

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: FOREST HILL ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Ana Arce-Gonzalez

SAC Chair: Lynne Hayes

Superintendent: Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 10/30/2012

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)
					Assistant Principal of Forest Hill Elementary in 2011-2012: Grade B: Reading Mastery 54%, Math Mastery 48%, Science Mastery 46%, Writing Mastery 79%, LGR 68%, LGM 51%, L25%R 64%, L25%M 59%; Assistant Principal of Forest Hill Elementary in 2010-2011: Grade A: Reading Mastery 80%, Math Mastery 77%, Science Mastery 57%, Writing Mastery 96%; AYP: 79%, Hispanic reading and SWD reading did not make AYP; White, Hispanic, Economically Disadvantaged, ELL, and SWD did not make AYP in Math: LGR 75%, LGM 63%, L25%R 70%, L25%M 61%; Assistant Principal of Forest Hill Elementary in 2009-2010: Grade A: Reading Mastery 76%, Math Mastery 73%, Science Mastery 50%,

Assis Principal	Sean Higgins	BS and MS from Florida State University; Certified in Elementary Ed. and Ed. Leadership	6	9	Writing Mastery 87%; AYP: 79%, Black reading and SWD reading did not make AYP, Black, Hispanic, Economically Disadvantaged, ELL, and SWD did not make AYP in Math; LGR 73%, LGM 60%, L25%R 75%, L25%M 52% Assistant Principal of Forest Hill Elementary in 2008-2009: Grade A: Reading Mastery 72%, Math Mastery 74%, Science Mastery 50% Writing Mastery 99%; AYP: 95%, Black reading and SWD reading did not make AYP, LGR 68%, LGM 67%, L25%R 71%, L25%M 71%. 2007-2008: Assistant Principal at Forest Hill Elementary Grade B: Reading Mastery 69%, Math Mastery 69%, Science Mastery 39%, Writing Mastery 85%; AYP: 97% Black math did not make AYP, LGR 66%, LGM 68%, L25%R 58%, L25%M 70%. 2006-2007: Assistant Principal at Forest Hill Elementary: Grade A: Reading Mastery 68% Math Mastery 65%, Science Mastery 44%, Writing Mastery 92%; AYP: 97% SWD in reading did not make AYP, LGR 67%, LGM 66%, L25%R 55%, L25%M 77%.
Principal	Ana Arce-Gonzalez	BA- Music Performance Florida International University; BS- Education; MS- Marriage and Family Therapy From Nova University; Ph.D - Educational Leadership with a Counseling Specialist Degree from Barry University, Certified in Education, Ed. Leadership and Principal Certification State of Florida	6	12	Principal of Forest Hill Elementary in 2011-2012: Grade B: Reading Mastery 54%, Math Mastery 48%, Science Mastery 46%, Writing Mastery 79%, LGR 68%, LGM 51%, L25%R 64%, L25%M 59%; Principal of Forest Hill Elementary in 2010-2011: Grade A: Reading Mastery 80%, Math Mastery 77%, Science Mastery 57%, Writing Mastery 96%; AYP: 79%, Hispanic reading and SWD reading did not make AYP; White, Hispanic, Economically Disadvantaged, ELL, and SWD did not make AYP in Math; LGR 75%, LGM 63%, L25%R 70%, L25%M 61%; Principal of Forest Hill Elementary in 2009-2010: Grade A: Reading Mastery 76%, Math Mastery 73%, Science Mastery 50%, Writing Mastery 87%; AYP: 79%, Black reading and SWD reading did not make AYP, Black, Hispanic, Economically Disadvantaged, ELL, and SWD did not make AYP in Math; LGR 73%, LGM 60%, L25%R 75%, L25%M 52%; Principal of Forest Hill Elementary in 2008-2009: Grade A: Reading Mastery 72%, Math Mastery 74%, Science Mastery 50% Writing Mastery 99%; AYP: 95%, Black reading and SWD reading did not make AYP, LGR 68%, LGM 67%, L25%R 71%, L25%M 71%. 2007-2008: Principal at Forest Hill Elementary Grade B: Reading Mastery 69%, Math Mastery 69%, Science Mastery 39%, Writing Mastery 85%; AYP: 97% Black math did not make AYP, LGR 66%, LGM 68%, L25%R 58%, L25%M 70%. 2006-2007: Principal at Forest Hill Elementary: Grade A: Reading Mastery 68% Math Mastery 65%, Science Mastery 44%, Writing Mastery 92%; AYP: 97% SWD in reading did not make AYP, LGR 67%, LGM 66%, L25%R 55%, L25%M 77%.

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 Coach of Forest Hill Elementary in 2011-2012: Grade B: Reading Mastery 54%, Math Mastery 48%, Science Mastery 46%, Writing Mastery 79%, LGR 68%, LGM 51%, L25%R 64%, L25%M 59%; Reading Coach at Forest Hill Elementary in 2010-2011: Grade A: Reading Mastery 80%, Math Mastery 77%, Science Mastery 57%, Writing Mastery 96%; AYP: 79%, Hispanic reading and SWD reading did not make

Reading	Olga Ayala	Elementary Education, B.S.	7	2	<p>AYP; White, Hispanic, Economically Disadvantaged, ELL, and SWD did not make AYP in Math: LGR 75%, LGM 63%, L25%R 70%, L25%M 61%; SAI Teacher at Elementary in 2009-2010: Grade A: Reading Mastery 76%, Math Mastery 73%, Science Mastery 50%, Writing Mastery 87%; AYP: 79%, Black reading and SWD reading did not make AYP, Black, Hispanic, Economically Disadvantaged, ELL, and SWD did not make AYP in Math: LGR 73%, LGM 60%, L25%R 75%, L25%M 52%; SAI teacher at Forest Hill Elementary in 2008-2009: Grade A: Reading Mastery 72%, Math Mastery 74%, Science Mastery 50% Writing Mastery 99%; AYP: 95%, Black reading and SWD reading did not make AYP, LGR 68%, LGM 67%, L25%R 71%, L25%M 71%. 2007-2008: ELL teacher at Forest Hill Elementary Grade B: Reading Mastery 69%, Math Mastery 69%, Science Mastery 39%, Writing Mastery 85%; AYP: 97% Black math did not make AYP, LGR 68%, LGM 67%, L25%R 71%, L25%M 71%. 2006-2007: ELL teacher at Forest Hill Elementary: Grade A: Reading Mastery 68% Math Mastery 65%, Science Mastery 44%, Writing Mastery 92%; AYP: 97% SWD in reading did not make AYP, LGR 67%, LGM 66%, L25%R 55%, L25%M 77%.</p>
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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	Partner mentor teachers with new teachers	Assistant Principal	June 2013	
2	Regular meetings of new teachers with principal	Principal	June 2013	
3	Reading Coach, LTM facilitator, and Reading Resource teacher to provide support to new and veteran teachers	Resource Teachers	June 2013	
4	Provide professional development, training, and workshops throughout the year	Reading Resource Teachers and LTM Facilitator	June 2013	
5	Solicit referrals from current employees	Principal	June 2013	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
NA - 0%	School administrator will work closely with teacher (s) and district personnel to determine requirements needed for highly effective status. School administrator will meet with teacher(s) monthly to monitor requirement(s).

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
72	11.1%(8)	23.6%(17)	38.9%(28)	36.1%(26)	29.2%(21)	100.0%(72)	1.4%(1)	0.0%(0)	63.9%(46)

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
Mary Ann McMullen Kindergarten Teacher	Michelle Cooper - Kindergarten	Ms. McMullen has been teaching for over 10 years and has extensive training in kindergarten.	To support mentee in preparing lessons and demonstrating in the classroom as needed. Time will be given for coaching, planning and feedback.
Rebecca Singh First Grade Teacher	Patricia Molina -1st grade teacher	Mrs. Singh has been teaching for over 25 years and has extensive training in first grade.	To support mentee in preparing lessons and demonstrating in the classroom as needed. Time will be given for coaching, planning and feedback.
Aida DelCollado Second Grade Dual Language Teacher	Jennifer George -Dual Language 2nd grade teacher	Mrs. DelCollado has been teaching for over 5 years and has extensive training in Dual Language.	To support mentee in preparing lessons and demonstrating in the classroom as needed. Time will be given for coaching, planning and feedback.
Susan Maguire Third Grade Teacher	Melissa Schaeffer - 3rd grade teacher	Mrs. Maguire has been teaching for over 5 years and has extensive training in reading and math curriculum.	To support mentee in preparing lessons and demonstrating in the classroom as needed. Time will be given for coaching, planning and feedback.
Susan Maguire Third Grade Teacher	Michelle Kilpatrick - 3rd grade teacher	Mrs. Maguire has been teaching for over 5 years and has extensive training in reading and math curriculum.	To support mentee in preparing lessons and demonstrating in the classroom as needed. Time will be given for coaching, planning and feedback.
Susan Maguire Third Grade Teacher	Leigh Grippe - 3rd grade teacher	Mrs. Maguire has been teaching for over 5 years and has extensive training in reading and math curriculum.	To support mentee in preparing lessons and demonstrating in the classroom as needed. Time will be given for coaching, planning and feedback.
Tracey Fedrick Third Grade Teacher	Christina Brown -3rd grade teacher	Mrs. Fedrick has been teaching for over 20 years and has extensive training in math and reading curriculum.	To support mentee in preparing lessons and demonstrating in the classroom as needed. Time will be given for coaching, planning and feedback.
Sharon Powell SAI Teacher	Analisa Ierace - VE teacher	Mrs. Powell has been teaching for over 25 years and has extensive	To support mentee in preparing lessons and demonstrating in the classroom as needed. Time will be given for

		training in reading curriculum.	coaching, planning and feedback.
Duane Starr CIT	Lissette Espinoza - ASD teacher	Mr. Starr has experience teaching ASD, EBD and VE students.	To support mentee in preparing lessons and demonstrating in the classroom as needed. Time will be given for coaching, planning and feedback.
Duane Starr CIT	Karent Gold - EBD teacher	Mr. Starr has experience teaching ASD, EBD and VE students.	To support mentee in preparing lessons and demonstrating in the classroom as needed. Time will be given for coaching, planning and feedback.
Duane Starr CIT	Brianna Koch - ASD teacher	Mr. Starr has experience teaching ASD, EBD and VE students.	To support mentee in preparing lessons and demonstrating in the classroom as needed. Time will be given for coaching, planning and feedback.
Olga Ayala Reading Coach	Kim Moniz - Reading Resource Teacher	Ms. Ayala has been teaching for over 25 years and has extensive training in the balanced literacy approach.	To support mentee in preparing lessons and demonstrating in the classroom as needed. Time will be given for coaching, planning and feedback.

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

Title I funds will be used to provide professional development to teachers, after school tutorial to students who are “at—risk” in reading, math, writing, and science, after school tutorial to provide reading, math, writing, and science enrichment for on or above grade level students, bookshelves and classroom libraries to support student reading levels and the Reader’s Workshop model, continue affording our families with educational trainings, workshop and resource materials, affording iPads to enhance communication with students of special needs, and to hire a reading resource teacher and learning team facilitator to model, coach, teach and facilitate professional development.

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D

District receives funds to support the Education Alternative Outreach program. Services are coordinated with District Drop-Out Prevention programs.

Title II

District receives supplemental funds for improving basic education programs and technology for classrooms. New technology in the 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.

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 used to remediate Level 1 and 2 struggling readers in grades 1,2, 3 and 5.

Violence Prevention Programs

Single School Culture and Appreciation for Multicultural Diversity.

Nutrition Programs

School Food Service provides free breakfast for all students at Forest Hill Elementary.

Housing Programs

N/A

Head Start

N/A

Adult Education

SB Idea offers a parent literacy program for Forest Hill parents. The program components include ESOL and GED classes and life skills.

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.

Identify the school-based RtI Leadership Team -

The members of the RtI Leadership Team are as follows:

Principal: Provides vision and focus to the team, ensures implementation of RtI, ensures that staff receives support to deliver intervention/strategies and understands how to interpret data, communicates with parents about the process and planned activities.

Reading Coach: Develops and identifies evidence-based intervention strategies; assist in the design and implementation for progress monitoring, data collection, and data analysis; delivers professional development and facilitates and supports data collection activities.

Speech Pathologist: Provides information on the role language plays in curriculum, assessment, and instruction; assists in the selection screening measures, and identifies and analyzes existing literature on scientifically based intervention approaches.

ESE and ESOL Coordinator: Facilitates development of intervention plans; provides support for intervention fidelity and documentation; integrates core instructional activities/materials into Tier 2 and 3 instruction; collaborate with teachers and assist with the intervention implementation process; and participates in the delivery of professional development.

After School Program Director: Participates in student data collection; and collaborates with staff to implement Tier 1 and Tier 2 interventions in the after school program.

Guidance Counselor: To support the child's academic, emotional, behavioral, and social success.

RtI Specialist: Assist in the design and implementation of progress monitoring, collecting and analyzing data; contributes to the development of intervention plans; implements Tier 3 interventions; and offers professional development and technical assistance.

School Psychologist: Assist in interpreting and analyzing data; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluating.

In addition, the SBT will provide personal development for students. An assigned mentor/liaison will afford students with social development skills.

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

The School-Based RtI Leadership Team meets regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team identifies the professional development activities needed to create effective learning environments. After determining that effective Core Instruction (Tier 1) is in place, the team identifies students who are not meeting identified academic targets. The identified students are offered supplemental interventions and monitored over time. Those who continue to not make adequate progress are referred to the problem solving team. The SBT uses the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team identifies students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan is developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team ensures that necessary resources are available and the intervention is implemented with fidelity. Each case is assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and this individual reports on all data collected at future meetings.

* Problem-Solving Model

The four steps of the Problem-Solving Model are:

- Problem Identification entails identifying the problem and the desired behavior for the student.
- Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
- Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
- Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

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

*Problem-Solving & Response to Intervention Project 2008

SBT members also participate on other school-based teams where information sharing occurs during grade level, faculty and PLC meetings.

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

Members of the School-Based RtI Leadership Team meet with the School Advisory Council (SAC) and help develop the SIP. Utilizing the previous year's data, information on core, curricular targets is discussed and attention is focused on deficient areas.

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

- FCAT scores and the lowest 25%
- Strengths and weaknesses of supplemental and intensive intervention programs
- Mentoring, tutoring, and other services

The RtI/Inclusion Facilitator provides professional development for the SAC members on the RtI framework.

MTSS Implementation

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

Baseline data:

- Florida Comprehensive Assessment Test (FCAT)
- Curriculum Based Measurement
- Florida Assessment for Instruction in Reading (FAIR)
- Palm Beach County Fall Diagnostics in Reading, Math and Science
- Palm Beach Writes
- K-4 Literacy Assessment System

Core K-12 Assessments IBM/MBA's in Reading, Math, Science

- Progress Monitoring and Reporting Network (PMRN)
- Comprehensive English Language Learning Assessment (CELLA) _
- Office Discipline Referrals
- Retentions
- Absences
- Staff/Student Surveys

Midyear data:

- Florida Assessment for Instruction in Reading (FAIR)
- Winter Diagnostic Assessment for Reading, Math, Writing and Science
- Palm Beach County Winter Diagnostics
- Palm Beach Writes

- Progress Monitoring and Reporting Network (PMRN)
 - K-4 Literacy Assessment System
- Core K-12 IBM/MBA's Assessments in Reading, Math and Science
- End-of-year data:
- Florida Assessment for Instruction in Reading (FAIR)
 - Florida Comprehensive Assessment Test (FCAT)
 - FCAT Writes

Describe the plan to train staff on MTSS.

Professional development will be offered to RtI/Inclusion Facilitator by district staff. The school based RtI/Inclusion Facilitator will provide professional development opportunities to the faculty on designated professional development days (PDD). These opportunities include, but are not limited to, the following:

1. Effective School Based Teams- What should they look like?
2. RtI and the Problem Solving Process
3. School-wide Positive Behavior support (Sw-PBS)
4. How to Interpret Data (Making Informed Decisions)
5. Research Based Interventions - What do we have?

Individual professional development is provided to classroom teachers, as needed.

Describe the plan to support MTSS.

MTSS will be supported by its team members and administration. Ongoing weekly meetings will be held to ensure the fidelity and validity of the process. District personnel will also participate in weekly meetings to ensure the process and provide professional development, if needed.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Team members include: Principal, Assistant Principal, Reading Coach, SAI Resource Teacher, ESE and ESOL Coordinator, Media Specialist and PLC Facilitator

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

The Literacy Leadership Team (LLT) creates capacity of reading knowledge within the school building and focuses on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees serve on the team. The LLT meets at least once a month.

The principal meets with the LLT at least once a month. Agenda topics include the discussion of the team's goals and progress, as well as identification of new strategies and activities to implement. As additional needs and concerns arise, the LLT investigates the concern, studies and plans a course of action, implements the action, analyzes its effectiveness, and reflects on the process. This is a continuous process throughout the entire school year.

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

The LLT plays an integral role in fostering a rich literacy environment at the school for all students and staff. The team builds professional conversations; promotes collegiality, collaboration, and a literacy culture. Initiatives are based on literacy-related data and needs assessments related to the school, including literacy achievement, motivation, and building a community of readers, both at school and home on the process. This is a continuous process throughout the entire school year.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 9/17/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

At the beginning of the school year at Forest Hill Elementary, all kindergarten students are assessed using the Florida Kindergarten Readiness Screener (FLKRS) to gather information on a child's overall development and to specifically address the readiness of each student for kindergarten based on the VPK Education Standards. The FLKRS is also used to calculate the VPK Provider Kindergarten Readiness Rate, which measures how well a VPK provider prepares four-year-olds to be ready for kindergarten based upon Florida's VPK Education Standards. The (FLKRS) includes a subset of the Early Childhood Observation System™ (ECHOS™) and the new Florida Assessments for Instruction in Reading (FAIR). This Broad Screening includes measures of Letter Naming and Phonemic Awareness, which are included in the VPK Education Standards. These data are used to calculate a student's Probability of Success in Reading score.

In addition, Palm Beach County School District uses Fountas & Pinnell, which assess Early Literacy Behaviors and oral language in students.

Through these assessments, data will be used to plan academic instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic/or social emotional/skills identified by screening data.

The Fountas & Pinnell Literacy Assessment System will be used on-going throughout the school year in order to determine learning gains in order to determine the need for changes to the instructional/intervention programs.

We will provide professional development opportunities for our local feeder day care centers once a trimester in order to disseminate appropriate expectations for school readiness, invite them to Curriculum Night and professional development days.

Kindergarten Round-up is provided once a year. Parents are provided with a short training on Partners in Print. This is a program that guides parents on how to help young reader's at home. A review of the readiness skills and assessments given during the first days of school are presented. Information of what kindergartners should know and do is also shared.

Also, our school has a parent/child center for ages 2-5 that includes education for parents as well as early childhood education for the children. The parents and children who attend our within our SAC boundaries and transition into our kindergarten classes when they turn the age of 5 and ready to start kindergarten.

Our school also participates in the staggered start initiative. During the first three days of school, a 1/3 of the class participates daily. On the fourth day of school, all the kindergartner's attend school. School tours are provided to parents and preschool providers throughout the school year.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In grades 3 to 5, an increase of 25% or 102 students will achieve a Level 3 or above on the 2013 Reading FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 Reading FCAT 2.0 25% (91) of the students scored a Level 3 or above in grades 3-5.	In grades 3-5, 50% (204) of the students will achieve a Level 3 or above on the 2013 Reading FCAT 2.0.

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	Consistency of students reading books at appropriate levels	Implement Reader's Workshop. Increase access to appropriately leveled "just right" books	Principal, Reading Coach and Resource Teachers	Ongoing analysis of formative and summative assessments/reading logs	Formative and summative assessments
2	Aligning standards, content materials in a variety of formats and assessments	Students will be assessed weekly using mini-assessments, bi-weekly common assessments, trimester SRI, and on-going Reading Running Records	Assistant Principal and Reading Coach	Data from the mini-assessments and Common Assessments will be discussed at PLC meetings using the Data-Feedback-Strategy form	Single School Culture for Academics Data-Feedback-Strategy form
3	Knowing how to follow an appropriate progression of rigor according to the four Webb's Depth of Knowledge Levels	Model higher order thinking skills using "think-alouds" to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge, creating analogies, clarifying confusing points, and/or making/revising predictions.	Assistant Principal and Reading Coach	Lesson plans will be reviewed during classroom walkthroughs.	The classroom walkthrough tool will be utilized.
4	Analyzing student performance and assessment data and used as a basis for providing specific levels of differentiated instruction	Create and implement Instructional Focus Calendar (IFC) for all reading classes	Assistant Principal	Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	Effectiveness will be determined through the printout of results of assessments (Common Assessments IBM/MBA, SRI, SSS Fall and Winter Diagnostics)
5	Provide professional development on how to administer FAIR	Determine core instructional needs by reviewing FAIR (Florida Assessment for Instruction in Reading)	Reading Coach	Student progress is assessed using FAIR Ongoing Progress (OPM) as needed.	FAIR OPM data

		assessment data to differentiate instruction.			
6	Making distinctions between learning goals and learning activities or assignments	Setting and Communicating Learning Goals to establish clear learning targets	Learning Team Facilitator and Principal	Data from the mini-assessments and Common Assessments will be discussed at PLC meetings using the Data-Feedback-Strategy form	The classroom walkthrough tool will be utilized.

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:	In grades 3 to 5, an increase of 50% or 8 students will achieve a Level 4-6 on the 2012 Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 Florida Alternate Assessment 25% (4) of the students scored a Level 4,5 and 6 in grades 3-5.	In grades 3-5, 50% (12) of the students will achieve a Level 4-6 on the 2013 Florida Alternate Assessment.

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	Aligning standards, content materials in a variety of formats and assessments	Students will be assessed weekly using Unique Learning unit assessments and Reading Running Records	Assistant Principal and Reading Coach	Data from the assessments and monitoring of IEP goals will be discussed at PLC meetings.	Lesson plans and classroom walkthrough tool will be utilized.
2	Knowing how to follow an appropriate progression of rigor according to the DOK levels.	Model higher order thinking skills such as forming mental pictures, connecting information to prior knowledge, creating analogies, clarifying confusing points, and/or making/revising predictions.	Assistant Principal and Reading Coach	Lesson plans will be reviewed during classroom walkthrough.	The classroom walkthrough tool will be utilized.

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In grades 3 to 5, an increase of 25% or 100 students will score a Level 4 or 5 on the 2013 Reading FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT 2.0 Reading data 20% (71) of the students scored a Level 4 or 5 in grades 3-5.	In grades 3-5, 45% (171) of the students will achieve a Level 4 or 5 on the 2013 Reading FCAT 2.0.

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
	Aligning standards,	Utilize inquiry methods to	Assistant Principal	Lesson plans will be	The classroom

1	content materials in a variety of formats and assessments	promote conceptual change and a deeper understanding of the content	and Reading Coach	reviewed during classroom walkthroughs.	walkthrough tool will be utilized
2	Consistent attendance from students in afterschool	Enrichment after school tutorial program	Assistant Principal	Student progress is assessed using the Common assessment/Diagnostic /mini-assessments/Reading Running Records/SRI data each month. In addition student classroom assessment folder is reviewed.	Common Assessment data/mini-assessment will be analyzed using the Data Feedback Strategy method
3	Consistency of book discussions	Implement Book Clubs to increase student comprehension through discussions.	Administration, Reading Coach, and teachers	Ongoing analysis of formative and summative assessments	Formative and summative assessments including mini-assessments, Diagnostics and RRR.

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:	In grades 3 to 5, an increase of 10% or 3 students will achieve a Level 7 or above on the 2012 Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 Florida Alternate Assessment 75% (12) of the students scored a Level 7 or above in grades 3-5.	In grades 3-5, 85% (15) of the students will achieve a Level 7 and above on the 2013 Florida Alternate Assessment.

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	Making distinctions between learning goals and learning activities or assignments	Setting and communicating learning goals to establish clear learning target	Principal and Assistant Principal	Data from the Unique Learning Unit Assessments, mid-term progress reports and trimester report cards	The classroom walkthrough tool will be utilized.
2	Appropriate assessments aligned to FAA	Practice FAA testing strategies throughout the school year	ESE Grade Chair and Assistant Principal	Lesson plans, practice testing schedule, testing results	The classroom walkthrough tool will be utilized.

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In grades 3 to 5, an increase of 8% or 33 students will make Learning Gains on the 2013 Reading FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 Reading FCAT 2.0 data 67% (140) of the students made Learning Gains in grades 3-5.	In grades 3-5, 75% (173) of the students will achieve a Learning Gain on the 2013 Reading FCAT 2.0.

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	Provide small group iii instruction with fidelity and continuous monitoring	Reading iii will be an additional 30 minutes of reading instruction (outside of the 90 minute reading block).	Assistant Principal and Reading Coach	Lesson plans will be reviewed during classroom walkthroughs	The classroom walkthrough tool will be utilized
2	Consistent attendance from students in afterschool	After school tutorial will be provided	Assistant Principal	Student progress is assessed using the Common assessment/Diagnostic /mini-assessments/Reading Running Records/SRI data each month. In addition student classroom assessment folder is reviewed.	Common Assessment data/mini-assessment will be analyzed using the Data Feedback Strategy method
3	Consistency of students reading books at appropriate levels	Implement Reader's Workshop. Increase access to appropriately leveled "just right" books	Administration, Reading Coach and Reading Resource Teachers	Ongoing analysis of formative and summative assessments, reading logs	Formative and summative assessments including mini-assessments IBM/MBA, Diagnostics, RRR and SRI

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:	In grades 3 to 5, an increase of 31% or (5) students will make Learning Gains on the 2013 Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012, 31% (5) Florida Alternate Assessment of the students made Learning Gains in grades 3-5.	In grades 3-5, 62% (10) of the students will achieve Learning Gains on the 2013 Florida Alternate Assessment.

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	Providing small group iii instruction consistently with fidelity	Reading iii will be an additional 30 minutes of reading instruction (outside of the 90 minute reading block).	Principal and Assistant Principal	Lesson plans will be reviewed during classroom walkthroughs	The classroom walkthrough tool will be utilized.
2	Weekly progress monitoring	Determine core instructional needs by reviewing all assessment data and IEP goals. Plan differentiated instruction using evidence based instructions/ interventions within the 90 minute reading block.	Assistant Principal and ESE Grade Chair	Student progress is assessed using Reading Running Records, progress reports, lesson plans and student work folder.	The classroom walkthrough tool will be utilized.

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:	In grades 3 to 5, an increase of 10% of the Lowest 25% of students will make Learning Gains on the 2013 Reading FCAT 2.0.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 Reading FCAT 2.0 data 60% of the students in the Lowest 25% demonstrated Learning Gains in grades 3-5.	In grades 3-5, 70% of the students in the Lowest 25% will achieve Learning Gains on the 2013 Reading FCAT 2.0.

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	Providing small group instruction with fidelity	An additional 30 minutes of reading (SAI) outside of the 90 minute reading block	Assistant Principal and Reading Coach	Lesson plans will be reviewed during classroom walkthroughs	The classroom walkthrough tool will be utilized
2	Consistent attendance from students afterschool	After school tutorial will be provided	Assistant Principal	Student progress is assessed using the Common assessment/Diagnostic /mini-assessments/Reading Running Records/SRI data each month. In addition student classroom assessment folder is reviewed.	Common Assessment data/mini-assessment will be analyzed using the Data Feedback Strategy method
3	Program implemented without fidelity (ensuring fidelity of implementation)	Implement Foundations in all Kinder. and 1st grade classes during the 90 minute reading block and provide double dose of lesson to lowest 25% during iii.	Administration	Weekly progress monitoring	Fundation Assessments and Reading Running Records
4	Program implemented without fidelity (ensuring fidelity of implementation)	Implement Triumphs in all 2nd -5th grade classess during iii to lowest 25% of students.	Administration and Reading Coach	Weekly progress monitoring	SRA Reading Mastery Weekly and Bi-weekly Assessments, SRI, and Reading Running Records
5	Program implemented without fidelity (ensuring fidelity of implementation)	The AIMSWeb program will be used for all Tier 2 and Tier 3 students to provide interventions and aligned assessments. This program will also provide graphs to monitor student strengths/weaknesses.	SBT Facilitator	SBT Weekly Meetings	AIMSWeb Assessments

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # In six years our school will reduce the achievement gap by 50%. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	60	63	67	71	74	

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.	The following subgroups did not meet 2012 Reading targets: Black, Hispanic and White. All subgroups will meet the 2013

Reading Goal #5B:	Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black 53%, Hispanic 47%, and White 39%	By 2013, 47% Black, 37% Hispanic, and 24% White, will not make satisfactory progress.

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	Weekly progress monitoring	Determine core instructional needs by reviewing all assessment data for all White students. Plan differentiated instruction using evidence based instructions/interventions within the 90 minute reading block (as well as an additional 30 minutes of Reading iii).	Assistant Principal, RTI Facilitator and Reading Coach	Student progress is assessed using the Common Assessment/Diagnostic/mini-assessments/Reading Running Record/SRI data each month. In addition, student classroom assessment folder is reviewed.	Common assessment data/mini-assessments will be analyzed using the Data Feedback Strategy method.
2	Professional development on how to administer The FAIR Assessment	Determine core instructional needs by reviewing FAIR (Florida Assessment for Instruction in Reading) assessment data for all subgroups.	Reading Coach	Student progress is assessed and adequate progress is determined by comparing student's trendline to aimline.	FAIR OPM data will be used to determine adequate progress of benchmarks.
3	Consistent attendance of tutorial students	Provide Tuesday and Thursday tutorial	Assistant Principal	The Tuesday and Thursday Reading tutorial schedule will be implemented with fidelity and monitored by the principal.	Improvement on common assessments, mini-assessments and Diagnostics 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 not meet 2012 Reading target. All ELL students will meet the 2013 target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% ELL	By 2013, 40% ELL will not make satisfactory progress.

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	Weekly progress monitoring	Determine core instructional needs by reviewing all assessment data for all students. Plan differentiated instruction using evidence based	Administration and Reading Coach	Student progress is assessed using Common Assessment/Diagnostic/mini-assessments/Reading Running Record data each month. In addition, student classroom assessment folder	Common assessment data will be analyzed using the Data Feedback Strategy Method.

		instructions/interventions within the 90 minute reading block.		is reviewed.	
2	Consistent attendance from students in afterschool tutorial	Afterschool tutorial will be provided	Assistant Principal and Learning Team Facilitator	Student progress is assessed using the Common assessment IBM/MBA, RRR, Diagnostics. In addition, student classroom assessment folder is reviewed.	Common Assessments will be analyzed using the Data Feedback Strategy method.

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 students did not meet Reading target. SWD students will meet the 2013 target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% of SWD students	By 2013, 52% of SWD students, will not make satisfactory progress.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1 Consistent attendance of tutorial students	Reading Tutorial on Tuesday and Thursday	Assistant Principal	The Tuesday and Thursday Reading tutorial schedule will be implemented with fidelity and monitored by the principal.	Improvement on common assessments, mini-assessments and Diagnostics Assessments
2 Lack of professional development which focuses on FAA data analysis	Create a learning team consisting of Alternate Assessment teachers focusing on FAA data analysis and best practices	ESE Coordinator and Assistant Principal	Student progress is assessed using common assessment data.	Improvement on common assessments, mini-assessments and Diagnostics
3 Appropriate funds to purchase researched based materials	Access adopted district reading programs for SWD	ESE Coordinator and Assistant Principal	Common assessments	Lesson plans and classroom walkthroughs
4 Professional development on appropriate use of resources and monitoring tool	Access District ESE assessment website: http://www.palmbeachschools.org/ease/faa.asp , which posts State and District resources including progress monitoring tools	ESE Coordinator and Assistant Principal	Common assessments and student targeted monitoring plan	Lesson plans and classroom walkthroughs
5 Adequate time for professional development to educate teachers on how to appropriately create student targets and rubrics	Increase time on task through the use of schedules, clear student friendly targets and the use of Marzano's research based strategies	Assistant Principal and PLC	Common assessments	Lesson plans and iObservation

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.	Economically Disadvantaged students did not meet 2012 target. All Economically Disadvantaged students will meet the
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Reading Goal #5E:	2013 target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% Economically Disadvantaged students	By 2013, 38% Economically Disadvantaged students will not make satisfactory progress.

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	Adequate time for professional development to educate teachers on how to appropriately create student targets and rubrics.	Increase time on task through the use of schedules, clear student friendly targets and the use of Marzano's research based strategies	Assistant Principal and PLC	Common Assessments	Lesson plan and iObservation
2	Weekly progress monitoring with fidelity	Determine core instructional needs by reviewing all assessment data for all ED students. Plan differentiated instruction using evidence based instrucionts/ interventions within the 90 minute reading block.	Assistant Principal and Reading Coach	Student progress is assessed using the Common Assessments. In addition, student classroom assessment folder is reviewed.	Common assessment data will be analyzed using the Data Feedback Strategy method.

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 Implementation of the Instructional Focus Calendar	K-5	Reading Coach and PLC Facilitator	School-wide	Twice a month during PLC meetings	Lesson plans and Classroom Walkthroughs	Principal, Assistant Principal, Reading Coach
Implementation of Wilson Reading, Passport, SRA Reading Mastery, AIMSweb, Fundation, and Reader's/ Writer's Workshop, Unique Learning System, and LLI Kits	K-5	ESOL Coordinator, District ESE Department	Reading Teachers	August 25, 2012 and once month training during PLC meetings	Lesson plans and Classroom Walkthroughs	Principal, Assistant Principal, Reading Coach

Total Curriculum approach to reading frameworks	K-5	Reading Coach	School-wide	3-4 times a month during PLC meetings	Lesson plans and Classroom Walkthroughs	Principal, Assistant Principal, Reading Coach
Participate in district and school-site based opportunities for staff development relative to reading instructional materials adopted SWD and assessment of alternative assessed SWD located on the District ESE website, http://www.palmbeachschools.org/e	K-5	District ESE Department	ESE teachers	Ongoing	Lesson plans and Classroom Walkthroughs	Principal, Assistant Principal
Literacy Assessment Administration/Analysis of Data in English and Spanish	Teachers k-5	Reading Coach and Resource Teachers	K-5	September 25 and 27 and ongoing	Monitor Reading Running Records and lesson plans	Administration
Reader's Workshop	K-5	Teachers College Reading and Writing Project Columbia University Staff Developers, District Resource Teacher and School Reading Coach and Resource Teacher	K-5 Reading Teachers	TBA	Monitor Reading Running Records, Reading Logs, Confering Notes, Flexible Grouping, Walkthroughs, Lesson plans and student work samples	Administration
Understanding The FCAT Test Specs	Teachers 3-5	District Reading Specialist	3-5 Reading Teachers	Weekly PLC's	Lesson plan review, classroom walktroughs and analysis of students data	Administration
8th Annual Language Training	K-5	Dual Language and ESOL Teachers	K-5 ESOL Teachers	October 19, 2012	Lesson Plans	Administration

Reading 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
On-line subscription of Reading resource - A-Z Kids, RAZ Kids, Science Kids	On-line reading subscription	Title I	\$6,000.00
Provides nonverbal students with communication, speech and handwriting opportunities, video models of appropriate social situations to help them learn appropriate ways to interact with others.	iPads 2 (21 count)	Title I	\$10,000.00

Provides nonverbal students with communication, speech and handwriting opportunities, video models of appropriate social situations to help them learn appropriate ways to interact with others.	IPad screen protectors	Title I	\$46.00
			Subtotal: \$16,046.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide Total Curriculum approach to reading frameworks	Provide Total Curriculum approach to reading frameworks- Reading Resource salary	Title I	\$67,588.00
Effective implementation of the Instructional Focus Calendar, standards and FCIM	LTM Facilitator part itme salary	Title I	\$31,822.00
Provide reports to teachers for data analysis	Color printer for EDW Reports	Title I	\$1,500.00
Staff will attend Reader's/Writer's Workshop Institute at Columbia University to implement Reader's/Writer's Workshop	Conference registration, travel, hotel and meals	Title I	\$9,000.00
Professional reading to support reading comprehension skills, teacher evaluation and Common Core	The Art and Science of Teaching, Pathways to Common Core and 7 Keys to Comprehension	Title I	\$3,000.00
Professional development for dual language teachers	Dual Language Registration Workshop	Title I	\$200.00
Reading Coach will attend Reader's/Writer's Workshop Institute Coaches training at Columbia University to implement Reader's/Writer's Workshop	Conference registration, travel, hotel and meals	Title I	\$5,000.00
ESOL Teachers will attend 8th Annual Language Conference	Conference registration	Title 1	\$100.00
Substitutes for professional development training	Substitutes	Title 1	\$1,700.00
			Subtotal: \$119,910.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Chart paper, student folders, post it notes and baskets for classroom libraries to support Reader's Workshop model	Classroom Supplies	Title I	\$1,600.00
Effective implementation of the Instructional Focus Calendar, standards, Foundations Reading Program, SRA Reading mastery, AIMSWeb, LLI Reading Kits, Reader's/Writer's Workshop Kits (Units of Study Reading Bundles) and FCIM	Staff Development Supplies	Title I	\$1,030.00
After school tutorial will be provided to 3-5 students	Tutorial	Title I	\$12,800.00
Reading carpets, bookshelves and book baskets for shared reading and reader's workshop	Carpet, bookshelves, book baskets	Title I	\$9,000.00
Classroom libraries - Books for instrucion to build on Reader's Workshop Curriculum	Classroom libraries	Title I	\$41,000.00
Units of Study Reading and Writing Bundles for Reader's Workshop	Classroom Supplies	Title I	\$2,400.00
Reading/Writing Summer school tutorial for students in grades K-2	Tutorial	Title I	\$11,000.00
After school tutorial will be provided to 3-5 students	Supplemental resources for tutorial- Curriculum Associates - STAMS and Florida Ready	Title 1	\$3,800.00
			Subtotal: \$82,630.00
			Grand Total: \$218,586.00

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:		In grades 3 to 5, an increase of 9% of students will achieve a Level 3 or above on the 2013 CELLA.			
2012 Current Percent of Students Proficient in listening/speaking:					
Based on 2012 CELLA 36% (96) of the students scored a Level 3 or above in grades 3-5.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Knowing how to follow an appropriate progression of rigor according to the Webb's depth of Knowledge Levels	Model Higher order thinking skills using "think-alouds" to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge, creating analogies, clarifying confusing points, and/or making/revising predictions.	Administration and Reading Coach	Lesson plans will be reviewed during classroom walkthroughs.	The classroom walkthrough tool will be utilized.
2	Making distinctions between learning goals and learning activities or assignments	Setting and communicating learning goals to establish clear learning targets	Administration	Common assessments will be discussed at PLC meetings using the Data-Feedback-Strategy form	The classroom walkthrough tool will be utilized.

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:		In grades 3 to 5, 8% of the students will increase to achieve a Level 3 or above on the 2013 CELLA.			
2012 Current Percent of Students Proficient in reading:					
Based on 2012 CELLA 22% (60) of the students scored a Level 3 or above in grades 3-5.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Analyzing student performance and assessment data and used as a basis for providing specific levels of differentiated instruction	Create and implement Instrucional Focus Calendar (IFC) for all reading classes	Grade Chairs and Learning Team Facilitator	Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs	Effectiveness will be determined through the printout of results of assessments.

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

3. Students scoring proficient in writing.

CELLA Goal #3:

In grades 3 to 5, an increase of 6% of students will achieve a Level 3 or above on the 2013 CELLA.

2012 Current Percent of Students Proficient in writing:

Based on 2012 CELLA 19% (52) of the students scored a Level 3 or above in grades 3-5.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Consistency of scoring using FCAT rubric	Monitor studnets' progress with Grade 4 weekly times writing assessments using expository and narrative writing prompts (scored using FCAT rubric).	Assistant Prinicipal	Teachers will input data in EDW to update montly writing assessments. EDW data will be monitored and discussed during LTMs.	Scored students writing will be used to determine progress between the pre-test prompt and mid-year prompt.
2	Amount of time required in order to confer will all studnets and differentiate instruction	Grades K-4 will use Lucy Calkins Writer's Workshop lesson plans.	Principal	Teachers will input data into EDW. EDW data will be monitored and idscussed during PLC meetings. In addition, administration will monitor the implementation and fidelity of Writer's Workshop.	Scored student writing will be used to determine progress between the pre-test prompt, mid-year prompt and end of year prompt.

CELLA Budget:

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

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	In grades 3 to 5, an increase of 23% or 92 students will achieve a Level 3 or above on the 2013 Math FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 Math FCAT 2.0 data 27% or 98 students scored a Level 3 or above in grades 3-5.	In grades 3-5, 50% or 199 students will achieve a Level 3 or above 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	Aligning standards, content materials in a variety of formats and assessments	Twice a month students will be assessed using math common assessments and weekly mini-assessments	Assistant Principal	Data from the Math Common Assessments will be discussed at PLC meetings using the Data-Feedback-Strategy	Single School Culture for Academics Data-Feedback-Strategy form
2	Knowing how to follow an appropriate progression of rigor according to the four Webb's Depth of Knowledge Levels	Model higher order thinking skills using "think-alouds" to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge, creating analogies, clarifying confusing points, and/or making/revising predictions.	Assistant Principal	Lesson plans will be reviewed during classroom walkthroughs	The classroom walkthrough tool will be utilized.
3	Analyzing student performance and assessment data and used as a basis for providing specific levels of differentiated instruction	Create and implement Instructional Focus Calendar (IFC) for all math classes	Assistant Principal	The administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	Effectiveness will be determined through the printout of results of assessments (Common Assessments, mini-assessments, SSS Fall and Winter Diagnostics).
4	Consistent daily use of following an instructional delivery model and blackboard configuration	Blackboard Configuration including problem of the day, Do Now, student friendly objective, focus and homework	Assistant Principal	Focused walkthroughs by administration making sure the blackboard configuration is being used.	The classroom walkthrough tool will be utilized.

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:	In grades 3 to 5, an increase of 30% or 10 students will achieve a Level 4-6 on the 2013 Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:

Based on 2012 Florida Alternate Assessment 20% (3) of the students scored a Level 4,5 and 6 in grades 3-5.	In grades 3-5, 50% (16) of the students will achieve a Level 4-6 on the 2013 Florida Alternate Assessment.
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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	Aligning standards, content materials in a variety of formats and assessments	Model higher order thinking skills using "think-alouds" to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge, creating analogies, clarifying confusing points, and/or making/revising predictions	Assistant Principal	Lesson plans will be reviewed during classroom walkthroughs	The classroom walkthrough tool will be utilized.

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	In grades 3 to 5, an increase of 20% or 86 students will score a Level 4 or 5 on the 2013 Math FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 Math FCAT 2.0 data 36% or 130 students scored a Level 4 or 5 in grades 3-5.	In grades 3-5, 56% or 216 students will achieve a Level 4 or 5 on the 2013 Math FCAT 2.0.

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	Aligning assessment items to Test Item Specifications	Incorporate FCAT higher order problem solving items in lessons, homework, and assessment to apply scientific and mathematical thinking and skills.	Assistant Principal	Lesson plans will be reviewed during Classroom Walkthroughs	The Classroom walkthrough tool will be utilized
2	Aligning word problems to Test Item Specifications	Word problems are incorporated into every mathematics lesson and all homework sets	Assistant Principal	Lesson plans will be reviewed during classroom walkthroughs	The Classroom Walkthrough tool will be utilized
3	Using consistent gridding format established by school	Incorporate FCAT Gridding Format	Assistant Principal	Lesson plans will be reviewed during classroom walkthroughs	The Classroom Walkthrough tool will be utilized

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:	In grades 3 to 5, an increase of 20% or 6 students will achieve a Level 7 or above on the 2013 Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:

Based on 2012 Florida Alternate Assessment 67% (10) of the students scored a Level 7 and above in grades 3-5.	In grades 3-5, 87% (25) of the students will achieve a Level 7 and above on the 2013 Florida Alternate Assessment.
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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	The use appropriate manipulatives	Increased hands-on activities and the use of manipulatives to reinforce mathematics concepts	Assistant Principal	Math resource teacher will assist teachers in the creation of centers, stations, and administration will ensure activities are implemented	Progress of students on assessments.
2	Adequate time for professional development to educate teachers on how to appropriately create student targets.	Increase time on task through the use of schedules, clear student friendly targets and the use of Marzano's research based strategies	ESE Grade Chair and Assistant Principal	Data from the assessments will be discussed at PLC meetings.	Lesson plans and iObservation

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:	In grades 3 to 5, an increase of 15% or 60 students will make Learning Gains on the 2013 FCAT Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT Math Assessment 50% or 100 students made Learning Gains in grades 3-5.	In grades 3-5, 65% or 259 students will achieve a Learning Gain on the 2013 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	The use of appropriate manipulatives	Increased hands-on activities and the use of manipulatives to reinforce mathematics concepts	Assistant Principal	Math resource teacher will assist teachers in the creation of centers, stations, and administration will ensure activities are implemented.	Progress of students on assessments
2	Consistent attendance of tutorial students	Afterschool tutorial will be provided for struggling students.	Assistant Principal	Student progress is assessed using the Common Assessment/Diagnostic/mini-assessments data each month. In addition student classroom assessment folder is reviewed.	Common Assessment data/mini-assessment will be analyzed using the Data Feedback Strategy method.

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:	In grades 3 to 5, an increase of 50% or 16 students will make Learning Gains on the 2013 Florida Alternate Assessment.
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2012 Current Level of Performance:			2013 Expected Level of Performance:		
Based on 2012, 0%(0)Florida Alternate Assessment of the students made Learning Gains in grades 3-5.			In grades 3-5, 50% (16) of the students will achieve Learning Gains on the 2013 Florida Alternate Assessment.		
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	The use of appropriate manipulatives	Increased hands-on activities and the use of manipulatives to reinforce mathematics concepts	Assistant Principal	Lesson plans will be reviewed during classroom walkthroughs	The classroom walkthrough tool will be utilized.

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:	In grades 3 to 5, an increase of 15% (60) of the Lowest 25% will make a Learning Gain on the 2013 FCAT Math Assessment.
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2012 Current Level of Performance:		2013 Expected Level of Performance:	
Based on 2012 FCAT Math Assessment 56% students in the Lowest 25% demonstrated Learning Gains in grades 3-5.		In grades 3-5, 71% or 283 students in the Lowest 25% will achieve a Learning Gain on the 2013 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	Consistent attendance of morning tutorial students	Tutorial will be provided	Assistant Principal	Student progress is assessed using the Common Assessment/Diagnostic/mini-assessments data each month. In addition student classroom assessment folder is reviewed.	Common Assessment data/mini-assessment will be analyzed using the Data Feedback Strategy method.
2	Using appropriate manipulatives	Increase hands-on activities and the use of manipulatives to reinforce mathematics concepts	Assistant Principal	Math resource will assist teachers in the creation of centers, stations, and administration will ensure activities are implemented.	Progress of students on assessments
3	Missing pieces to calendar	Daily use of Every Day Counts	Assistant Principal	Lesson Plans will be reviewed during classroom walkthroughs	Progress of students on 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 # In six years our school will reduce the achievement gap by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	57	61	65	69	73	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The following subgroups did not meet 2012 Math targets: Black, Hispanic and White. All subgroups will meet the 2013 Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black 64%, Hispanic 50%, and White 42%	By 2013, 39% Black, 42% Hispanic, and 33% White, will not make satisfactory progress.

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	Weekly progress monitoring	Tier 1: Determine core instructional needs by reviewing Common assessments and mini-assessment data for Black and Hispanic subgroups; plan differentiated instruction using evidence based instructions/ interventions; increase the use of manipulatives and hands-on activities to reinforce mathematics concepts	Assistant Principal	Data from the Math Common Assessments will be discussed at PLC Meetings using the Data-Feedback-Strategy	Single School Culture for Academics Data Feedback-Strategy Form

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 2012 Math target. All ELL students will meet the 2013 target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% of ELL students	By 2013, 46% ELL will not make satisfactory progress.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Knowing when to adjust instruction	Make adjustments in instruction (e.g., pace, modality, questioning, and collaborative structures) for all ELL students in the classroom based on students engagement throughout a lesson.	Assistant Principal	Math resource teacher will assist teachers in the creation of lessons, stations, and administration will ensure activities are implemented.	Progress on student progress

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 students did not meet Math target. SWD students will meet the 2013 target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% of SWD students	By 2013, 48% of SWD students, will not make satisfactory progress.

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 Professional development on appropriate use of resources and monitoring tool	Access District ESE assessment website: http://www.palmbeachschools.org/ease/faa.asp , which posts State and District resources including progress monitoring tools	ESE Coordinator and Assistant Principal	Common assessments and student targeted monitoring plan	Lesson plans and classroom walkthrough
2 Adequate time for professional development to educate teachers on how to appropriately create student targets and rubrics	Increase time on task through the use of schedules, clear student friendly targets and the use of Marzano's research based strategies	ESE Coordinator and Assistant Principal	Data from the math common assessments will be discussed at PLC meetings using the Data-Feedback-Strategy	Lesson plans and iObservation

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 2012 target. All Economically Disadvantaged students will meet the 2013 target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% of the Economically Disadvantaged students	By 2013, 42% Economically Disadvantaged students will not make satisfactory progress.

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	Aligning benchmark to weakness and strength	Meet weekly to assess student strengths and weaknesses of benchmarks	Assistant Principal	Progress monitoring of common assessments and class assignments	Test results
2	Progress monitoring assessments for revisions or reteaching of the focus lessons.	Develop Instructional Focus lessons	Assistant Principal	Data is reviewed during grade level meetings and PLCs	Mini-assessments and tests

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
Differentiated Instruction	K-5	District Specialist, PLC Facilitator	School-wide	4 times a month during PLC meetings	District and school leadership will conduct classroom walkthroughs to monitor effectiveness of differentiated instruction training	Administration and District Math Specialist
Effective Implementation of the Instructional Focus Calendar	K-5	District Specialist, PLC Facilitator	School-wide	4 times a month during PLC meetings	Modeling of lessons, classroom walkthroughs	Principal
Understanding the FCAT test specs	Math 3-5	District Specialist	Math teachers 3-5	Elementary in-service date October 19th	Lesson plan review, classroom walkthroughs and analysis of student data	Administration
Math Stations	Math K-5	District Specialist	Math K-5 teachers	Elementary in-service date October 19th	Lesson plan review, classroom walkthroughs and analysis of student data	Administration

Mathematics 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
Provide Math tutorial and enrichment program after school	Part-time in system salary for teachers	Title I	\$10,000.00
			Subtotal: \$10,000.00
			Grand Total: \$10,000.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.	In grade 5, an increase of 18% (22) of students will

Science Goal #1a:	score a Level 3 or above on the 2013 Science FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grade 5, 32% or 41 students achieved a Level 3 on the 2012 Science FCAT.	In grade 5, 50% or 63 students will achieve a Level 3 and above on the 2013 Science FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing lab experiments on a regular and consistent basis.	Utilize hands-on laboratory experiments (in the classroom setting) using the 5E model.	Assistant Principal	Every K-5 class will conduct at least two hands-on lab lessons weekly.	The classroom walkthrough tool will be utilized, progress on student assessments, and lesson plans.
2	Providing real world experiences relevant to students' gender, ethnicity, age, and culture	Provide real world science experiences and engaging activities	Assistant Principal	Lesson plans will be reviewed during classroom walkthrough	The classroom walkthrough tool will be utilized.
3	Consistent attendance of weekend tutorial students	Provide Monday tutorial in Science	Assistant Principal	The Monday Science Tutorial schedule will be implemented with fidelity and monitored by the principal.	Improvement on science unit/chapter tests
4	Analyzing student performance and assessment data and used as a basis for providing specific levels of differentiated instruction	Plan targeted intervention for students not responding to core plus supplemental instruction. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to the core.	Assistant Principal, RtI Facilitator	Data from the Science Common Assessments, mini-assessments, and Diagnostics will be discussed at PLC meetings using the Data-Feedback-Strategy	Single School Culture for Academics Data-Feedback-Strategy form

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:	In grade 5, an increase of 5% (2) of students will score a Level 4-6 on the 2013 Science Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grade 5, 75% or 3 students achieved a Level 4-6 on the 2012 Science Florida Alternate Assessment.	In grade 5, 80% (26) students will achieve a Level 4-6 on the 2013 Science Florida Alternate Assessment.

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	Provide real world experiences relevant to student's gender, ethnicity, age, and	Provide real world science experiences and engaging activities	Assistant Principal	Lesson plans will be reviewed during classroom walkthrough	The classroom walkthrough tool will be utilized.

culture.

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	In grade 5, an increase of 7% (9) of students will score a Level 4 or 5 on the 2013 Science FCAT.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
In grade 5, 13% or 17 students achieved a Level 4 on the 2012 Science FCAT.	In grade 5, 20% or 26 students will achieve a Level 4 or 5 on the 2013 Science FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Generating scoring rubrics	Incorporate FCAT short response and extended response items in lessons, homework, and assessment to apply scientific thinking and skills	Assistant Principal	School leadership will conduct classroom walkthroughs to monitor effectiveness of differentiated instruction training	Principal and Assistant Principal
2	Consistent attendance of Monday tutorial students	Provide after school tutorial	Assistant Principal	The Saturday Science Tutorial schedule will be implemented with fidelity and monitored by the principal.	Improvement on science unit/chapter tests

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	In grade 5, an increase of 10% (3) of students will score a Level 7 and above on the 2013 Florida Alternate Science Assessment.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
In grade 5, 25% or 1 student achieved a Level 7 and above on the 2013 Florida Alternate Assessment.	In grade 5, 35% or 11 students will achieve a Level 7 and above on the 2013 Florida Alternate Science Assessment.

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	Analyzing student performance and assessment data and used as a basis for providing specific levels of differentiated instruction	Plan targeted intervention for student. Interventions will be matched to individual student needs, be evidence based, and provided in addition to the core	Assistant Principal	Data from the Science Assessments	The classroom walkthrough tool will be utilized.

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 Implementation of the Instructional Focus Calendar	K-5	PLC Facilitator	School-wide	Early release dates, Dec. 6 and January 24th; and twice a month during PLC meetings	Modeling of lessons and classroom walkthroughs	Principal
Differentiated Instruction	K-5	PLC Facilitator	School-wide	Twice a month during PLC meeting	District and school leadership will conduct classroom walkthroughs to monitor effectiveness of differentiated instruction training	Principal, Assistant Principal
Science Fusion	Science K-5	District Specialist	Science Teachers	TBA	Lesson plan review, classroom walkthroughs	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
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
Afterschool Science tutorial for students in grade 5.	Science Tutorial	Title I	\$2,100.00
			Subtotal: \$2,100.00
			Grand Total: \$2,100.00

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:	In grade 4, an increase of 11% (23) of students will score a Level 3 on the 2013 Writing FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 Writing FCAT data 79% or 97 of the students scored a Level 3 on the FCAT Writing.	In grade 4, 90% (122) of the students will score a Level 3 on the 2013 Writing 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	Consistency of scoring using FCAT rubric	Monitor students' progress with Grade 4 weekly timed writing assessments using expository and narrative writing prompts (scored using FCAT rubric).	Assistant Principal	Teachers will input data into EDW to update monthly writing assessments. EDW data will be monitored and discussed during LTMs.	Scored students writing will be used to determine progress between the pre-test prompt and mid-year prompt.
2	Consistency of scoring using FCAT rubric	Grades K to 5 will complete a monthly Palm Beach Writes or Forest Hill Writes prompts (scored using FCAT rubric).	Assistant Principal	Teachers will input data into EDW to update monthly writing assessments. EDW data will be monitored and discussed during PLC meetings.	Scored student writing will be used to determine progress of the pre-test prompt, mid-year prompt and end of year prompt.
3	Amount of time required in order to confer with all students and differentiate instruction	Grades K-4 will use Lucy Calkins Writer's Workshop lesson plans.	K-12 Curriculum Department will send a Specialist once a month to monitor the progress of the K-4 Lucy Calkins Writer's Workshop	Teachers will input data into EDW. EDW data will be monitored and discussed during PLC meetings. In addition, administration will monitor the implementation and fidelity of Writer's Workshop	Scored student writing will be used to determine progress between the pre-test prompt, mid-year prompt and end of year prompt.
4	Consistent attendance of tutorial students	Provide Monday tutorial in Writing	Assistant Principal	The Monday Writing Tutorial schedule will be implemented with fidelity and monitored by the principal.	Improvement on the Palm Beach and Forest Hill Writes

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	In grade 4, an increase of 24% (26) of students will score a Level 4 and above on the 2013 Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 data 26% or 32 of the students scored a Level 4 or above on the Florida Alternate Assessment.	In grade 4, 50% (55) of the students will score a Level 4 and above on the 2013 Florida Alternate Assessment.

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
	Lack of professional	Create a learning team	ESE Grade Chair	Student progress is	Improvement on

1	development which focuses on FAA data analysis	consisting of Alternate Assessment teachers focusing on FAA data analysis and best practices	and Assistant Principal	assessed using common assessment data.	common assessments.
2	Adequate time for professional development to educate teachers on how to appropriately create student targets and rubrics.	Increase time on task through the use of schedules, clear student friendly targets and the use of marzano's research based strategies	Assistant Principal and PLC	Common Assessment	Lesson plan review and iObservation.

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 Implementation of the Writer's Workshop Model	K-5	District Facilitator	K-5 Writing Teachers	Monthly school visits (August 2012- May 2013)	Lesson plans and classroom walkthroughs	Administration and District Facilitator
Scoring training	K-4	District Wiring Specialist	K-4 Writing teachers	PLC's and PD Days	Lesson plan review, classroom walkthroughs and analysis of student data	Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Afterschool Writing tutorial for students in grade 4.	Salary for tutorial teachers	Title I	\$2,100.00
			Subtotal: \$2,100.00
			Grand Total: \$2,100.00

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	By June 2013, the absentee rate will decrease by 10% (77).
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
70% (535)	80% (612)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
35% (252)	27% (200)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
25% (178)	18% (135)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student medical concerns, transportation, and parent non-compliance	Teachers will monitor students with an increasingly high number of absences.	Teacher and attendance team leader	Attendance log sheet	Teacher records and district data
2	Parent non-compliance	As soon as a student is absent for 10 days in a 90 day period, an Attendance Study Team meeting will be held to determine the cause of the absences.	Attendance Study Team Leader	The School District Of Palm Beach County provides forms that are to be used to conduct an Attendance Study Team meeting.	A record of all Attendance Study Team meetings will be kept on file.
3	Consistent monitoring of tardies	Continue to implement tardy policy for students who have excessive tardies	Assistant Principal	Classroom attendance roster	Daily attendance roster

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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How to effectively communicate with parents	K-5	Administration	School-wide	August 14th	Parent conference notes	Administration and Attendance Liaison
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Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	By June 2013, in-school suspensions will decrease by 2%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
3% (21)	1% (8)
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
2% (18)	1% (8)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
7% (55)	4% (30)
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School

7% (36)		3% (20)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Clarity of expectations and continued momentum of program	Positive Behavior Support Program through Single School Culture to include school climate, discipline, academics, and behavior	Assistant Principal	Monthly meetings will review student referrals and staff surveys	Staff surveys
2	Inconsistent implementation by parents and staff	Create PBS matrix for behavior and setting school expectations	PBS Committee	Monthly meetings will review student referrals and staff surveys	Staff surveys
3	Inconsistent implementation by staff	School-wide activities/events for anti-bullying protocols	PBS Committee	Monthly meetings will review referrals	Referrals and staff surveys

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
SWPBC will provide training on major and minor incidences and conduct monthly meetings on referral data and interventions	K-5	SwPBS Team	K-5	Once a month during faculty meetings	Once a month PBS team will meet to review data	Administration

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:

<p>1. Parent Involvement</p> <p>Parent Involvement Goal #1:</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p>By June 2013, parent involvement in all grades will increase by 5%.</p>
<p>2012 Current Level of Parent Involvement:</p>	<p>2013 Expected Level of Parent Involvement:</p>
<p>In FY 2012, 65% of our parents participated in at least two school-wide activities, as evidenced on sign-in sheets and conference notes.</p>	<p>By June 2013, 70% of our families will participate in at least two school-wide activities.</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent attendance varies based on topic/interest of event	Increase teacher communication with parents to a minimum to once a month including school wide morning, evening and weekend events.	Parent Liaison	Collect feedback surveys from parents and teachers	Parent and teacher survey
2	Enrollment limitations	Continue affording our parents with language and educational studies (adult ed.)	Assistant Principal and Parent Liaison	Parent survey	District Parent survey
3	Parent volunteers will be encouraged to assist students or offer support to classroom teachers on a weekly basis.	Plan and implement family hands-on training event that supports and provides strategies to use at home for students to increase academic achievement in the area of math, science & reading in the parents home language.	Parent Liaison and Assistant Principal	Collect feedback surveys from parents	Parent survey and sign-in sheet
4	Sudden event notices may not be timely for parents	Send home parent invitations of events in English Creole, and/or Spanish and send reminders using the Parent Link Call Outs prior to events.	Teachers and CLF's	Collect feedback surveys from parents	Parent Attendance Sign-in sheets
	Adequate Parent attendance	ESOL PLC meetings will be scheduled a minimum	ESOL Coordinator	Collect feedback surveys from parents	Parent Attendance sign-

5		of twice per year			in sheets
6	Availability of Resource Center for parents	Encourage and increase the use of the Family Resource Center	Parent Liaison and Administration	Collect and analyze surveys	Parent sign-in attendance sheets
7	Adequate parent attendance	Annual meeting will be held in order to give parents an explanation of Title 1 and "Parents' Right to Know" which includes school-wide test results and notification of teacher and paraprofessional qualifications	Administration	Collect feedback survey from parents	Parent sign-in attendance sheets
8	Adequate parent attendance	Once a month a volunteer orientation meeting will be held for our parent/community and business partners. Morning and evening hours will be available.	Volunteer Coordinator	VIPS sign-on documentation	Parent sign-in sheet and documentation of volunteering hours
9	SAC attendance	Monthly, the SAC will meet to evaluate school-wide assessments (FCAT, FAIR, SRI, Diagnostics) to design and implement changes to the SWP.	SAC Chair and Title I Contact	Approval of strategy by SAC members	SAC Meeting Minutes
10	SAC Attendance	Annually, the SAC will evaluate the Parent/Student/Teacher Compact, Parental Involvement Plan, SAC By-Laws, Title I Surveys, and make necessary recommendations to align to the SIP	SAC Chair and Title I Contact	Approval of evaluation by SAC members	SAC Meeting Minutes

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
Topics related to improving the family-school relationship	K-5	Administrators	School-wide	Early release, faculty meetings	conference notes, phone logs, attendance sheets	Administration

Parent Involvement 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
Provide enrichment books, refreshments for training, child care and materials such as paper, ink, and dictionaries	Supplies	Title I	\$4,096.27
			Subtotal: \$4,096.27
			Grand Total: \$4,096.27

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. STEM				
STEM Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

Appreciation of Multicultural Diversity Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Appreciation of Multicultural Diversity Goal Appreciation of Multicultural Diversity Goal #1:		Maintain or increase the number of multicultural activities on campus by creating monthly school-wide multicultural events.			
2012 Current level:		2013 Expected level:			
Based on last years data, Forest Hill Elementary sponsored 4 multicultural like trainings/events throughout the school year.		7 out of 9 months Forest Hill will present and/or engage parents in diverse appreciation presentations.			
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	Online Professional Development at http://www.palmbeachschools.org/Multicultureal	K-5	Title I Contact	Staff Surveys	Assistant Principal and Principal
2	Limited multicultural books available in classrooms	Add books to classroom libraries to include fiction and factual texts that are gender and culture specific through the use of multicultural literature.	Reading Coach	Review lesson plans	Review classroom libraries and reading resource room collection of multicultural diversity.

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

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

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

Budget:

Evidence-based Program(s)/Material(s)

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

End of Appreciation of Multicultural Diversity Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	On-line subscription of Reading resource - A-Z Kids, RAZ Kids, Science Kids	On-line reading subscription	Title I	\$6,000.00
Reading	Provides nonverbal students with communication, speech and handwriting opportunities, video models of appropriate social situations to help them learn appropriate ways to interact with others.	iPads 2 (21 count)	Title I	\$10,000.00
Reading	Provides nonverbal students with communication, speech and handwriting opportunities, video models of appropriate social situations to help them learn appropriate ways to interact with others.	iPad screen protectors	Title I	\$46.00
				Subtotal: \$16,046.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide Total Curriculum approach to reading frameworks	Provide Total Curriculum approach to reading frameworks- Reading Resource salary	Title I	\$67,588.00
Reading	Effective implementation of the Instructional Focus Calendar, standards and FCIM	LTM Facilitator part itme salary	Title I	\$31,822.00
Reading	Provide reports to teachers for data analysis	Color printer for EDW Reports	Title I	\$1,500.00
Reading	Staff will attend Reader's/Writer's Workshop Institute at Columbia University to implement Reader's/Writer's Workshop	Conference registration, travel, hotel and meals	Title I	\$9,000.00
Reading	Professional reading to support reading comprehension skills, teacher evaluation and Common Core	The Art and Science of Teaching, Pathways to Common Core and 7 Keys to Comprehension	Title I	\$3,000.00
Reading	Professional development for dual language teachers	Dual Language Registration Workshop	Title I	\$200.00
Reading	Reading Coach will attend Reader's/Writer's Workshop Institute Coaches training at Columbia University to implement Reader's/Writer's Workshop	Conference registration, travel, hotel and meals	Title I	\$5,000.00
	ESOL Teachers will			

Reading	attend 8th Annual Language Conference	Conference registration	Title 1	\$100.00
Reading	Substitutes for professional development training	Substitutes	Title 1	\$1,700.00
				Subtotal: \$119,910.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Chart paper, student folders, post it notes and baskets for classroom libraries to support Reader's Workshop model	Classroom Supplies	Title I	\$1,600.00
Reading	Effective implementation of the Instructional Focus Calendar, standards, Foundations Reading Program, SRA Reading mastery, AIMSWeb, LLI Reading Kits, Reader's/Writer's Workshop Kits (Units of Study Reading Bundles) and FCIM	Staff Development Supplies	Title I	\$1,030.00
Reading	After school tutorial will be provided to 3-5 students	Tutorial	Title I	\$12,800.00
Reading	Reading carpets, bookshelves and book baskets for shared reading and reader's workshop	Carpet, bookshelves, book baskets	Title I	\$9,000.00
Reading	Classroom libraries - Books for instruction to build on Reader's Workshop Curriculum	Classroom libraries	Title I	\$41,000.00
Reading	Units of Study Reading and Writing Bundles for Reader's Workshop	Classroom Supplies	Title I	\$2,400.00
Reading	Reading/Writing Summer school tutorial for students in grades K-2	Tutorial	Title I	\$11,000.00
Reading	After school tutorial will be provided to 3-5 students	Supplemental resources for tutorial-Curriculum Associates - STAMS and Florida Ready	Title 1	\$3,800.00
Mathematics	Provide Math tutorial and enrichment program after school	Part-time in system salary for teachers	Title I	\$10,000.00
Science	Afterschool Science tutorial for students in grade 5.	Science Tutorial	Title I	\$2,100.00
Writing	Afterschool Writing tutorial for students in grade 4.	Salary for tutorial teachers	Title I	\$2,100.00
Parent Involvement	Provide enrichment books, refreshments for training, child care and materials such as paper, ink, and dictionaries	Supplies	Title I	\$4,096.27
				Subtotal: \$100,926.27
				Grand Total: \$236,882.27

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 9/14/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Classroom libraries	\$4,000.00

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

The SAC has an important function for the success of Forest Hill Elementary. Listed below are some of the activities for this year.

1. Support family events throughout the school year
2. Reach out to the community to obtain more business partners and volunteers
3. Monitor SIP

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 FOREST HILL ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	77%	96%	57%	310	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	75%	63%			138	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	70% (YES)	61% (YES)			131	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					579	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District FOREST HILL ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	76%	73%	87%	50%	286	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	73%	60%			133	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	75% (YES)	52% (YES)			127	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					546	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested