

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education
325 West Gaines Street
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Florida Department of Education
325 West Gaines Street
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School Name: BLACKBURN ELEMENTARY SCHOOL

District Name: Manatee

Principal: Kathy Redmond

SAC Chair: Leland Taylor

Superintendent: David Gaylor

Date of School Board Approval:

Last Modified on: 11/26/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Kathy Redmond	B.S. in elementary education, grades 1 – 6 and early childhood education - M.S. in Educational Leadership		8	06-07 - A 07-08 - A 08-09 - A 09-10 - C 10-11 - B 11-12 - C

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.

			# of	# of Years as	Prior Performance Record (include prior School Grades, FCAT/Statewide
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Subject Area	Name	Degree(s)/ Certification(s)	Years at Current School	an Instructional Coach	Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Literacy	Billie-Jo Fintel	Masters	1	1	Last year Blackburn received a "C."

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Hiring - Use of analysis of student data during interviews 2. Retaining - Use of monthly meetings and support coaching for new teachers 3. Retaining - Continued self-directed staff development for all teachers	Principal	Ongoing	

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
No data submitted	

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
39	5.1%(2)	17.9%(7)	43.6%(17)	25.6%(10)	41.0%(16)	2.6%(1)	10.3%(4)	0.0%(0)	100.0%(39)

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
Kathy Redmond	Heather Brunath	New teachers are paired with the Mentors to complete GEMS requirements.	Mentees meet with their mentor at least 4 times a year to discuss progress towards GEMS requirements.
Jim Jaco	Tracey	New teachers are paired with the Mentors to complete GEMS requirements.	Mentees meet with their mentor at least 4 times a year to discuss progress towards GEMS requirements.

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

Teachers and staff will be supplemented by Title 1 funds to increase student achievement. One Title 1 teacher and a Community Liaison are funded through Title I. The school is supported by the Family Involvement Team through the Parent Involvement Center to provide information to parents.

Title I, Part C- Migrant

Migrant liaison provides services and support on a part time basis to students and parents. The services are coordinated with Title 1 and other programs to ensure student needs are met.

Title I, Part D

Title II

Title III

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

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Blackburn offers a non-violence and anti-bullying/anti-drug program to students involving character education and social skills. The program is sponsored by the Manatee County Sheriff's Office, which provides information to parents as well. Blackburn also implements the Positive Behavior Support program. Parents are informed by administrators when their child has been involved in a SESIR act of bullying. Gang prevention training is planned for the school year for parents and staff.

Nutrition Programs

Housing Programs

Head Start

Head Start is utilizing three classrooms at Blackburn to involve the whole family in Kindergarten Readiness. Parents are given information to help them provide support to the students at home to encourage readiness.

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Kathy Redmond, Larissa Bennett, Sharon Hansen, Vaishalee Wilson, Laura Hum, Rhonda Reilly, Kate Cucci

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 core leadership team meets weekly with each grade level to review progress monitoring and classroom data for all tiers of students. At the weekly meetings, the team will analyze the data with the teachers and engage in problem solving for students not making progress. Students not making progress who move through Tier 2 to Tier 3 will be brought to the RtI team on a Thursday afternoon to engage in further problem solving.

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?

A portion of the RtI Leadership Team met to work on the SIP. The team used the current school data and demographics to determine current levels of performance. Goals were created based on the data. Barriers were identified and strategies were created to intervene with these barriers. The SIP will be shared with the staff, indicating the strategies (interventions) that will be put in place. The team will meet to conduct the midyear and end of year review and analyze progress at these times.

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.

Tier 1
Reading – FAIR for all students in K-5 3 times a year, DRA for all students K-5 3 times a year, Kindergarten screener tool 4 times a year, classroom assessments
Math – classroom assessments
Science – classroom assessments
Writing – District Writes 3 times a year, classroom assessments
Behavior – PBS program
Tier 2 and Tier 3 (data collection every 10 days)
Reading - Letter Name/Sound Recognition for K-1, Nonsense Word Fluency for 1-3, Oral Reading Fluency for 2-5
Math – classroom assessments, intervention book assessments
Science – classroom assessments
Writing – classroom assessments
Behavior – PBS program, counseling groups

Describe the plan to train staff on MTSS.

Blackburn has been attending the statewide PS/RtI training for four years. Our staff has been trained on the various components of RtI and differentiated instruction. Staff will meet with the RtI team every Thursday to review data. Through this process the staff will be trained on areas of need.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The SLLT is comprised of six members including Administrators – Kathy Redmond, Guidance Counselor - Larissa Bennett, Literacy Coach – Billie-Jo Fintel, K- Jessica Spiller, 1-Kim Rice, 2-Jackie Diercks, 3- Kayla Cerquozzi, 4-Ashley Daymon, 5-Beth Haun

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

The role of the Literacy Leadership Team (LLT) is to moderate and implement the literacy portions of the School Improvement Plan and other district literacy initiatives. They meet on a monthly basis to review, analyze, and/or disaggregate data from district and school literacy assessments. They also ensure that the instructional staff has the necessary resources, materials, and skills to infuse reading instruction across the curriculum. By using Critical Friends protocols, the LLT provides opportunities for collaborative conversations around student work samples and teacher conference notes. These conversations are noted and disseminated, as they are key pieces in the moving the discussion to specific instructional moves.

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

After reviewing school and classroom data, the (LLT) will plan, facilitate, and implement professional development in four main areas. These areas include Word Work with heavy emphasis on Decoding strategies, Small Group Instruction with a focus on determining importance, Writing Workshop with a focus on explicit language of mini-lesson, and Open Session that deal with a variety of content area sessions (Science in the reading block, Parent Involvement, Classroom Management, etc.). Specific shared expectations will be set forth as bottom lines to impact instruction and student achievement.

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.

Students attending Pre-K at Blackburn participate in our positive behavior support program so that they have an understanding of the behavior and character expectations at the school. Students also participate in appropriate school assemblies, lunch and family events. Students attending Blackburn for kindergarten are given a kindergarten screening tool to make appropriate classroom placements. Parents are invited to attend a kindergarten parent welcome seminar to learn strategies on how to support their student as they transition from Pre-K to kindergarten.

*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.

[Empty text box]

*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?

[Empty text box]

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?

[Empty text box]

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	56% (105) of our students in grades 3-5 will score level 3 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% of 3-5 students scored level 3 or above.	56% (105) of our students in grades 3-5 will score level 3 or above.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New Staff Members	Professional Development in Common Core Standards and NGSSS.	Principal	Walk-Throughs and Analysis of Student Achievement Data	Walk-Through Instrument and Assessments from School-Wide Assessment Timeline
2	Current Tier 1 Instructional Practices	Professional Development in specific areas - vocabulary development, differentiated instruction - teaching to the standards!	Principal	Walk-Throughs and Analysis of Student Achievement Data	Walk-Through Instrument and Assessments from School-Wide Assessment Timeline

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:	
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				

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:	The percentage of level 4 and level 5 students in grades 3-5 will increase 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3rd – 22% (17) 4th – 16% (11) 5th – 13% (8)	3rd – 27% (17) 4th – 21% (15) 5th – 18% (11) Total School-Wide - 22% (42)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Scheduling and planning	Grade level teams will work together to provide enrichment lessons for students at levels 4 and above	Principal	Walk Throughs and Achievement Data	district benchmark assessments

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading 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				

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:	The percentage of students making learning gains will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53%	58% (109)

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	Tracking student progress vs. tracking student achievement	This school year we will set goals and track not only the achievement levels of students but their progress towards their goals.	Principal	Weekly analysis of data	Running records and math assessments

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
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				

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:	Increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67%	72% (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	The large number of students performing below grade level at each grade	Focus on Tier 1 Instruction	Principal	Walk-Throughs on specific school-wide instructional goals and analysis of data	Walk-through instrument and student surveys

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 using the RtI/PS process effectively, the following goals will be attained. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	38%	56%	60%	65%	69%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Blackburn will make AYP by meeting the AMO.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 49% Black: 38% Hispanic: 44%	White: 68% Black: 56% Hispanic: 45%

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	Hispanic students lacking language skills	Increased effective language instruction in K and 1st grades during Tier 1 instruction	Principal	Walk-Throughs and data analysis	K and 1st grade 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:	Blackburn will make AYP by meeting the AMO.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33%	40%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students lacking language skills	Increased effective language instruction in K and 1st grades during Tier 1 instruction	Principal	k and 1st grade data analysis	k and 1st grade assessments

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

5D. Students with Disabilities (SWD) not making	
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satisfactory progress in reading. Reading Goal #5D:		Blackburn will make AYP by meeting the AMO.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
30%		33%			
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 students' typical daily schedule is disconnected and different staff members are working on different skills	More inclusion activities and more collaboration between ESE and regular ed staff members	principal	Weekly CT Meetings	Weekly CT Meeting notes

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:		Blackburn will make AYP by meeting the AMO.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
39%		50%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of effective support at home	Parent involvement activities targeting ways to support students at home	SAC	Parent Survey Analysis and Teacher Survey Analysis	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
Tier 1 Instruction within the 90" Reading Block	k-5	Administrators, Coaches and Peer Leaders	All Teachers	Wednesday Workshops (every six weeks per grade level) Monthly Faculty Meetings	Walk-Throughs	Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
LLI	Materials and Professional Development	Title I	\$10,000.00
			Subtotal: \$10,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Professional Development for Tier 1 and Tier 2 Instruction	professional books	Title I and SIP	\$10,000.00
			Subtotal: \$10,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Professional Development and Resources for Second Step	Resources to support study skills	Title I	\$2,000.00
			Subtotal: \$2,000.00
			Grand Total: \$22,000.00

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:				
2012 Current Percent of Students Proficient in listening/speaking:				
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				

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:				
2012 Current Percent of Students 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
No Data Submitted				

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

3. Students scoring proficient in writing. CELLA Goal #3:				
2012 Current Percent of Students 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
No Data Submitted				

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	57% (107) of our students in grades 3-5 will score level 3 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37%	57% (107) of our students in grades 3-5 will score level 3 or above.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New Staff Members	Professional Development in Common Core Standards and NGSSS.	Principal	Walk-Throughs and Analysis of Student Achievement Data	Walk-Through Instrument and Assessments from School-Wide Assessment Timeline
2	Current Tier 1 Instructional Practices	Professional Development in specific areas - vocabulary development, differentiated instruction - teaching to the standards!	Principal	Walk-Throughs and Analysis of Student Achievement Data	Walk-Through Instrument and Assessments from School-Wide Assessment Timeline

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:	
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				

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	
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Level 4 in mathematics. Mathematics Goal #2a:	Blackburn will increase the percentage of students scoring levels 4 and 5 by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14%	19% (36)

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 and planning	Grade level teams will work together to provide enrichment lessons for students at levels 4 and above	Principal	Walk Throughs and Achievement Data	district benchmark assessments
2	Lack of appropriate tools to identify higher performing students	Tier 1 - Use of appropriate math assessments to identify higher performing students	Administration	Higher performing students will be identified through mastery and classroom assessments	Scores and graphing data from assessments
3	Too much emphasis on lower performing students	Tier 1 – Training for teachers in instructional differentiation	Administration	Instruction will be paired with the needs of higher performing students	Scores and graphing data from assessments

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

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

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:	Blackburn will increase the percentage of students making a learning gain by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

45%	50% (94)				
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	Tracking student progress vs. tracking student achievement	This school year we will set goals and track not only the achievement levels of students but their progress towards their goals.	Principal	Weekly analysis of data	Running records and math assessments

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
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				

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:	At least 60% of the lowest performing students will make a learning gain.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51%	60% (113)

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 large number of students performing below grade level at each grade	Focus on Tier 1 Instruction	Principal	Walk-Throughs on specific school-wide instructional goals and analysis of data	Walk-through instrument and student surveys

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 five years Blackburn students' achievement scores will show a 50% reduction in the achievement gap.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	37%	57%	61%	65%	70%	

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:	Blackburn will make AYP by meeting the AMO.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 59% (51) Black: 42% (23) Hispanic: 53% (36)	White: 63% Black: 48% Hispanic: 58%

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	Hispanic students lacking language skills	Increased effective language instruction in K and 1st grades during Tier 1 instruction	Principal	Walk-Throughs and data analysis	K and 1st grade assessments

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Blackburn will make AYP by meeting the AMO.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28%	56%

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	ELL students lacking language skills	Increased effective language instruction in K and 1st grades during Tier 1 instruction	Principal	k and 1st grade data analysis	k and 1st grade assessments

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Blackburn will make AYP by meeting the AMO.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18%	33%

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 students' typical daily schedule is disconnected and different staff members are working on different skills	More inclusion activities and more collaboration between ESE and regular staff members	principal	Weekly CT Meetings	Weekly CT Meeting notes

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:	Blackburn will make AYP by meeting the AMO.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34%	53%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of effective support at home	Parent involvement activities targeting ways to support students at home	SAC	Parent Survey Analysis and Teacher Survey Analysis	Surveys

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
Use of						

concrete instruction focused on the NGSSS and Common Core Standards	K-5	Administration and Teacher Leaders	All teachers	Wednesday Workshops and monthly faculty meetings	Walk = Throughs and PM data	Principal
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Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Professional Development	PD Materials and substitutes	Title I and SIP	\$1,000.00
Instructional Materials	Math Manipulatives and Copying for Assessments	Title I	\$5,000.00
			Subtotal: \$6,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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: \$6,000.00

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.		Blackburn will increase the percentage of students scoring level 3 by 5%.			
Science Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
27%		32%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Difference in teaching techniques and expectations	Tier 1 - Review Science Item specs to align effective	Science Committee	District Science Benchmark Assessments	Outcome of District Science Benchmark

1	Lack of science leveled readers in classroom libraries.	instructional strategies across grade K-5 teachers. Tier 1 - Using 2010-11 Science Roadmaps for planning out learning objectives. Tier 1- Order leveled text for bookroom and classroom libraries that aligns to science benchmarks K-5.			Assessments Inventory of leveled text in bookroom.
2	Inconsistent teaching materials K-5 for students struggling with Science content.	Design and implement PD session(s) on Science in the Reading Block to be offered during the first semester.	Science Committee	Exit slips from PD session & District Science Benchmark Assessments	Outcome of District Science Benchmark Assessments

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:					
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					

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:		Blackburn will increase the percentage of students scoring levels 4 and 5 by 5%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
4%		9%			
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
	Difference in teaching techniques and	Tier 1- Review Science Item specs to align	Science Committee	District Science Benchmark	Outcome of District Science

1	expectations Lack of science non-fiction leveled readers for Levels N (Grade 3) in the bookroom and classroom libraries	effective instructional strategies across grade K-5 teachers. Tier 1 - Using 2010-11 Science Roadmaps for planning out learning objectives. Tier 1 - Order non-fiction leveled text for bookroom and classroom libraries that aligns to science benchmarks K-5.		Assessments	Benchmark Assessments Inventory of non-fiction leveled text in bookroom.
2	Lack of identification of students performing above proficiency in Science	Tiers 1 and 2 - Explore avenues for science progress monitoring that may align with Science textbook series.	Science Committee	District Science Benchmark Assessments	Outcome of District Science Benchmark Assessments

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

2b. Florida Alternate Assessment:
Students scoring at or above Achievement Level 7 in 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
NGSSS	3-5	Teacher Leaders	Use of district provided resources	ongoing	Walk-Throughs	Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Supply appropriate materials		Title I	\$2,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Participate in district provided science pd		Title I and SIP	\$500.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,500.00

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:	75% of students will meet high standards in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% of students met high standards in writing.	75% of students will meet high standards 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	Lack of collaboration , changing of scoring from DOE level, consistency among scorers Inconsistent language among teachers regarding writing instruction Diverse knowledge base of qualities of effective writing instruction. Inconsistent expectations for each	Tier 1 - Train teachers and students in grade 3 and 4 in rubric scoring. Tier 1 - Design and implement a yearlong training program that builds a common language, instructional strategies, and common scoring practices among teachers K-5. Tier 1 - PLC for grades K-2, 3-4 focusing on writing units of study aligned with MCC	Administration	Review of District Writing Assessment writing samples	District Writing Assessment writing scores

	level of writing New writing roadmaps				
2	Diverse knowledge base on how to work with struggling writers	Tiers 1 and 2 - PLC on specifically on struggling writers Tier 1 - Flooding in grade 4	Administration	Development of specific mini-lessons geared toward meeting the needs of struggling writers.	Feedback from teachers in grade K-5 after Implementation of mini-lessons District Writing Assessment writing scores
3	Variance in Classroom Teachers Ability to Implement Effective Writing Instruction	Creation of Writing Workshop Implementation Rubric	Administration	observation of the use of the rubric	Progress Monitoring 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 4 or higher in writing. Writing Goal #1b:	
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
Writing Workshop	4th grade-mandatory K-3 and 5th - optional	Literacy Coach	4th grade teachers and volunteers from other grade levels.	Wednesday workshops every six weeks	Monitor student performance in writing.	Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Work with teachers on implementing writing workshp	Pd material	Title I	\$1,000.00

			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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: \$1,000.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Attendance Attendance Goal #1:	Decrease number of students with excessive tardies by 1%. Decrease number of students with excessive tardies by 2%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
97%	99%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
28% (143)	28% (132)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
8% (42)	7% (32)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' lack of ability to get to school	Community liaison will build relationships with families of students with excessive absences or tardies and interventions will be developed during the problem solving	Community Liaison	attendance data	attendance data

process.

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
PD for new Community Liaison		district support	Community Liaison	ongoing	attendance data and parent survey	administration

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Education for Parents	Parent Activities	Title I Parent Involvement Money	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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: \$1,000.00

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:	The number of students suspended will be reduced by 10%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
15	10

2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
13 students	11 students
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
39	30
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
28 students	25 students

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						

Suspension Budget:

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

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Blackburn Elementary is a new school wide TI site. Parent input for barriers was ascertained by a random survey during the Winter Holiday Program. The goal for parent involvement will be to increase student achievement through parent involvement activities.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Less than 30% of families participated in family activities not including report card conferences.	30% of our parents will participate in identified strategies activities/workshops to increase student achievement.

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	Awareness to additional community resources.	Utilize FIT for morning workshops in collaboration with school social worker to provide information and community resources. Utilize PIRC for on site workshops for parents to provide community resources. Provide parents with information regarding workshops at PIC to help parents increase student achievement through knowledge of community resources.	Principal or designee	Self monitoring and individual feedback.	Evaluation forms.
2	Parents want more information on gang awareness, bully prevention, and drug prevention.	We will collaborate with the Manatee County Sheriff's Department to provide a gang training for staff and parents. We will schedule a workshop for parents hosted by Safe and	Principal or designee	Self monitoring and individual feedback.	Evaluation Forms.

		Drug Free Schools to provide parents with training and information on bully prevention and drug prevention.			
3	Parents want to know how to get additional help with reading and math.	We will provide a literacy events for parents that parents will learn strategies for reading comprehension. We will provide a math events for parents that parents will learn strategies for reading comprehension.	Principal or designee	Self monitoring and individual feedback.	Evaluation Forms

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

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
1	Lack of knowledge of staff members of the STEM program.	Provide information	Administration	survey of staff	survey

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

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

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

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	LLI	Materials and Professional Development	Title I	\$10,000.00
Mathematics	Professional Development	PD Materials and substitutes	Title I and SIP	\$1,000.00
Mathematics	Instructional Materials	Math Manipulatives and Copying for Assessments	Title I	\$5,000.00
Science	Supply appropriate materials		Title I	\$2,000.00
Writing	Work with teachers on implementing writing workshp	Pd material	Title I	\$1,000.00
Attendance	Education for Parents	Parent Activities	Title I Parent Involvement Money	\$1,000.00
				Subtotal: \$20,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Professional Development for Tier 1 and Tier 2 Instruction	professional books	Title I and SIP	\$10,000.00
Science	Participate in district provided science pd		Title I and SIP	\$500.00
				Subtotal: \$10,500.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Professional Development and Resources for Second Step	Resources to support study skills	Title I	\$2,000.00
				Subtotal: \$2,000.00
				Grand Total: \$32,500.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

[View uploaded file](#) (Uploaded on 11/26/2012)

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.



No. Disagree with the above statement.

If NO, describe the measures being taken to Comply with SAC Requirement

We are lacking a business partner and are in the process of acquiring a member to fill this position.

Projected use of SAC Funds	Amount
Professional Development for teacher improvement.	\$2,500.00

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

- Increase enrollment in all of our zones.
- Increase family participation in school activities.

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

Manatee School District BLACKBURN ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	75%	74%	58%	35%	242	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	73%			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?	61% (YES)	71% (YES)			132	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					512	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Manatee School District BLACKBURN ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	75%	60%	64%	33%	232	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	62%	55%			117	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?	63% (YES)	59% (YES)			122	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					471	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested