

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: EQUESTRIAN TRAILS ELEMENTARY

District Name: Palm Beach

Principal: Charlene Michele Johnson

SAC Chair: Sara Pavlovics

Superintendent: E. Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 10/23/2012

Gerard Robinson, Commissioner  
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.*

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Charlene Michele Johnson	San Jose State University, Master of Science, Educational Leadership, University of Central Florida B.S. State of Florida Certificate in the areas of: Elementary Education/Grades K-6, ESOL Endorsement, School Principal (All Levels)	1	7	<p>Principal of ETES 2011-2012: Grade A, Reading Mastery: 87%, Math Mastery 83%, Science Mastery 79%, Writing Mastery 94%, Lowest 25% Learning gains in Reading 82%, Lowest 25% Learning gains in Math 66%</p> <p>Assistant Principal of MPES 2010-2011: In the 2010-2011 school year, Marsh Pointe was an A school and did not make AYP in the math and reading category for economically disadvantaged students.</p> <p>In the 2009-2010 school year, Marsh Pointe was an A school and did not make AYP in the math category for economically disadvantaged students.</p> <p>In the 2008-2009 school year, Marsh Pointe was an A rated school and met AYP.</p>
					Assistant Principal of ETES 2011-2012: Grade A, Reading Mastery: 87%, Math Mastery 83%, Science Mastery 79%,

Assis Principal	Paula Sue Millas	B.A.-Elementary Education, University of Illinois, Educational Leadership, M.S.-Nova Southeastern Reading Endorsement K-12 School Principal (All Levels)	6	9	<p>Writing Mastery 94%, Lowest 25% Learning gains in Reading 82%, Lowest 25% Learning gains in Math 66%</p> <p>2010-2011: Grade A, Reading Mastery: 94%, Math Mastery 92%, Science Mastery 84%, Writing Mastery 96% AYP was met in all areas</p> <p>2009-2010: Grade A, Reading Mastery: 87%, Math Mastery 84%, Science Mastery 65%. AYP was met in all subgroups except Black and Economically Disadvantaged in Math.</p> <p>2008-2009: Grade A, Reading Mastery: 88%, Math Mastery 88%, Science Mastery 61%. AYP met in all subgroups.</p> <p>2007-2008: Grade A, Reading Mastery: 87%, Math Mastery 87%, Science Mastery 57%. AYP met in all subgroups.</p> <p>2006-2007: Grade A, Reading Mastery: 88%, Math Mastery 82%, Science Mastery 56%. AYP met in all sub groups.</p> <p>2005-2006: Grade B, Reading Mastery: 83%, Math Mastery 79%, Writing Mastery 78%.</p>
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## INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
NA	NA	NA			NA

## 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	<ol style="list-style-type: none"> <li>Regular meeting of new to our school teachers with Principal and Asst. Principal</li> <li>Partnering new to our school teachers with veteran staff</li> <li>Soliciting referrals from current employees</li> <li>Job Fairs</li> </ol>	Principal, Assistant Principal and Buddy Teachers Assistant Principal Principal	On-going On-going On-going	

## Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
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N/A	N/A
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## 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
58	0.0%(0)	6.9%(4)	56.9%(33)	34.5%(20)	32.8%(19)	100.0%(58)	10.3%(6)	3.4%(2)	69.0%(40)

## 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
NA			

## 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

NA

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

NA

Title III

NA

Title X- Homeless

NA

Supplemental Academic Instruction (SAI)

NA

Violence Prevention Programs

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

Nutrition Programs

NA

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

NA

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

#### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

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

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

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

**Instructional Coach(es) Reading/Math/Science:**

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

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

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

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

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

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 Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students?

The team meets bi-weekly to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will

also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

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

### MTSS Implementation

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

Baseline data: Progress Monitoring and Reporting Network (PMRN), Assessment and Information Management System (AIMS web), DIBELS, Florida Comprehensive Assessment Test (FCAT)  
Progress Monitoring: PMRN, AIMS web, Curriculum Based Measurement (CBM), FCAT Simulation  
Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA)  
End of year: FAIR, AIMS web, FCAT  
Frequency of Data Days: twice a month for data analysis

Describe the plan to train staff on MTSS.

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

Describe the plan to support MTSS.

Provide scheduled time to meet as a group and ensure that every student has iii time in the master schedule.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Principal, Assistant Principal, Reading Leadership Committee Members

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

The committee will hold monthly meetings to discuss pertinent literacy data as well as best practices. Each committee member will be responsible for sharing information with their respective teams.

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

Schoolwide Literacy Night  
Barnes & Noble Family Night  
Establishing Schoolwide Writing Scope & Sequence  
Monitoring Reading Counts Incentives

## Public School Choice

Supplemental Educational Services (SES) Notification  
No Attachment

### \*Elementary Title I Schools Only: Pre-School Transition

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

NA

### \*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.

NA

### \*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?

NA

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?

NA

### Postsecondary Transition

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

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

NA

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	Students achieving proficiency in Reading will be maintained at 24%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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Current level of proficiency is 24%. (101)	By June 2013 level of proficiency be maintained at 24%
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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	1. Implementation of the Next Generation Sunshine State Standards (NGSSS) 2. Implementation of the Common Core Standards in Kindergarten & First Grade. 3. Grouping of students for quality instruction.	1. Teachers will meet during Learning Team Meetings to share reading strategies to correlate with the Next Generation Sunshine State Standards. 2. Teachers will utilize Learning Village to assist in lesson planning. 3. Differentiated Instruction will be used during the balanced literacy block.	1. Teachers 2. Admin.	1. Classroom walkthroughs conducted by administration. 2. EDW reports. 3.i-Observation	FCAT Assessment data

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:	NA
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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NA	NA
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#### Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	Students achieving above proficiency in Reading will be maintained at 64%
2012 Current Level of Performance:	2013 Expected Level of Performance:
Current level of students achieving above proficiency is 64% (270 students).	By June 2013 level of students achieving above proficiency will be maintained at 64%.

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	1. Limited resources. 2. Student deficiency with non-fiction content. 3. Student Motivation	1. Flexible Skill grouping of students. 2. Teachers will utilize non-fiction text throughout the day a minimum of 2 times per week. 3. Teachers will provide enrichment activities. 4. Teachers will encourage students to participate in Reading Counts.	1. Teachers 2. Admin.	1. Data review.	1. FCAT Assessments and EDW reports.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	Students achieving learning gains in Reading will increase by 3%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
Current level of students making learning gains is 79% (210)	By June 2013 students making learning gains will increase to 82%.

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	1. Student motivation.	1. All teachers will target the lowest 25% of their students through iii. 2. Provide tutoring services for target students. 3. Teachers will encourage students to participate in Reading Counts. 4. Teachers will conduct whole group literature book studies.	1. Teachers 2. Admin.	1. Maintain a record of strategies and interventions utilized with lowest 25%. 2. Lesson plans and CWT's.	1. EDW Reports and RRR Data. 2. FCAT Assessment Data.

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	Students in lowest 25% achieving learning gains in Reading will increase by 7%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Currently 75% of the students in the lowest 25% made learning gains in Reading.	By June 2013 82% of the students in the lowest 25% will make learning gains in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Pre-requisite skills lacking.	1. Tutoring services will be provided for target students. 2. All teachers will target lowest 25% of students through iii. 3. Set up mentoring program between students in lowest 25% and teachers.	1. Teachers 2. Admin.	1. Attendance sheets. 2. Data Analysis.	1. FCAT Assessment Data.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # By the year 2017 92% of students will reach proficiency and the close the achievement gap. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	85%	87%	88%	89%	91%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	The following subgroups did not meet 2012 Reading Targets: Asian, Hispanic. The following subgroup met 2012 Reading Targets: Black, White All subgroups will meet the 2013 Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% Asian, 8% Black, 21% Hispanic, and 11% White	By June 2013, 93% Asian and 87% Hispanic students will meet proficiency targets.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students learn at different paces and have differing background experiences and skills.	Teachers will implement a balanced literacy block including small group, differentiated instruction to explicitly teach reading strategies for problem-solving.	Administration and Team Leaders	RRR, Mini-Assessments, Teacher observations and anecdotal records	SRI, Diagnostics and RR
2	Students have difficulty retaining skills without frequent repetition.	Word walls and anchor charts will be maintained in all classrooms	Administration and Team Leaders	Classroom Walkthroughs, formal observations, Mini-Assessments	SRI, Diagnostics and RR
3	Students need additional time/instruction to develop an understanding of skills/concepts taught in class.	Tier 2 and Tier 3 Intervention strategies will be used for sub-groups as needed.	Administration, SBT and ESE Coordinator	Classroom Observations and mini assessments	RtI Data, Diagnostics, 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	56% of ELL students were not proficient in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% of ELL students are proficient in reading.	By 2013, 69% of ELL students will 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	Students lack oral language and understanding of concepts in reading.	Implement the use of oral language development during small group instruction.	Administration	Classroom Walkthroughs, RRR, Mini-Assessments, Teacher observations and anecdotal records	SRI, diagnostics, and RR
2	Students lack reading stamina and exposure to a large variety of texts.	Increase the number of books in the classrooms, resource room, and media center for students to read independently.	Administration	Classroom Walkthroughs, RRR, Mini-Assessments, Teacher observations and anecdotal records	SRI, diagnostics, and RR

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:	35% of Students with Disabilities did not make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% of Students with Disabilities made satisfactory progress in reading.	By 2013, 69% of SWD will make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack reading stamina and exposure to a large variety of texts.	Increase the number of books in the classrooms, resource room, and media center for students to read independently.	Administration	Classroom Walkthroughs, RRR, Mini-Assessments, Teacher observations and anecdotal records	SRI, Diagnostics
2	Students lack test taking strategies.	ESE Teachers in grades 3-5 will provide direct instruction in test taking strategies on a weekly basis through modeling, practice, and review.	ESE Teachers, Classroom Teachers, ESE Coordinator, Administration	Mini Assessments Running Records	SRI and Diagnostics

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.	25% of EC DIS did not make satisfactory Progress in reading.
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Reading Goal #5E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% of EC DIS made satisfactory Progress in reading	By 2013, 83%% of EC DIS will 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	Students are not engaged in reading or avoid the task because it is difficult.	Goal setting and incentives for utilizing Reading Counts Program	Classroom Teacher Administration	Reading Counts Points	Diagnostics SRI
2	Inconsistent classroom environment/management that is not conducive to teaching/learning.	Marzano Training Positive School Wide Behavior Goals	Administration	Walk Throughs	Diagnostics SRI i-Observation

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						

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
Reading Apps for 40 Ipads	Educational software	SAC	\$400.00
Subtotal: \$400.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal: \$0.00			
Other			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$400.00

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:			60% of ELL students will attain proficiency in the listening/speaking portion of CELLA		
2012 Current Percent of Students Proficient in listening/speaking:					
50% (12) students were proficient					
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	Opportunities to practice Oral Language skills.	Provide additional opportunities to respond orally to read aloud books and picture descriptions.	Classroom teachers, ELL Resource Teacher.	Classroom walkthroughs	Oral Language Assessments

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal #2:			56% will score proficient in Reading		
2012 Current Percent of Students Proficient in reading:					
46% (11) scored proficient in Reading					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Vocabulary difficult to understand.	Utilize word walls, pictures of vocabulary with translations from native language dictionaries	Classroom teacher	Classroom Walkthroughs	Observations, Lesson plans

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

3. Students scoring proficient in writing. CELLA Goal #3:		60% will score proficient in writing			
2012 Current Percent of Students Proficient in writing:					
58% (14) scored proficient in writing					
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	Practice in writing with limited vocabulary	Writing across the curriculum utilizing vocabulary from reading	Classroom teachers, Administration	Palm Beach Writes, Lesson plans	PB Writes scores

CELLA Budget:

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

## Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	Students achieving proficiency in Mathematics will increase by 8%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Currently 23% (97) of students have achieved proficiency in Mathematics.	By June 2013 31% of students will achieve proficiency in Mathematics.

### 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	1. Grouping of students.	1. Utilize Differentiated Instruction.	1. Teachers 2. Admin.	1. CWT's 2. Lesson plans	1. FCAT Assessment data

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

### Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal # 2a:	Students achieving above proficiency will be maintained at 61%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

Currently students achieving above proficiency in Mathematics is 61% (256).	By June 2013 students achieving above proficiency in Mathematics will be maintained at 61%.
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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	1. Teachers will offer challenging activities for students.	1. Use of technology 2. Enrichment Activities	1. Teachers 2. Admin.	1. CWT's 2. Lesson Plans	1. FCAT Assessment Data 2. Diagnostics

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	Students making Learning Gains in Mathematics will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Currently the number of students making Learning Gains in Mathematics is 77% (206).	By June 2013 79% of the students will make Learning Gains in Mathematics.

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	1. Deficiencies for some students.	2. Teachers will use differentiated instruction to fill in instructional gaps and deficiencies.	1. Teachers 2. Admin.	1. Lesson Plans 2. CWT's	1. Assessment Data

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



of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	The percentage of students in the lowest 25% making Learning Gains in Mathematics will increase by 15%.
---	---

2012 Current Level of Performance:	2013 Expected Level of Performance:
Currently the percent of students making Learning Gains in Mathematics is 64% .	By June 2013 79% of the students will make Learning Gains in Mathematics.

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	1. Pre-requisite skills lacking for some students.	1. All teachers will target the lowest 25% of their students to support during iii time. 2. Provide tutoring services for target students. 3. Teachers will use differentiated instruction.  4. Continued use of manipulatives. 5. Hands-on activities during Math/Science Family Night.	1. Teachers 2. Admin.	1. Maintain a record of strategies and interventions utilized with lowest 30%. 2. Lesson plans and CWT's.	1. FCAT Assessment Data 2. Diagnostics

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	Elementary School Mathematics Goal # By 2017, 91% of students will be proficient in math closing the achievement gap.
--	--

by 50%.	5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	84%	85%	87%	88%	90%	

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: Hispanic. The following subgroups met 2012 Math Targets: Asian, Black and White.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic 76%, Asian 93%, Black 79% ,White 84%	By 2013, 84% of Hispanic students will make satisfactory progress in math.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many Hispanic students come from families that don't speak English in the home. Some of those students are confident speakers of the English language but struggle with reading and vocabulary so they may be harder to identify.	Teachers will be trained in differentiated instruction. Vocabulary word walls and explicit instruction in vocabulary will be part of the daily instruction.	Team Leader, Administration, Classroom Teachers	Lesson plans, classroom walkthroughs, formal observations, data chats, diagnostics, and mini-assessments.	Diagnostics, Formal Math Assessments, Core K-12
2	There is not enough family involvement in the school community.	The School and math department will conduct several extra family oriented activities such as Math/Science night, Math and Science Fair, or FCAT night. Incentives for attendance will be provided.	Team Leaders, Math Committee, Administration, Classroom Teachers	Attendance at the events, the number of volunteers signed up to organize the event	Sign in Sheets

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	44% of ELL students did not make satisfactory progress in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% of ELL students made satisfactory progress in math.	By 2013, 69% of ELL students will make satisfactory progress.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Students understanding of concepts in math may be limited due to language	Concepts will be developed using differentiated instruction and small groups to ensure learning.	ELL Teachers, Classroom Teachers, ELL Coordinator, Administration	Mini-Assessments, Classroom Walkthroughs, Diagnostics	Formal math assessments, Diagnostics FCAT
2	ELL students come from families that don't speak English in the home. Some of those students are confident speakers of the English language but struggle with reading and vocabulary so they may be harder to identify.	Teachers will be trained in differentiated instruction. Vocabulary word walls and explicit instruction in vocabulary will be part of the daily instruction.	Team Leader, Administration, Classroom Teachers	Lesson plans, classroom walkthroughs, formal observations, data chats, diagnostics, and mini-assessments.	FCAT, Formal Math Assessments, Core K-12, Diagnostics

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:	49% of SWD did not make satisfactory progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% of Students with Disabilities made satisfactory progress in math.	By 2013, 66% of SWD will make satisfactory progress in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ESE Teachers need training in new common core standards to understand how to properly scaffold learning for ESE students.	Professional development will be provided in the common core standards.	PDD Team Administration	Lesson Plans, Classroom Walkthroughs, Data chats	Formal and informal classroom observations
2	Lack of rigor and higher order questioning.	Model lessons for teachers and coach using higher order questions to challenge students.	PDD Team Administration	Lesson Plans, Classroom Walkthroughs	Formal and informal classroom observations
3	Students learn in a variety of ways and the new math series may not meet all the needs of all ESE students.	Differentiated Instruction Use of manipulatives	ESE Teachers Homeroom Teachers	Lesson Plans, Classroom Walkthroughs	Formal and informal classroom observations and Diagnostics

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	34% of EC DIS did not make satisfactory progress in Math
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% of EC DIS made satisfactory progress in Math	By 2013, 80% of EC DIS will make satisfactory progress in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Pre-requisite skills lacking.	1. Differentiated Instruction Training. 2. Skill groups	1. Teachers 2. Admin.	1. Data Review	1. FCAT Assessment Data for the sub-group.
2	Implementation of common core standards for mathematics.	Professional development and planning for use of common core math standards during LTM and PDD.	PDD Team Administration	Lesson Plans, Classroom Walkthroughs, Data Chats	Formal and informal observations, Core K-12
3	Parent involvement and support with practicing math at home	Math/Science Night	Teachers Administration	Attendance/Participation, Feedback forms	Sign-In Sheets

End of Elementary School Mathematics Goals

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

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

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

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Math Hands-On Activities	Materials for Math Family Night	SAC	\$400.00
			Subtotal: \$400.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Math Apps for 40 Ipads	Educational Software	SAC	\$400.00
			Subtotal: \$400.00
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: \$800.00

End of 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 science.  Science Goal #1a:	Proficiency of students will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Currently 46% (69)of students have achieved proficiency in Science.	By June 2013 50% of students will achieve proficiency in Science.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New Science Series  Lack of Resources	1. Sell Science Fair Boards for funding of resources  2. Request SAC/PTA to help provide necessary resources.  3. Provide Hands-On activities during Math/Science Family Night.  4. Adopt a Class Money  5. Use of Science Lab School Wide  6. Use of Science Notebook in grades 3-5	1. Teachers 2. Admin.	1. Science Lab will have plenty of resources  2. CWT's and Lesson Plans	1. FCAT Assessment data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal #1b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	Students achieving above proficiency will increase by 8%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Currently 32% (48)of students has achieved above proficiency in Science.	By June 2013 40% of the students will achieve above proficiency in Science.

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	Scheduling	1. Utilize Science Lab for school-wide use. 2. Utilize Science Lab School Wide 3. Utilize Science Notebooks school wide.	1. Teachers 2. Admin.	1. Data Review	1. FCAT Assessment Data

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Science Hands-On Experiments	Materials for Science Family Night	SAC/PTA	\$300.00
			Subtotal: \$300.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Science Apps for 40 Ipads	Educational Software	SAC	\$400.00
			Subtotal: \$400.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$700.00</b>

*End of Science Goals*

## Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	Students achieving proficiency in Writing will be maintained at 94%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Currently 94% (136) of students are achieving 3.0+ in Writing.	By June 2013 94% of students will achieve proficiency in Writing.

### 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
	Proficiency of Level 4 required on FCAT	1. Initiate necessary training for teachers.	1. 4th Grade Teachers	1. Agenda's from training.	1. FCAT Assessment data

1	Writes.	2. Utilize LTM's for group scoring with administration. 3. Purchase necessary student/teacher writing resources. 4. Writer's Workshop	2. Admin.	2. Student writing samples.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing Goal #1b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Across the Curriculum	All grade levels; All subject areas	Jessica Greene, PD Leader & Administration	All teaching staff	PDD early release days;	LTM grade level meetings as follow-up.	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
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Writing Across the curriculum	Training for writing across curriculum	SAC	\$2,000.00
			Subtotal: \$2,000.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$2,000.00</b>

*End of Writing Goals*

## Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance					
Attendance Goal #1:		NA			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
NA		NA			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
NA		NA			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
NA		NA			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

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

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

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

Attendance Budget:

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

*End of Attendance Goal(s)*

## Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension	
Suspension Goal # 1:	NA
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
NA	NA
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
NA	NA
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

NA	NA				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
NA	NA				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

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

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

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

Suspension Budget:

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

## Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>			NA		
2012 Current Level of Parent Involvement:			2013 Expected Level of Parent Involvement:		
NA			NA		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

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

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

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

Parent Involvement Budget:

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

*End of STEM Goal(s)*

## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Math Hands-On Activities	Materials for Math Family Night	SAC	\$400.00
Science	Science Hands-On Experiments	Materials for Science Family Night	SAC/PTA	\$300.00
				Subtotal: \$700.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Apps for 40 Ipads	Educational software	SAC	\$400.00
Mathematics	Math Apps for 40 Ipads	Educational Software	SAC	\$400.00
Science	Science Apps for 40 Ipads	Educational Software	SAC	\$400.00
				Subtotal: \$1,200.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	Writing Across the curriculum	Training for writing across curriculum	SAC	\$2,000.00
				Subtotal: \$2,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$3,900.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input checked="" type="checkbox"/> Priority	<input checked="" type="checkbox"/> Focus	<input checked="" type="checkbox"/> Prevent	<input checked="" type="checkbox"/> NA
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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 10/1/2012)

## 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.

Describe projected use of SAC funds	Amount
No data submitted	



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

# AYP DATA

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

## SCHOOL GRADE DATA

No Data Found

Palm Beach School District EQUESTRIAN TRAILS ELEMENTARY 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	94%	92%	96%	84%	366	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	79%	72%			151	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	75% (YES)	64% (YES)			139	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					656	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District EQUESTRIAN TRAILS ELEMENTARY 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	88%	84%	91%	65%	328	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	78%	70%			148	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	75% (YES)	65% (YES)			140	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					616	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested