centers with DI activities	Principal, Assistant Principal, Observation Teacher Liaison, Coaches	Lesson plans, focus calendars check monthly	Observations, data analysis of district tests, mini assessments and EDW reports

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

of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	There was a 7% (4) increase of students maintaining proficiency (FCAT Levels 3,4,5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (5) of students performed a level 3 or higher on the Reading FCAT 2012	In grades 3-5, 45% of the students will achieve mastery for reading on the 2013 FCAT Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language barrier, high order thinking, and time constraints.	Progress monitoring, providing students with higher order thinking skills, as well as FAA practice tests.	Classroom teachers, ESE coordinators, administration	Data analysis	Teacher created assessments and FAA
2	Use of higher order thinking skills consistently used during instruction	Teachers will use stem questions, Webb's Depth of Knowledge questioning techniques and Jr Great books	Teachers, Reading Coach, Administration	Data Analysis of assessments	Teacher designed assessments, CORE K-12
3					

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:	There was a 1% (109) of students who scored a level 4 or higher on the Reading FCAT 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (100) of students scored a level 4 or higher on the Reading FCAT 2012	30% of students are expected to perform at a level 3 or higher on Reading FCAT 2013

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language barriers	Progress monitoring, student tracking through Accelerated Reader, guided reading, small group and independent reading, buddy reading, Saturday and after school tutorial.	Reading Coach/ Administration/ Teachers	Mini assessments administered bi-weekly	Data Analysis
2	Reading across subject areas including related arts.	Integrate reading through art, music and physical education activities.	Music Teachers, Art Teachers, Physical Education Teachers	Teacher Observations of student participation	Teacher Observations
3	Higher order thinking, exposure to high complexity questions, time constraints	Training and implementation of Webb's Depth of Knowledge questioning techniques	Principal, Assistant Principal, LTM Liaison, Coaches	Lesson plans, iObservations	EDW Reports Student Journals iObservations

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:	The percentage of students who achieved a level 7 or above on the Florida Alternate Assessment in 2012 maintained in 2011.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (6) of students achieved a level 7 or above on the Florida Alternate Assessment in 2012.	50% will achieve a level 7 or above on the Florida Alternate Assessment in 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language barriers,	Progress monitoring, student tracking through Accelerated Reader, guided reading, small group and independent reading, buddy reading, Diagnostics, Saturday and after school tutorial.	Reading coach, administration, teachers	Mini assessments administered bi-weekly, Accelerated Reading logs, diagnostics, and FCAT.	Data analysis of diagnostics and FCAT.
2	Higher order thinking, exposure to high complexity questions,	Utilizing Webb's Depth of Knowledge,			
3	Utilizing differentiated instruction daily	Develop individual work station rotation boards consistent with the needs of each student.	ESE Coordinator, Principal, Assistant Principal, Teachers	Observations, lesson plans	Observations, Focus Calendars, lesson plans, student tracking sheets

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:	There was a 6% decrease in students making learning gains from the Reading FCAT in 2011.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (212) of students made learning gains in Reading on the 2012 FCAT.	66% of students are expected to make learning gains on the 2013 FCAT Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language Barriers	Process monitoring students bi-weekly, provide explicit reading instruction based on students' needs, support from Reading Coach and district personnel, focus calendar specify primary	Reading Coach, K-5 Teachers, Admin, Support Staff	Data Analysis	Core K-12 ExamView Broward Mini-Assessments

		and secondary benchmarks			
2	Scheduling constraints	Provide the allotted time for iiii and Rti services to students without interrupting their 90 minute reading block. The Related Arts Team will assist in providing daily Rti services to eligible students.	Teachers, Principal, Assistant Principal, Reading Coach, Team Leaders	The Administration will receive input from each team to develop a Master Schedule providing iiii and Rti services on each grade level.	The Master Schedule
3	Higher order thinking skills	Include the use of stem questions during whole/small group instruction and Jr Great Books instruction	Teachers, Reading Coach, Principal, Assistant Principal	Classroom Observations	Core K-12 ExamView Broward Mini Assessments
4	Effective small group instruction centers	Teachers will define small group activities using data analysis targeting the most frequently missed questions on each assessment. Teachers will analyze each assessment to determine the learning needs of small groups in their classrooms.	Teachers, Coaches	Data Chats with Learning Team Facilitator, Administration and Coaches using a data wall to chart the assessments.	Core K-12 Unit Tests Broward Mini Assessments ExamView
5	Lack of extended practice of weaker skills and reinforcing stronger skills	Provide tutorial services for students before and after school including Saturday tutorial sessions.	Principal, Assistant Principal, Teachers, Coaches	Winter Diagnostic data analysis, student tracking sheets	Mini assessments
6	Student fluency doesnot is below grade level expectations	Use of Accelerated Readerfor interest determined books on student's readability level, Reading A-Z, Readers Theatre	Teachers, Coaches	Fleuncy probes bi-weekly, Foundations fluency probes	Fluency assessments, Reading Running Records,
7	Recalling vocabulary meaning in text	School-wide word of the week, student vocabulary logs, interactive vocabulary word walls	Teachers, Coaches,Principal,Assistant Principal	Student vocabulary logs, iObservations	iObservations Student vocabulary log booklets
8	Attendance, tardiness	Phone call to parents, late/absentee letters, parent conferenes and home visits, Parent Training	Principal, Assistant Principal, Community Language Facilitators, Parent Liaison	Attendance Records through terms, Parent Conference notes, Language Facilitators logs and Parent Training sign-in sheets	Attendance Records

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	There was an 8% (4) decrease of students who made learning gains in reading on the Florida Alternate Assessment from 2011.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (3) students made learning gains in reading on the Florida Alternate Assessment in 2012.	25% students will make learning gains in reading on the Florida Alternate Assessment in 2013.

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	language barriers, scheduling constraints, higher order thinking skills, and lack of extended practice of weaker skills.	Progress monitoring, student tracking through Accelerated Reader, guided reading, small group and independent reading, buddy reading, Saturday and after school tutorial.	teachers, coaches, administration	Data chats, learning team meetings, data wall, and walk throughs	Core K 12 Unit tests Teacher mini assessments Exam View

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:	There was a 1% increase of students in the lowest 25% who made learning gains on the Reading FCAT 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (61) of students in the lowest 25% made learning gains on the Reading FCAT 2012.	72% of students in the lowest 25% are expected to make learning gains on the Reading FCAT 2013

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language barriers	Students will receive iii instruction in a small group setting daily; participate in tutoring, Accelerated Reader and one-on-One focused instruction	Reading Coach/ Administration	LTM's to analyze data	Reading Running Records, Breakthrough to Literacy, Accelerated Reader, Broward Mini-Assessments, ExamView, Core K-12
2	Lack of extended practice of skills	Students will be given the opportunity for pre-after school and Saturday's school tutorial services	Teachers, Coaches, Principal, Assistant Principal	Weekly assessemnts, Student tracing record and lesson plans will be reviewed weekly.	Lesson Plans, Pre-Post Assessments for each subject area, weekly assessments

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	By School Year 2017, we will reduce the achievement gap by 20%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	45	50	55	60	65	

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.	There was a 10% (193) decrease in the Hispanic subgroup not making progress in reading.
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Reading Goal #5B:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
White 43% (25) Black 70% (54) Hispanic 57% (217) Asian 0% (4) Am. Indian 80% (4)		The expected level of performances of the student subgroups are as followed seperated by ethnicity: White 42% Black 52% Hispanic 50% Asian __% Am. Indian __%			
Problem-Solving Process to I ncrease Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language barriers	Progress monitoring lowest 30%, analyze data, use focus calendar to target primary and secondary benchmarks, participate in collaborative discussions, learning team meetings and professional development	Reading Coach/Administration	Analyze Data	Core K-12 ExamView Broward Mini-Assessments
2	Parental Support at home to reinforce reading skills	Parents will be able to attend Literacy Night, Evening Library for Parents and Portfolio Night. They wil also sign off student's weekly Finding Interesting Stories At Home (F.I.S.H.) graphic organizers.	Teachers, Reading Coach, Principal, Assistant Principal, Parents	Students tracking sheets will show completiion of weekly F.I.S.H. reports	Sign In Sheets for Each Event
3	Scheduling constraints to provide iii services	Provide individual instruction to meet the needs of all students through creative scheduling	Principal, Assistant Principal, Team Leaders	Meet as a cohort ot develop the Master Schedule with input from each team	Master Schedule showing iii services for all eligible stduents
4	Lack of extended practice of skills.	Students will be given the oppportunity for tutorial services.	Teachers, Coaches, Administration	Weekly lesson plans, weekly assessments, and student tracking records	Pre-Post assessments, weekly assessments

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	ELL Students did meet their targeted goal on the Reading FCAT in 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% of ELL students did not make satisfactory progress in on the FCAT Reading 2012.	60% of ELL students will be proficient in reading on the Reading FCAT in 2013.

Problem-Solving Process to I ncrease Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Language barriers	Implementing interactive	Reading Coach,	Teachers will monitor	Reading journal

1	interfere with vocabulary development	word walls and vocabulary centers.	Teachers, Principal, Assistant Principal	students usage of vocabulary through their reading journals.	review Core K-12 ExamView Broward Mini Assessment
2	Higher Order thinking skills	Use of stem questions during whole/small group instruction and Jr Great Books	Teachers, Reading Coach, Principal	Classroom observations,	Response to Reading Text journal reviews
3	Lack of parental support at home	Parents will be able to attend Literacy Night, Portfolio Night and Evening Library for Parents. They will sign weekly reading graphic organizers for Finding Interesting stories at Home (F.I.S.H.).	Teachers, Principal, Assistant Principal, Team Leaders	Monthly review of students AR report, review of students weekly F.I.S.H. reports	F.I.S.H. record Accelerated Reader's student record Sign in Sheets of events
4	Lack of extended practice of skills to strengthen weaker skills and enrich stronger skills	Students will be given the opportunity for pre-after school and Saturday's school tutorial services	Teachers, Coaches, Principal, Assistant Principal	Weekly assessemnts, Student tracing record and lesson plans will be reviewed weekly.	Lesson Plans, Pre-Post Assessments for each subject area, weekly assessments

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	SWD did meet their target reading goal on the Reading FCAT in 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% of Students with Disabilities (SWD) did not make satisfactory progress on the Reading FCAT in 2012.	62% of Students with Disabilities (SWD) will be proficient on the Reading FCAT in 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Higher Order thinking skills,	Use of Wilson reading strategies	Teachers	Progress Monitoring	Teacher Observations/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:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Economically Disadvantaged students did meet their target goal on the Reading FCAT in 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% of Economically Disadvantaged students did not make satisfactory progress on the Reading FCAT in 2012.	54% of our Economically Disadvantaged students will not make satisfactory progress on the Reading FCAT 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Language, Parental Support at home assist students with reading assignments	Progress monitoring students bi-weekly, provide explicit reading instruction based on the students' needs	Reading Coach/Administration/teachers	Analyze Data	Core K-12 ExamView Broward Mini-Assessments
2	Lack of extended practice of skills to strengthen weaker skills and enrich stronger skills	Students will be given the opportunity for pre-after school and Saturday's school tutorial services	Teachers, Coaches, Principal, Assistant Principal	Weekly assessemnts, Student tracing record and lesson plans will be reviewed weekly.	Lesson Plans, Pre-Post Assessments for each subject area, weekly assessments

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
Marzano-The Art of Teaching in regards to reading	All faculty members	PBSD Facilitators, Principal, Assistant Principal, Professional Development Team	All faculty members	August-June 2013 Professional Development Days, Team Meetings, Faculty Meetings	The use of iObservations for classroom observations	Principal, Assistant Principal
Accelerated Reader	K-5	Accelerated Reader's Committee, Principal, Reading Coach	Teachers K-5	August-June 2013 Professional Development Days, Team Meetings, Faculty Meetings	Accelerated Reader's monthly individual student reports	Teachers, Principal, Assistant Principal
Foundations	K-1	PBCSD Wilson Facilitator	Teachers K-1	August-June 2013 Professional Development Days, Team Meetings, Faculty Meetings	Classroom Observations/Modeling	Principal
Breakthrough To Literacy	K-1 and SAI	Administration/PBSCD	Teachers K-1 and SAI Teacher	August-June 2013 Professional Development Days, Team Meetings, Faculty Meetings	Classroom Observation/Modeling BTL Management Reports	Principal
Secret Stories	K-3	Reading Coach	Reading Teachers K-3	August-June 2013 Professional Development Days, Team Meetings, Faculty Meetings	Classroom Observations/Modeling	Reading Coach, Principal, Assistant Principal
Gifted Staff Development	K-5	PBSD Facilitators, Principal	Teachers K-5	August-June 2013 Professional Development Days, Team Meetings, Faculty Meetings	Classroom Observations/Modeling	Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Offer before, during, after school tutorial services for students in grade 2-5 based on their academic assessment data, SRI, and FCAT Reading levels.	Consumables materials, books, ink, paper, Test Ready materials, toner will be provided for tutorial services and in system part time benefits.	Title I	\$11,000.00
Provide classrooms and related arts teacher with materials, library books (media center books) and supplies to enrich reading literacy.	School supplies, paper, ink, Versatiles, Readers Response to Writing texts, Mentoring Texts, chart stands, poster paper, consumables, white boards (students/classrooms) to track student assessments, will be purchased for reading instruction. This will include Wilson Foundations, Breakthrough to Literacy, Accelerated Reader, Junior Great Books, Learning A-Z and CARS/STARS.	Title I	\$18,380.00
Provide students with real life experiences extending and enriching classroom instruction	Admission and transportation costs associated with an on or off campus field trip (i.e.-St. Augustine, Gumbo Limbo, Sea World, Miami Seaquarium, Yester Year Village, Loggerhead Marine Center, Kravis Center STARS Program, Little Red Schoolhouse)	Title I	\$0.00
Provide students with instruction and exposure to the concept of conservation (Going Green)		Title I	\$0.00
			Subtotal: \$29,380.00
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
Employ a reading coach to provide professional development, classroom modeling, and student instruction as well as attend reading professional development workshops/seminars/conventions.	Salary for coach/resource teacher/LTF	Title I	\$33,794.00
Faculty will attend reading professional development sessions including the integration of art music and physical education..	Traveling out of county and in-county including registrations	Title I	\$11,422.00
Faculty provided with resources to create products to enhance classroom instruction	Reading supplies, paper, ink, consumables, manipulatives will be purchased for professional development purposes.	Title I	\$6,750.00
Employ a .5 Learning Team Facilitator to provide mastery of concepts training, integration/linking of reading with core subject areas using data to determine deliverables.	Salary for coach/resource teachers/LTF	Title I	\$10,000.00
Teachers will have collegial meetings to determine learning strategies, develop focus calendars and assign assessments for data analysis.	Teachers will attend on-campus LTM to collaboratively discuss data and student improvement strategies.	Title I	\$4,172.00
			Subtotal: \$66,138.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		There was a 7% decrease of students who scored proficient in listening/speaking on the CELLA from the 2011.			
2012 Current Percent of Students Proficient in listening/speaking:					
34% (148) students scored proficient in listening/speaking on the CELLA in 2012.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of vocabulary to understand text	Access to Rosetta Stone program and Riverdeep	Classroom Teacher, ELL Teachers, Coaches	Frequent informal assessments, lesson plans, formative and summative assessments	CELLA, 3 Year LAS links, Diagnostics, RRR Assessments
2	Lack of Oral Reading fluency	Provide consistent and time fluency opportunities	Classroom Teacher, ELL Teachers	Frequent informal assessments, lesson plans, formative and summative assessments	CELLA, 3 Year LAS links, Diagnostics, RRR Assessments
3	Lack of Phonemic Awareness	Explicit direct instruction in the Foundations and Accelerated Readers programs	Classroom Teacher, ELL Teachers	Frequent informal assessments, lesson plans, formative and summative assessments	CELLA, 3 Year LAS links, Diagnostics, RRR Assessments

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:		There was a 1% decrease in students who scored proficient in reading on the CELLA from 2011.			
2012 Current Percent of Students Proficient in reading:					
20% (88) students scored proficient in reading on the CELLA in 2012.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of vocabulary in the English Language	Access to Riverdeep and Accelerated Readers programs, using Spanish/English Dictionaries	Classroom Teachers, ELL Teachers	Frequent informal assessments, lesson plans, focus calendars, formative and summative assessments	CELLA, 3 year LAS links, Palm Beach Writes, Florida Writes and classroom assessments

2	Utilizing proper subject-verb agreement when speaking	Teachers will provide students with direct instruction involving grammar and model sentence writing and subject-verb usage.	Classroom Teachers, ELL Teachers, ESOL Coordinator	Frequent informal assessments, lesson plans, formative and summative assessments	CELLA, 3 Year LAS links, Palm Beach Writes, Florida Writes and Classroom Assessments
3	Lack of Oral Reading fluency	Provide consistent and timed fluency opportunities	Classroom Teachers, ELL Teachers, ESOL Coordinator	Frequent informal assessments, lesson plans, formative and summative assessments	CELLA, 3 Year LAS links, Diagnostics, RRR Assessments
4	Lack of phonemic Awareness	Explicit direct instruction in the Foundations and Accelerated Readers program	Classroom Teachers, ELL Teachers, Coaches, ESOL Coordinator		

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

3. Students scoring proficient in writing. CELLA Goal #3:	There was no change in performance from the CELLA 2011.
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2012 Current Percent of Students Proficient in writing:

20% (86) of students scored proficient in writing on the CELLA in 2012.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Knowledge of vocabulary in English text	Teachers will provide students with an environment enriched with vocabulary from text to life's applications	Classroom Teachers, ELL Teachers, ESOL Coordinator	Frequent informal assessments, lesson plans, formative and summative assessments	CELLA, 3 Year LAS links, Palm Beach Writes, Florida Writes and Classroom Assessments
2	Utilizing proper subject-verb agreement when writing	Teachers will provide students with direct instruction involving grammar and model sentence writing and subject-verb usage.	Classroom Teachers, ELL Teachers	Frequent informal assessments, lesson plans, formative and summative assessments	CELLA, 3 Year LAS links, Palm Beach Writes, Florida Writes and Classroom Teachers

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide students with real life experiences extending and enriching classroom instruction	Admission and transportation costs associated with an on or off campus field trip	Title I	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	There was a 1% decrease of students achieving proficiency on the Math FCAT from 2011.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (134) of our students attained proficiency or above on the 2012 Math FCAT.	33% of our students are expected to attain proficiency on the 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	Limited understanding and usage of mathematics vocabulary	Implementing interactive word walls and vocabulary centers. Each grade level will focus on specific words.	Math Coach/Administration/Teachers	Teachers will monitor students' usage of vocabulary through their math journals. Each grade level will give a monthly mini-assessment to test students' understanding of the vocabulary from their word walls.	Vocabulary mim-assessments given monthly by each grade level. Core K-12 ExamView Broward Mini-Assessment
2	Language Science Vocabulary, higher order thinking questions	Create labs, provide real world science experiences and engaging activities, Cooperative Learning Groups	Science Coach/Administration/Teachers	Grade level teams will review results of common assessment data	Mini-assessments tied to NGSSS. Core K-12 ExamView Broward Mini-Assessment
3	Using problem solving strategies.	Students will be taught "The Seven Steps To Problem Solving"	Teachers	Progress Monitoring	Core K-12 ExamView Broward Mini-Assessment
4	Limited use of small group effective strategies	Teachers will define small group activities using data analysis targeting the most frequently missed questions on each assessment. Teachers will analyze each assessment to determine the learning needs of small groups in their classrooms.	Teachers, Coaches	Data Chats with Learning Team Facilitator, Administration and Coaches using a data wall charting assessments	Core K-12 ExamView Broward Mini-Assessment

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:	There was a 23% decrease in students who scored at Levels 4, 5, and 6 on the Math FCAT 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:

46% (6) students scored at Levels 4, 5, and 6 on the Math FCAT 2012.	50% of students are expected to score at Levels 4, 5, and 6 on the Math FCAT 2013.
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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	Limited understanding and usage of mathematics vocabulary	Implementing interactive word walls and vocabulary centers. Each grade level will focus on specific words.	Math Coach/Administration/Teachers	Vocabulary mim-assessments given monthly by each grade level. Teachers will monitor students' usage of vocabulary through their math journals. Each grade level will give a monthly mini-assessment to test students' understanding of the vocabulary from their word walls.	Core K-12 ExamView Broward Mini-Assessment

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:	There was a 11% decrease in students who scored at or above achievement level 4 from the Math FCAT 2011.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% of our students scored at or above achievement level 4 on the Math FCAT 2012.	30% of our students will score at or above achievement level 4 on the Math FCAT 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited exposure to enrichment opportunities.	Provide students with increased usage of Gizmos online manipulatives tool.	Administration, teachers, Math Coach	Coach will collect and monitor samples of student activities using gizmos.	Gizmos mini-assessment results. Core K-12 ExamView Broward Mini-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:	There was a 8% increase of students who scored at or above achievement Level 7 in mathematics from 2011.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (3) students scored at or above achievement Level 7 in	30% of students will score at of above achievement Level 7

mathematics in 2012.		in mathematics in 2013.		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	There was a 14% increase of students who made learning gains in mathematics from 2011.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (227) of students made learning gains in mathematics in 2012.	80% of students will make learning gains in mathematics 2013.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language Barrier	Small group instruction, tutorial, Math Labs	Math Coach, Teachers, Administration	LTM's to analyze data	Core K-12 ExamView Broward Mini-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:	There was a 13% decrease of students who made learning gains in mathematics from 2011.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (2) of students made learning gains in mathematics 2012.	20% of students will make learning gains in mathematics 2013.

Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
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:	There was a 2% decrease of students in lowest 25% made learning gains from mathematics 2011.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (52) of students in lowest 25% made learning gains in mathematics 2012.	63%of students in lowest 25% will make learning gains in mathematics 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language Barrier	Small group instruction, tutorial, Math Lab	Math Coach, Teachers, Admin	LTM's to analyze data	Core K-12 ExamView Broward Mini-Assessments
2	Lack of extended practice	Students will be offered tutorial services during pre/after school and on Saturdays.	Coaches, Teachers, Administration	Lesson Plans, Assessments and student tracking sheets will be reviewed weekly	Lesson Plans Weekly assessments Pre/Post Assessments

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #					
	By School Year 2017, we will reduce the achievement gap by 20%.					
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	46	51	56	61	66	

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:	There was a 11% decrease of students not making satisfactory progress in the Hispanic subcategory in mathematics from 2011.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 50 Black: 29 Hispanic: 54	White: 53 Black: 48 Hispanic: 51

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Language Barrier delays a response to vocabulary development	Interactive math word walls, small group teacher instruction and center activities will be	Teachers, Coaches	Mini vocabulary assessments	Teacher made vocabulary assessments

1		implemented using a variety of strategies including technology devices (iPads and Ipods).			
2	Lack of extended practice of weaker skills and reinforcing stronger skills	Students will be offered tutorial services.	Coaches, teachers, Administration	Lesson plans, assessments, student tracking sheets will be reviewed weekly.	Lesson Plans, Student Tracking Record, Pre/Post Assessment
3	Problem Solving skills	"Seven Steps to Problem Solving" will be taught, samll group teacher instruction and center activities will be implemented.	Teachers, Coaches	Progress Monitoring	Core K 12 Broward Mini Think Central
4	Problem Solving Skills	Bell Ringers, Edu Quick Pics will be used to target daily practice of problem solving including using the Math Lab	Teachers, Coaches	Progress Monitoring	Core K 12 Broward Mini Think Central

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:	ELL students did not meet their targeted goal on the Math FCAT in 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% of our students performed on proficiency levels on the Math FCAT 2012.	54% of our students are expected to perform on proficiency levels on the Math FCAT 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Using problem solving strategies	Students will be taught "The Seven Steps To Problem Solving"	Teachers	Progress monitoring	Core K-12 ExamView Broward Mini Assessment
2	The use of small group strategies that are effective	Teachers will define small group activities using data analysis targeting the most frequently missed questions on each assessment. Teachers will analyze each assessment ot dtermine the learning needs of small groups in their classrooms.	Teachers, Coaches, Administration, Learning Tam Facilitator	Data Chats with Learning Team Facilitator, Principal, Assistant Principal and Coaches using a datawall to chart assessments	Core K-12 ExamView Broward Mini Assessment
3	Language Barrier	Small group, tutorial, Math Lab	Math Coach, Admin, Teachers	LTM's to analyze data	Core K-12 ExamView Broward Mini-Assessments
4	Time constraints for practice using computers	Teachers will include the computer station as a center for students to use Destination Math, Guizmos and other Learning Tool activities.	Teachers	Teachers will assign Destination Math activities and use the management program to determine student's completion of assigned activities	Destination MATH Management Program
5	Lack of extended practice of weaker skills and reinforcing stronger skills	Students will be offered tutorial services.	Coaches, teachers, Administration	Lesson plans, assessments, student tracking sheets will be reviewed weekly.	Lesson Plans, Student Tracking Record, Pre/Post Assessment

6	Limited understanding and usage of mathematics vocabulary	Implementing interactive word walls and vocabulary centers. Each grade level will focus on specific words.	Math Coach, Administration, Teachers	Teachers will monitor students usage of vocabulary through their math journals. Each grade level will give a monthly mini assessment to test students understanding of the vocabulary from their word walls.	Vocabulary mini assessments given monthly by each grade level Core K-12 Examview Broward Mini Assessment
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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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	SWD did not meet their targeted goal on the Math FCAT in 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% of Students with Disabilities (SWD) did not make satisfactory progress in mathematics 2012.	54% of Students with Disabilities (SWD) will not make satisfactory progress in mathematics in 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time constraints Problem solving strategies Distractors in word problems	Provide students with additional support from tutorial and fine arts	math coach teachers administration	lesson plans student tracking sheets data chats progress monitoring	Core K-12 ExamView Broward Mini-Assessment

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:	Economically Disadvantaged students did not meet their targeted goal on the Math FCAT in 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% of our Economically Disadvantaged were not making satisfactory progress in mathematics on the Math FCAT 2012.	52% of our students are expected not to make satisfactory progress in mathematics on the Math FCAT 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of extended practice of weaker skills and reinforcing stronger skills	Students will be offered tutorial services.	Coaches, teachers, Administration	Lesson plans, assessments, student tracking sheets will be reviewed weekly.	Lesson Plans, Student Tracking Record, Pre/Post Assessment
2	Using problem solving strategies	Students will be taught "The Seven Steps To Problem Solving"	Teachers	Progress Monitoring	Core K-12 Examview Broward Mini Assessment
3	Language Barrier	Small group, tutorial, Math Lab	Math Coach, Teachers, Admin	LTM's to analyze data	ExamView Core K-12 Broward Mini-

					Assessments
4	Limited understanding and usage of math vocabulary	Implementing interactive word walls and vocabulary centers. Each grade level will focus on specific words.	Math Coach, Principal, Assistant Principal, Teachers	Teachers will monitor students usage of vocabulary through their math journals. Each grade level will give a monthly mini assessment to test students understanding of the vocabulary from their word walls.	Vocabulary mini assessments given monthly by each grade level. Core K-12 Examview Broward Mini Assessment
5	The use of small group effective strategies	Teachers will define small group activities using data analysis targeting the most frequently missed questions on each assessment. Teachers will analyze each assessment to determine the learning needs of small groups in their classrooms.	Teachers, Coaches, Principal, Assistant Principal, LTM Facilitator	Data Chats with Learning Team Facilitator, Administration and Coaches using a data wall charting the assessments	Core K-12 ExamView Broward Mini Assessments

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Math Club	Grades 2-5	Math Coach, Edu (ACALETICS) Facilitators	Teachers 2-5	August-June 2013 Professional Development Days, Team Meetings, Faculty Meetings	Classroom Observations/Modeling	Coaches, Principal, Assistant Principal
Travel-Out of County Workshops- Math Strategies Topics to include Go Math, Acaletics Math Club, Singapore Math	Grades K-5	Out of County Workshops	Teachers K-5, Math Coach	August-June 2013	In-service report to Faculty	Principal, Assistant Principal
Marzano-The Art of Teaching in regards to mathematics	All Faculty members	PBSD Facilitators, Principal, Assistant Principal, Professional Development Team	All faculty members	August-June 2013 Professional Development Days, Team Meetings, Faculty Meetings	The use of iObservations for classroom observations	Principal, Assistant Principal
Go Math Instruction using NGSSS	Grades K-5	PBSCD Elem Curriculum Specialist, Central Area Support Team, Math Coach	Teachers K-5	August-June 2013 Professional Development Days, Team Meetings, Faculty Meetings	Lesson Plans, Progress Monitoring	Principal, Assistant Principal, Coaches, Central Area Director
Destination Math	Grades K-5	PBSCD Facilitators	Teachers K-12	August-June 2013 Professional Development Days, Team Meetings, Faculty Meetings	Classroom Management Program	Teachers, Assistant Principal, Principal, Coaches
Gifted Staff Development	K-5	PBSD Facilitators, Principal	Teachers K-5	August-June 2013 Professional Development Days, Team	Classroom Observations/Modeling	Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide after, before, during school and Saturday tutorial sessions for students to attain mastery of the math concepts.	Part Time In-System Benefits	Title I	\$10,000.00
Provide classrooms with and related arts teacher materials and supplies to enrich math instruction.	School supplies provide ink, paper, assessments/consumables (EDU Quik-Picks), manipulatives for centers in classrooms (VERSATILES), Mobi Boards, Everyday Counts, white boards, erasable crayons, and erasers.	Title I	\$7,200.00
Facilitate communication between teachers, parents, and staff.	Provide parents with at home strategies and materials to better assist their child.	Title I	\$1,500.00
Provide students with real life experiences extending and enriching classroom instruction	Admission and transportation costs associated with an on or off campus field trip (i.e.-St. Augustine, Gumbo Limbo, Sea World, Miami Seaquarium, Yester Year Village, Loggerhead Marine Center, Kravis Center STARS Program, Little Red Schoolhouse)	Title I	\$0.00
Provide students with instruction and exposure to the concept of conservation (Going Green)		Title	\$0.00
			Subtotal: \$18,700.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Provide means for interactive classroom learning through technology	Provide classrooms with mobi's and ipads, ipods, online access to educational games	Title I	\$5,756.00
			Subtotal: \$5,756.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Employ a Math Coach to provide professional development, class modeling and student instruction as well as math professional development workshops/seminars/conventions.	Travel out of county (including registrations) for workshops, conferences, and seminars for math.	Title I	\$1,300.00
Employ a Math Coach to provide professional development, class modeling and student instruction as well as math professional development workshops/seminars/conventions.	Salary for coach/resources teachers/LTF	Title I	\$67,588.00
Teachers will have collegial meetings to determine learning strategies, develop focus calendars and assign assessments for data analysis.	Teachers will attend on-campus LTMs to collaboratively discuss data and student improvement strategies.	Title I	\$5,047.00
			Subtotal: \$73,935.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$98,391.00

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	There was no change of students who scored at level 3 from the FCAT Science 2011.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (61) of students achieved proficiency on the Science FCAT 2012.	53% of students will achieve proficiency on the Science FCAT 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language, Science Vocabulary, higher order thinking questions	Students will use PASSWORDS vocabulary and Science Fusion	Principal/Assistant Principal/ Science Coach / Teachers	Grade level teams will review results of common assessment data	Mini assessments tied to NGSSS. Core K-12 ExamView Broward Mini-Assessment
2	Language, Science Vocabulary, higher order thinking questions	Utilize hands-on laboratory experiments once weekly using the SEmodel, science stations	Principal, Teachers, Science Coach	Students will be required to reflect on assignments/labs and vocabulary work using their science journals.	Mini assessments tied to NGSSS. Core K-12 ExamView Broward Mini-Assessment
3	Language, Science Vocabulary, higher order thinking questions of students identified as Tier I	Students will complete hands-on lab activities weekly and use a common lab report format to document their investigations.	Teachers, Science Coach	Grade level teams will engage in progress monitoring every 6 weeks.	Mini assessments tied to NGSSS standards. Core K-12 ExamView Broward Mini-Assessment
4	Language, Science Vocabulary, higher order thinking questions of students identified as Tier II students not responding adequately to core instruction.	Students will be provided supplemental, small group science instruction twice per week for 30 minutes during science period or through before/after school tutorial services.	Teachers, Science Coach	Grade level teams will engage in progress monitoring every 4 weeks.	Mini assessments tied to NGSSS standards. Core K-12 ExamView Broward Mini-Assessment
5	Language, Science Vocabulary, higher order thinking questions of students identified as Tier III students not responding adequately to core instruction.	Students will receive targeted intervention developed through the use of the problem-solving process. Interventions will be matched to individual student needs, be evidenced based and provided in addition to core instruction.	Teachers, Science Coach	Grade level teams will engage in progress monitoring every 2-3 weeks.	Mini assessments tied to NGSSS standards. Core K-12 ExamView Broward Mini-Assessment
	Language, Science Vocabulary, higher order thinking questions	A Green Club will be created in partnership with SWA to provide real-world	Green Club sponsor(s), Teachers, Science Coach	Green Club sponsors will report on the completion of assignments,	Improvement on the mini assessments tied to NGSSS

6		experiences to students regarding the effects of humans on the environment.		projects, service projects as students report their reflections in their science journals and by using a variety of media.	standards. Core K-12 ExamView Broward Mini-Assessment
7	Language, Science Vocabulary, higher order thinking questions	Create a science fair project to provide hands on/real life experiences and show proficiency using the scientific method.	Science Coach, classroom teachers, Science Fair Coordinator	Application of a school wide rubric for projects	Mini assessments tied to NGSSS. Core K-12 ExamView Broward Mini-Assessment

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:	There was a 20% increase of students who scored at Level 4, 5, and 6 from the 2011 science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (2) students scored at Levels 4, 5, and 6 in science 2012.	45% of students are expected to score at Levels 4, 5, and 6 in science 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	LAnuage barrier Reading the problems in science	Provide additional support through iii, fine arts, and tutorial	administration, teachers, science coach, fine arts teachers.	lesson plans walk throughs data chats	FCAT 2013 Diagnostics Mini assessments created by the teachers CORE K12

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	There was a 4% decrease of students who scored at or above Achievement Level 4 in science 2011.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% of student scored at or above Achievement Level 4 in science 2012.	20% students are expected to score at or above Achievement Level 4 in science 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language, Science Vocabulary, higher order thinking questions	Create labs, provide real world science experiences and engaging activities, Cooperative Learning Groups	Principal/Assistant Principal/ Science Coach / Teachers	Grade level teams will review results of common assessment data	Mini assessments tied to NGSSS. Core K-12 ExamView Broward Mini-Assessment

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:	There was a 60% decrease of students scored at or above Achievement Level 7 from the science 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (1) of students scored at or above Achievement Level 7 in science 2012.	25% of students will score at or above Achievement Level 7 in science 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Science multi-step words problems with distractors	Tutorial Teacher enrichment	Administration Teachers Science coach	lesson plans walk throughs data chats	FCAT Diagnostics CORE K12

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
Effective Instruction using Science IDEAS	K-5 Science	Science Coach, PLC Team	School-wide	August-June 2013 Professional Development Days, Team Meetings, Faculty Meetings, Learning Team Meetings	Science IDEAS concept maps will be visible in classroom.	Principal, Assistant Principal, Science Coach
Florida's Continuous Improvement Model Training	K-5 Science	Science Coach, PLC Team	School-wide	August-June 2013 Professional Development Days, Team Meetings, Faculty Meetings, Learning Team Meetings	Common planning minutes will be reviewed to ensure data trends are discussed and lesson plans are developed.	Principal, Assistant Principal, Science Coach
Marzano-The Art of Teaching in regards to science.	All Faculty members	PBSD Facilitators, Principal, Assistant Principal, Professional Development Team	All faculty members	August-June 2013 Professional Development Days, InService Days, Team Meetings, Faculty meetings	The use of iObservations for classroom observations	Principal, Assistant Principal
				August-June		

Effective Instruction using 5 E Model, Cooperative Learning Groups	K-5 Science	District Science Specialist, Science Coach, PLC Team, Assistant Principal	School-wide	2013 Professional Development Days, Team Meetings, Faculty Meetings, Learning Team Meetings	Assistant Principal will attend the training and ensure strategies are implemented.	Principal, Assistant Principal
Gifted Staff Development	K-5	PBSD Facilitators, Principal	Teachers K-5	August-June 2013 Professional Development Days, Team Meetings, Faculty Meetings	Classroom Observations/Modeling	Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide after, before, during, and Saturday tutorial sessions for students to attain mastery of the science concepts.	Provide ink, paper, consumables for tutorial programs and in system part time benefits.	Title I	\$5,500.00
Provide classroom materials for the science lab and classrooms being used for science instruction and related arts teachers.	School supplies, Reading First Through Science, ink, toner, lab consumables, (Passwords/Sciencesaurus), Mobi Boards, microscopes, calculators	Title I	\$5,000.00
Provide classroom materials for the science lab and classrooms being used for science instruction and for related arts teachers.	Teachers will be provided with science instructional materials, anchor charts, copy paper, science teaching tools (Versatiles, Science Fusion), ink, and toner.	Title I	\$1,500.00
Provide students with real life experiences extending and enriching classroom instruction	Admission and transportation costs associated with an on or off campus field trip (i.e.-St. Augustine, Gumbo Limbo, Sea World, Miami Seaquarium, Yester Year Village, Loggerhead Marine Center, Kravis Center STARS Program, Little Red Schoolhouse)	Title I	\$0.00
Provide students with instruction and exposure to the concept of conservation (Going Green)		Title I	\$0.00
Subtotal:			\$12,000.00
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
Provide after, before, during, and Saturday tutorial sessions for students to attain mastery of the science concepts.	Part Time In-System	Title I	\$6,250.00
Employ a Science Coach to provide professional development in balanced science instructional strategies using the Computer Lab and attending professional development seminars/workshops/conventions.	Travel out of county (including registrations) to conferences/workshops/conventions.	Title I	\$7,204.00
Employ a Science Coach to provide classroom modeling, provide small group instruction and provide professional development in balanced science instructional strategies using the Computer Lab and attending professional development seminars/workshops/conventions.	Salary for coach/resource teachers/LTF	Title I	\$37,544.00

Teachers will have collegial meetings to determine learning strategies, develop focus calendars and assign assessments for data analysis.	Teachers will attend on-campus LTMs to collaboratively discuss data and student improvement strategies.	Title I	\$3,129.00
			Subtotal: \$54,127.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$66,127.00

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	There was a 16% decrease of students achieved Achievement Level 3.0 and higher from the writing 2011.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81% (128) of students achieved Achievement Level 3.0 and higher in writing 2012.	90% of students who achieved Achievement Level 3.0 and higher in writing 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language, vocabulary, personal experiences	1. Students will use the writing process 60 minutes daily; all writing will be dated, and recorded in a journal, notebook, or work folder for monitoring of growth across time.	Principal, Reading Coach	1. A school wide consistent method of saving student work will be established. During the class period, students will place their writing notebooks, open to their last entry, on top of their desks for the principal to walk through to monitor.	1. Progress between Palm Beach Writes.
2	Language, vocabulary, personal experiences	2. The revision and editing process will be explicitly taught and seen in student writing drafts.	Principal, Reading Coach	2. Administration will monitor revision and editing process by reviewing student drafts.	2. Progress between Palm Beach Write
3	Language, vocabulary, personal experiences	3. Students will participate in individual and/or small group conferring with on a weekly basis with the teacher.	Classroom Teacher	3. Teacher will monitor participation to determine effectiveness.	3. Student individual portfolio
4	Language, vocabulary, personal experiences	Students will engage in self-directed writing daily and prompt writing weekly.	Principal, Assistant Principal	Principal and Assistant Principal will review prompts alternate weeks.	Student writing journal

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:	There was a 60% decrease of students scored at 4 or higher from writing 2011.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (2) of students scored at 4 or higher in writing 2012.	45% of students will score at 4 or higher in writing 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students articulating, phrasing, and spelling correctly	Tutorial Lucy Caulkins Writing program Hold writing celebrations for students	4th grade writing teachers reading coaches administration	lesson plans walk throughs student samples	FAT writes Practice prompts Palm Beach Writes

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
Marzano-The Art of Teaching in regards to writing.	All Faculty members	PBSD Facilitators, Principal, Assistant Principal, Professional Development Team	All faculty members	August-June 2013 Professional Development Days, In-service Days, Team Meetings, Faculty meetings	The use of observations for classroom observations	Principal, Assistant Principal
Lucy Caulkins' Writer's Workshop	K-5 Teachers	Admin, Central Area Support, Writing Specialist	K-5 Teachers	August-June 2013 PDD-Early Release, Weekly and Monthly LTM's	Palm Beach Writes, COT Writes	Teachers, Administration
Gifted Staff Development	K-5	PBSD Facilitators, Principal	Teachers K-5	August-June 2013 Professional Development Days, Team Meetings, Faculty Meetings	Classroom Observations/Modeling	Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

Provide writing supplies and mentoring text to classroom and related arts teachers to enhance writing skills of students	Teachers will model writing techniques using anchor charts, notebooks	Title I	\$1,000.00
Provide students with real life experiences extending and enriching classroom instruction	Admission and transportation costs associated with an on or off campus field trip (i.e.-St. Augustine, Gumbo Limbo, Sea World, Miami Seaquarium, Yester Year Village, Loggerhead Marine Center, Kravis Center STARS Program, Little Red Schoolhouse)	Title I	\$0.00
			Subtotal: \$1,000.00
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
Teachers will have collegial meetings to determine learning strategies, develop focus calendars and assign assessments for data analysis.	Learning Team meetings for all teachers.	Title I	\$6,250.00
			Subtotal: \$6,250.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$7,250.00

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:	x
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
67% of students were reported absent in FY2012.	Expected attendance rate in FY2013 will decrease by 10%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
428 students were reported with excessive absences FY2012.	100 students or less are expected to be reported with excessive absences FY2013.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
121 students were reported with excessive tardies FY2012.	75 students or less are expected to be reported with excessive tardies FY2013.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Excused Absences from parents. Parents refuse to accept responsibility for students being late or absent	Guidance to meet with parents. morning incentives in classrooms for arriving on time, color behavior code moving up. Detention for 5 more tarties.	Guidance/Administration/Teachers	Analyze data	Analyze data
2					

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

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

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

Attendance Budget:

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

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:	x
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
10 students were suspended in school FY2012.	5 students or less are expected to be suspended in school FY2012.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
10 students were suspended in school FY2012.	5 students or less are expected to be suspended in school FY2013.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
75 students were suspended out-of-school FY2012.	50 students or less are expected to be suspended out-of-school FY2013.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
75 students were suspended out-of-school FY2012.	50 students or less are expected to be suspended out-of-school FY2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student and/or parent responsibility for student behavior.	Parental Involvement, Education, Volunteer Involvement	Teachers Guidance Admin.	Analyze data	Analyze data
2					

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		6% (72) of parents are currently involved at COT/Kirklane Elementary School.			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
6% (72) of parents are currently involved at COT/Kirklane Elementary School.		25% (300) of parents are currently involved at COT/Kirklane Elementary School.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language barrier	Parents will have the opportunity to participate in various activities: Family Literacy Night, Hooked on Reading Evenings, Evening Library for Families(ELF), Finding Interesting Stories at	Teachers, Parent Liaison, Principal, Assistant Principal	Sign In Sheets,	Evaluation Sheets, number of students completing projects

		Home (F.I.S.H.), Math/Science Project Nights			
2	Parent Involvement input in schoolwide program.	Parents will be able to suggest, recommend schoolwide programs during School Advisory Council Meetings, discussions with the Parent Liaison, Annual Title I Mtg and Chats with the Principal.	Parents, Parent Liaison, Teachers, Administration	The use/review of evaluation forms following school-wide events	Evaluation forms Sign in sheets
3	Parents will receive timely information regarding Title I, their child's academic progress.	Parents will receive information via: Weekly School Happenings, Qly Parent Newsletter, Portfolio Night, Curriculum Night, Annual Title I Mtg and parent flyers for each event. All communication will be sent home in English, Creole and Spanish.	Parents, Parent Liaison, Administration	Attendance at the various events	Sign In Sheets, Evaluation forms
4	Our volunteer and business community partnership programs are coordinated by our Parent Liaison.	We have established several Business Partners to support our Dual Language Program field trips, Monthly Student Achievement, School "Green" Garden, community library night, provide Scouting opportunities, sponsor Safety Patrols to Washington DC in addition to providing Bringing Up Grade (B.U.G.) incentives.	Parent Liaison, Administration	Our Parent Liaison submits a portfolio each year summarizing our Parent Involvement and Business Partner activities/support.	Five Star Award Partnership Agreements
5	Our school participates in the Districts evaluation of Title I School based programs.	Parents receive a questionnaire in their native language and submits to the District via returning the forms to the school. This information is compiled and the school receives a summary using a scale.	PBSCD Title I Department, Administration, Parent Liaison	The results of the survey are shared/reviewed during School Advisory Council Meetings, Title I Annual Meeting and PTA meetings,	Title I Parent Involvement Survey

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
Parents and staff will receive information via: Weekly School Happenings, Qly Parent Newsletter,						

<p>Portfolio Night, Curriculum Night, Annual Title I Mtg and parent flyers for each event. All communication will be sent home in English, Creole and Spanish.</p>	<p>All grades</p>	<p>Parents, Parent Liaison, Administration</p>	<p>School-wide</p>	<p>Ongoing</p>	<p>Attendance at the various events Sign In Sheets, Evaluation forms</p>	<p>Parents, Parent Liaison, Administration</p>
<p>We have established several Business Partners to support our Dual Language Program field trips, Monthly Student Achievement, School "Green" Garden, community library night, provide Scouting opportunities, sponsor Safety Patrols to Washington DC in addition to providing Bringing Up Grade (B.U.G.) incentives.</p>	<p>All grades</p>	<p>Parent Liaison, Administration</p>	<p>School-wide</p>	<p>Ongoing</p>	<p>Our Parent Liaison submits a portfolio each year summarizing our Parent Involvement and Business Partner activities/support. Five Star Award Partnership Agreements</p>	<p>Parent Liaison, Administration</p>
<p>Parents receive a questionnaire in their native language and submit to the District via returning the forms to the school. This information is compiled and the school receives a summary using a scale.</p>	<p>All grades</p>	<p>PBSCD Title I Department, Administration, Parent Liaison</p>	<p>School-wide</p>	<p>Ongoing</p>	<p>The results of the survey are shared/reviewed during School Advisory Council Meetings, Title I Annual Meeting and PTA meetings Title I Parent Involvement Survey</p>	<p>PBSCD Title I Department, Administration, Parent Liaison</p>
<p>Parents will have the opportunity to participate in various activities: Family Literacy Night, Hooked on Reading Evenings, Evening Library for Families (ELF), Finding Interesting Stories at Home (F.I.S.H.), Math/Science Project</p>	<p>All grades</p>	<p>Teachers, Parent Liaison, Principal, Assistant Principal</p>	<p>School-wide</p>	<p>Ongoing</p>	<p>Sign In Sheets, Evaluation Sheets, number of students completing projects</p>	<p>Teachers, Parent Liaison, Principal, Assistant Principal</p>

Nights						
Parents will be able to suggest, recommend school wide programs during School Advisory Council Meetings, discussions with the Parent Liaison, Annual Title I Mtg and Chats with the Principal.	All grades	Parents, Parent Liaison, Teachers, Administration	School-wide	Ongoing	The use/review of evaluation forms following school-wide events Evaluation forms Sign in sheets	Parents, Parent Liaison, Teachers, Administration

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Facilitate communication between teachers, parents, and staff.	Provide materials/supplies for students and parents.	Title I	\$3,550.00
Facilitate communication between teachers, parents, and staff.	Postage and freight to facilitate communication from school to home.	Title I	\$1,000.00
			Subtotal: \$4,550.00
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
Teachers will receive training to present student portfolios, have parent conference, and provide reading skill activities for parents to use at home for their students.	Materials, food, and supplies for parents promoting anti-bullying, Character Counts, and skills for responsibility. Materials for literacy night, Hooked On Reading, and FISH will be purchased, Math/Science Project Night, and PICKS for Families.	Title I	\$1,109.00
Employ a .5 Parent Liaison (Teacher), a Community Language Facilitator and a Paraprofessional (Para Parent Liaison) to coordinate and implement family intervention classes, activities and availability of Parent Resource Room and provide interpretation of parent communication and assist parents during conferences.	Salary for teacher parent liaison	Title I	\$31,822.00
Employ a .5 Parent Liaison (Teacher), a Community Language Facilitator and a Paraprofessional (Para Parent Liaison) to coordinate and implement family intervention classes, activities and availability of Parent Resource Room and provide interpretation of parent communication and assist parents during conferences.	Salary for paraprofessional	Title I	\$21,613.00
Employ a .5 Parent Liaison (Teacher), a Community Language Facilitator and a Paraprofessional (Para Parent Liaison) to coordinate and implement family intervention classes, activities and availability of Parent Resource Room and	Salary for paraprofessional	Title I	\$18,906.00

provide interpretation of parent communication and assist parents during conferences.			
Provide Parent Training classes, ie How to Have a Parent Conference, Helping Children with Homework, Reading at Home, etc.	Material, food and supplies for parents including using laptops	Title I	\$1,000.00
			Subtotal: \$74,450.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$79,000.00

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:		Students will make learning gains in their science performance by using the STEM program provided by the District.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language	Create labs, provide real world science experiences and engaging activities, Cooperative Learning Groups using STEM activities in the classroom and SACC	SACC, Principal	Pre/Post Test	Observations and results of pre/post test
2	Science Vocabulary,	Create labs, provide real world science experiences and engaging activities, Cooperative Learning Groups using STEM activities in the classroom and SACC	SACC, Principal	Pre/Post Test	Observations and results of pre/post test
3	Access to field trips	Create labs, provide real world science experiences and engaging activities, Cooperative Learning Groups using STEM activities in the classroom and SACC	SACC, Principal	Pre/Post Test	Observations and results of pre/post test
4	Not exposed to experiments/scientific process in a hands-on setting	Create labs, provide real world science experiences and engaging activities, Cooperative Learning Groups using STEM activities in the classroom and SACC	SACC, Principal	Pre/Post Test	Observations and results of pre/post test

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
Effective Instruction using STEM Curriculum	K-5/SACC	SACC Staff	School-wide	August-June 2013 Staff Meetings	Principal and SACC Director will meet with the Academic Advisor to discuss and analyze student progression.	Principal, SACC Director

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide classroom materials for the science lab and classrooms bring used for science instruction.	School supplies, toner, lab consumables, microscopes, calculators		\$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
SACC staff will have collegial meetings to determine learning strategies and assign assessments for data analysis	Meeting for all SACC staff		\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Offer before, during, after school tutorial services for students in grade 2-5 based on their academic assessment data, SRI, and FCAT Reading levels.	Consumables materials, books, ink, paper, Test Ready materials, toner will be provided for tutorial services and in system part time benefits.	Title I	\$11,000.00
Reading	Provide classrooms and related arts teacher with materials, library books (media center books) and supplies to enrich reading literacy.	School supplies, paper, ink, Versatiles, Readers Response to Writing texts, Mentoring Texts, chart stands, poster paper, consumables, white boards (students/classrooms) to track student assessments, will be purchased for reading instruction. This will include Wilson Foundations, Breakthrough to Literacy, Accelerated Reader, Junior Great Books, Learning A-Z and CARS/STARS.	Title I	\$18,380.00
Reading	Provide students with real life experiences extending and enriching classroom instruction	Admission and transportation costs associated with an on or off campus field trip (i.e.-St. Augustine, Gumbo Limbo, Sea World, Miami Seaquarium, Yester Year Village, Loggerhead Marine Center, Kravis Center STARS Program, Little Red Schoolhouse)	Title I	\$0.00
Reading	Provide students with instruction and exposure to the concept of conservation (Going Green)		Title I	\$0.00
CELLA	Provide students with real life experiences extending and enriching classroom instruction	Admission and transportation costs associated with an on or off campus field trip	Title I	\$0.00
Mathematics	Provide after, before, during school and Saturday tutorial sessions for students to attain mastery of the math concepts.	Part Time In-System Benefits	Title I	\$10,000.00
Mathematics	Provide classrooms with and related arts teacher materials and supplies to enrich math instruction.	School supplies provide ink, paper, assessments/consumables (EDU Quik-Picks), manipulatives for centers in classrooms (VERSATILES), Mobi Boards, Everyday Counts, white boards, erasable crayons, and erasers.	Title I	\$7,200.00
Mathematics	Facilitate communication between teachers, parents, and staff.	Provide parents with at home strategies and materials to better assist their child.	Title I	\$1,500.00
Mathematics	Provide students with real life experiences extending and enriching classroom instruction	Admission and transportation costs associated with an on or off campus field trip (i.e.-St. Augustine, Gumbo Limbo, Sea World, Miami Seaquarium, Yester Year Village, Loggerhead Marine Center, Kravis Center STARS Program, Little Red Schoolhouse)	Title I	\$0.00
Mathematics	Provide students with instruction and exposure to the concept of conservation (Going Green)		Title	\$0.00
Science	Provide after, before, during, and Saturday tutorial sessions for students to attain mastery of the science concepts.	Provide ink, paper, consumables for tutorial programs and in system part time benefits.	Title I	\$5,500.00
Science	Provide classroom materials for the science lab and classrooms being used for science instruction and related arts teachers.	School supplies, Reading First Through Science, ink, toner, lab consumables, (Passwords/Sciencesaurus), Mobi Boards, microscopes, calculators	Title I	\$5,000.00
Science	Provide classroom materials for the science lab and classrooms being used for science instruction and for related arts teachers.	Teachers will be provided with science instructional materials, anchor charts, copy paper, science teaching tools (Versatiles, Science Fusion), ink, and toner.	Title I	\$1,500.00
		Admission and transportation costs associated with an on or off campus		

Science	Provide students with real life experiences extending and enriching classroom instruction	field trip (i.e.-St. Augustine, Gumbo Limbo, Sea World, Miami Seaquarium, Yester Year Village, Loggerhead Marine Center, Kravis Center STARS Program, Little Red Schoolhouse)	Title I	\$0.00
Science	Provide students with instruction and exposure to the concept of conservation (Going Green)		Title I	\$0.00
Writing	Provide writing supplies and mentoring text to classroom and related arts teachers to enhance writing skills of students	Teachers will model writing techniques using anchor charts, notebooks	Title I	\$1,000.00
Writing	Provide students with real life experiences extending and enriching classroom instruction	Admission and transportation costs associated with an on or off campus field trip (i.e.-St. Augustine, Gumbo Limbo, Sea World, Miami Seaquarium, Yester Year Village, Loggerhead Marine Center, Kravis Center STARS Program, Little Red Schoolhouse)	Title I	\$0.00
Parent Involvement	Facilitate communication between teachers, parents, and staff.	Provide materials/supplies for students and parents.	Title I	\$3,550.00
Parent Involvement	Facilitate communication between teachers, parents, and staff.	Postage and freight to facilitate communication from school to home.	Title I	\$1,000.00
STEM	Provide classroom materials for the science lab and classrooms bring used for science instruction.	School supplies, toner, lab consumables, microscopes, calculators		\$0.00
				Subtotal: \$65,630.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Provide means for interactive classroom learning through technology	Provide classrooms with mobi's and ipads, ipods, online access to educational games	Title I	\$5,756.00
				Subtotal: \$5,756.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Employ a reading coach to provide professional development, classroom modeling, and student instruction as well as attend reading professional development workshops/seminars/conventions.	Salary for coach/resource teacher/LTF	Title I	\$33,794.00
Reading	Faculty will attend reading professional development sessions including the integration of art music and physical education..	Traveling out of county and in-county including registrations	Title I	\$11,422.00
Reading	Faculty provided with resources to create products to enhance classroom instruction	Reading supplies, paper, ink, consumables, manipulatives will be purchased for professional development purposes.	Title I	\$6,750.00
Reading	Employ a .5 Learning Team Facilitator to provide mastery of concepts training, integration/linking of reading with core subject areas using data to determine deliverables.	Salary for coach/resource teachers/LTF	Title I	\$10,000.00
Reading	Teachers will have collegial meetings to determine learning strategies, develop focus calendars and assign assessments for data analysis.	Teachers will attend on-campus LTMs to collaboratively discuss data and student improvement strategies.	Title I	\$4,172.00
Mathematics	Employ a Math Coach to provide professional development, class modeling and student instruction as well as math professional development workshops/seminars/conventions.	Travel out of county (including registrations) for workshops, conferences, and seminars for math.	Title I	\$1,300.00
Mathematics	Employ a Math Coach to provide professional development, class modeling and student instruction as well as math professional development workshops/seminars/conventions.	Salary for coach/resources teachers/LTF	Title I	\$67,588.00
	Teachers will have collegial meetings to determine learning	Teachers will attend on-campus LTMs		

Mathematics	strategies, develop focus calendars and assign assessments for data analysis.	to collaboratively discuss data and student improvement strategies.	Title I	\$5,047.00
Science	Provide after, before, during, and Saturday tutorial sessions for students to attain mastery of the science concepts.	Part Time In-System	Title I	\$6,250.00
Science	Employ a Science Coach to provide professional development in balanced science instructional strategies using the Computer Lab and attending professional development seminars/workshops/conventions.	Travel out of county (including registrations) to conferences/workshops/conventions.	Title I	\$7,204.00
Science	Employ a Science Coach to provide classroom modeling, provide small group instruction and provide professional development in balanced science instructional strategies using the Computer Lab and attending professional development seminars/workshops/conventions.	Salary for coach/resource teachers/LTF	Title I	\$37,544.00
Science	Teachers will have collegial meetings to determine learning strategies, develop focus calendars and assign assessments for data analysis.	Teachers will attend on-campus LTMs to collaboratively discuss data and student improvement strategies.	Title I	\$3,129.00
Writing	Teachers will have collegial meetings to determine learning strategies, develop focus calendars and assign assessments for data analysis.	Learning Team meetings for all teachers.	Title I	\$6,250.00
Parent Involvement	Teachers will receive training to present student portfolios, have parent conference, and provide reading skill activities for parents to use at home for their students.	Materials, food, and supplies for parents promoting anti-bullying, Character Counts, and skills for responsibility. Materials for literacy night, Hooked On Reading, and FISH will be purchased, Math/Science Project Night, and PICKS for Families.	Title I	\$1,109.00
Parent Involvement	Employ a .5 Parent Liaison (Teacher), a Community Language Facilitator and a Paraprofessional (Para Parent Liaison) to coordinate and implement family intervention classes, activities and availability of Parent Resource Room and provide interpretation of parent communication and assist parents during conferences.	Salary for teacher parent liaison	Title I	\$31,822.00
Parent Involvement	Employ a .5 Parent Liaison (Teacher), a Community Language Facilitator and a Paraprofessional (Para Parent Liaison) to coordinate and implement family intervention classes, activities and availability of Parent Resource Room and provide interpretation of parent communication and assist parents during conferences.	Salary for paraprofessional	Title I	\$21,613.00
Parent Involvement	Employ a .5 Parent Liaison (Teacher), a Community Language Facilitator and a Paraprofessional (Para Parent Liaison) to coordinate and implement family intervention classes, activities and availability of Parent Resource Room and provide interpretation of parent communication and assist parents during conferences.	Salary for paraprofessional	Title I	\$18,906.00
Parent Involvement	Provide Parent Training classes, ie How to Have a Parent Conference, Helping Children with Homework, Reading at Home, etc.	Material, food and supplies for parents including using laptops	Title I	\$1,000.00
STEM	SACC staff will have collegial meetins to determine learning strategies and assign assessments for data analysis	Meeting for all SACC staff		\$0.00
Subtotal:				\$274,900.00
Other				

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$346,286.00

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.

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

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 CLIFFORD O TAYLOR/KIRKLANE ELEMENTARY 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	59%	57%	91%	49%	256	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%	53%			117	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?	58% (YES)	57% (YES)			115	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					488	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District CLIFFORD O TAYLOR/KIRKLANE ELEMENTARY 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	68%	82%	52%	266	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	70%	55%			125	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?	66% (YES)	52% (YES)			118	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					509	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested