FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: BELLVIEW ELEMENTARY SCHOOL

District Name: Escambia

Principal: Hollie Wilkins

SAC Chair: Shannon Ash

Superintendent: Malcolm Thomas

Date of School Board Approval: November 20, 2012

Last Modified on: 10/22/2012



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

Dr. Mike Grego, Chancellor K-12 Public Schools Florida Department of Education 325 West Gaines Street Tallahassee, Florida 32399

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)
Assis Principal	Jim Broughton	B.S. Business M.A. Educational Leadership	3	4	Jim Broughton was Assistant Principal at Myrtle Grove Elementary for the 2008-09 school grade of "C". The school achieved 87% of AYP criteria. During the 2009-2010 school year, Jim Broughton was the Assistant Principal at Bellview Elementary, and Bellview received a school grade of "C" and made 82% AYP. During the 2010- 2011 school year Bellview recieved a school grade of "A" and made 90% AYP. During the 2011-2012 school year Bellview Elementary earned a school grade of "B."
Principal	Hollie Wilkins	B.A. Elementary Education M.A. Educational Leadership	2	5	Hollie Wilkins was the Assistant Principal at Scenic Heights Elementary School during the 2007-2010 school years. During all three school years, Scenic Heights received the letter grade of "A." During the 2007- 2008 school year Scenic Heights earned 95% AYP, during the 2008-2009 school year Scenic Heights earned 95% AYP, and during the 2009-2010 school year Scenic Heights earned 90% AYP.

	During her first year as principal, Bellview Elementary moved letter grades from an "C" rating to an "A" rating. The school also improved from 90% AYP to 95%. During the 2011-2012 school year Bellview Elementary earned a school grade of "B."
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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.

Subje	ect 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	1. Review of all applicants	Principal	Ongoing	
2	2. Team Interviews	Interview Team	Ongoing	
3	3.Partnering new teachers with veteran staff	Principal	Ongoing	
4	4.Encourage Highly Qualified teachers to supervise Practicum students and Student Teachers from UWF	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
Bellview Elementary has one out of field gifted teacher.	The out of field gifted teacher is currently taking gifted certification classes through UWF. She will gain her gifted certification before next school year begins.

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		% ESOL Endorsed Teachers
52	5.8%(3)	32.7%(17)	23.1%(12)	38.5%(20)	34.6%(18)	98.1%(51)	17.3%(9)	7.7%(4)	23.1%(12)

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
Ruth Marcille-Smith	Donna Carey	Mrs. Smith is a well experienced successful 5th grade teacher that has been successful in mentoring other teachers.	Weekly Meetings Daily "Check-ins"
Marsha Kivlan	Kristina Thompson	Mrs. Kivlan is a well experienced successful 1st grade teacher that has been successful in mentoring other teachers.	Weekly Meetings Daily "Check-ins"
Ingrid Corbett	Melanie Bryant Shelby Putman	Mrs. Corbett is a well experienced successful 3rd grade teacher that has been successful in mentoring other teachers.	Weekly Meetings Daily "Check-ins"
Sylvia Harvey-Thomas	Ramona Edmonson	Sylvia Harvey- Thomas has several years of leadership experience in the ESE field.	Weekly Meetings Daily "Check-ins"

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Title I, Part A Federal, state and local funds are used to provide the most effective programs and services to students and families at Bellview Elementary. Title I funds are used to supplement and enhance services for student and families. Our Curriculum Coordinator, five Teacher Assistants, and one Teacher Assistant Computer Lab are funded with Title I funds. In addition, supplies for Parental Involvement, Staff Development, and classrooms are provided. Additional Staff Development for faculty and staff is also funded by Title I. State funds (SAI) funds are used classroom supplies, and transportation for educational field trips. Second Step, a Social Skills training program, is provided by the District. The School Improvement Plan goals are used to ensure that all programs and services meet the needs of our school and students. Students identified as requiring Exceptional Student Education services as served as specified in their annual AIP. All IDEA requirements are also implemented.

Title I, Part C- Migrant

Services for migrant children are provided by the district level Title I office.

After thorough checking of the MSIX system, it indicates that we have 2 migrant students. Both students are boys with one student in first grade and the other student in fourth grade. Both students will be provided specific support services. Specific data will be entered into our local data base system (TERMS) that indicate what specific Title I services the student will be provided. The may include: Attendance, Guidance, Psychological Services, Dental Services, Health Services, Nutrition

assistance, Outreach, Advocacy, Social Work Services, Transportation and/or Needs Assessment Services. In addition, our assigned School Social Worker, Jim Taylor, will monitor this student's family very closely to assure all eligible services are rendered.

Title I, Part D

Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen by the Title I office. Our School does not serve Title I, Part D students.

Title II

Professional development is offered at both the school and district level. Please see each goal area for specific professional development activities (inservice education).

Title III

Services for English Language Learners (ELL) are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services. All teachers who serve ELL identified students have ESOL endorsement on their teaching certificate.

Our school is not an ESOL Center, and we serve 1 ELL student.

Title X- Homeless

The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the District Title I Office. At Bellview Elementary we have identified 33 homeless students and provide additional assistance to these students and their families.

Supplemental Academic Instruction (SAI)

SAI monies were reduced from our school's budget. We use SAI monies to buy additional teaching materials and/or supplies for K-5 classrooms.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporate guest speakers, counseling, and classroom discussion. Red Ribbon Week is held in October with school-wide activities and quest speakers. Through our school's School wide Behavior Management Plan, we provide training for faculty, staff, and students regarding bullying. The Jeffery Johnston Stand Up for All Students act, requires our school district to adopt an official policy prohibiting bullying and harassment of students and staff on school grounds, at school-sponsored events, and through school computer networks. In addition, beginning with the 2011-2012 School Year, our district will launch the "Bullying" Reporting website where bullies may be reported anonymously.

Nutrition Programs

Our school is committed to continue offering nutritional choices in its cafeteria. This includes salad bar, ala carte items, and self serve options. Our school is also a Healthier Generation Alliance School. The school follows the district's nutrition program for summer feeding at select sites. Additional programs and staff will address the obesity issue, especially in elementary age children.

Housing Programs

This is offered at the district level and overseen by the Title I District Office. This program is not applicable to our school.

Head Start

This program is not provided at Bellview although it is provided in Escambia county.

Adult Education

Adult Education is not applicable at Bellview Elementary.

Career and Technical Education

N/A

Job Training

N/A

N/A

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

-School-based MTSS/Rtl Team-

Identify the school-based MTSS leadership team.

Hollie Wilkins-Principal, Jim Broughton-Assistant Principal, Geneva Hill-Guidance Counselor, Catrena Fieg-Curriculum Coordinator, Kelly Reigle-School Psychologist, Elisabeth Klimetz, Teacher, Marsha Kivlan, Teacher, Ramona Edmonson, ESE Teacher.

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

Principal, AP, Guidance Counselor, Elementary Resource Teacher: Provide 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 the school staff, and communicates with parents regarding school-based Rti plans and activities.

General Education Teacher: Provides information about the core instruction, participates in student data collection, delivers Tier I instruction/intervention, collaborates with other staff to implement Tier II interventions, and integrates Tier I materials/instruction with Tier II/III activities.

ESE Teachers: Participates in the Tier process to provide support and offer strategies to the general education teacher

School Psychologist: Participates in the collection, interpretation, and data analysis, facilitates development of intervention plans; provides support for intervention fidelity and documentation.

Speech Teacher: Educates the team in the role that language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; and helps identify systemic patterns of the student's needs with respect to language.

The RtI Leadership Team will meet monthly to engage in the following activities: Review screening data and link that data to instructional decisions. Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks and those who are at high risk for not meeting benchmarks. Based on that information, the team will identify professional development and resources. They will also collaborate regularly, problem solve, share effective practices, evaluate, implementation, make decisions, practice new processes and skills, and make 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?

All stakeholders including the RtI Leadership Team have input into the development of the School Improvement Plan.

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), Florida Assessment for Instruction in Reading (FAIR), FCAT.

Progress Monitoring: FAIR, CIM Assessments, FCAT Simulation Tests, Classroom Assessments, and Success Maker Midyear: FAIR, FCAT Simulation,CIM Assessments, Classroom Assessments, and Success Maker End of Year: FAIR, FCAT Simulation,CIM Assessments, Classroom Assessments, and Success Maker

Frequency of Data Days: Twice a month data analysis

Professional development will be provided during the teachers' common planning time and small sessions throughout the school year. The RtI team will also evaluate additional staff Professional Development needs during the RTI Leadership Team meetings.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team-

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

The school-based literacy leadership team (reading leadership team) is composed of the principal, assistant principal, curriculum coordinator, and various teacher representatives. Mrs. Trudy Laird, second grade teacher, will be leading the reading leadership team for the 2012-2013 school year.

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

The Literacy Leadership Team will meet monthly. Prior to the monthly meetings, the reading leader and principal discuss the focus for the meetings. Teachers also have an opportunity for input at each meeting.

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

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

1. Find strategies on how to increase the number of students making learning gains in reading.

2. Teach strategies for differentiating small group instruction.

3.Read and interpret FAIR data.

4. Establish "Reading Nights" that invite parents to the school to learn about reading strategies.

Public School Choice

Supplemental Educational Services (SES) Notification View uploaded file (Uploaded on 8/30/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

Kindergarten registration begins each May. Information about registration is sent home with all Bellview Elementary students and posted on the school marquee. Information is also given to area day care centers and preschools. A School wide "Back To School Orientation" is held on the Thursday before school starts.

*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?

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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 <u>High School</u> <u>Feedback Report</u>

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.	The percent of students in grades 3-5 scoring Level 3 or				
Reading Goal #1a:	above on the 2013 FCAT will increase by one percent.				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
In grades 3-5, 51% (171) of the students were proficient on the administration of the 2011 FCAT Reading test.	The percent of students in grades 3-5 scoring Level 3 will increase by one percent when compared to the 2012 FCAT Reading Test.				

	Pr	roblem-Solving Process	to Increase Studer	nt Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Length of School Day	Bell to bell instruction Afterschool tutoring Develop master schedule	Principal and classroom teacher	Daily Schedule Classroom Walk-throughs	Observation Classroom walk- through data
		that will maximize student learning while at school			
2	Tardies/Attendance	Monitor tardy/attendance records for each student.		Teacher referral Attendance Reports	Attendance Rate Tardy Rate
2		Conduct Child Study Attendance Meetings	Guidance Counselor		5
3	Increased Rigor of FCAT 2.0	Increase rigor of school work Increase Student	Teacher Principal	Classroom Walk-Throughs School-wide progress	Observation Progress monitoring data
	Fluency Rate	Engagement Small Group Differentiated Instruction	Classroom Teacher	monitoring OPM for Fluency	Data from OPM
4		Fluency Practice Leveled Passages/Readers			
	Reading Comprehension	Small Group Differentiated Instruction	Classroom Teacher	OPM for Comprehension Succes Maker (SME)	OPM Data FAIR Data
5		Leveled Readers SuccessMaker	Principal Assistant Principal Curriculum Coordinator	FCAT Simulation	SME Reports 2012 FCAT Reading Results
6	Decoding Skills	Small Group Differentiated Instruction	Classroom Teacher	OPM for Decoding Succes Maker (SME)	Data from OPM FAIR Data
		SuccessMaker			SME Reports

Basec	I on the analysis of studen	t achievement data, and re	eference to "Guiding	Questions", identify and o	define areas in need		
1b. F Stude	orovement for the following lorida Alternate Assessr ents scoring at Levels 4, ing Goal #1b:	nent:	NA	NA			
2012	Current Level of Perform	mance:	2013 Expected	Level of Performance:			
NA			NA				
	Pr	oblem-Solving Process 1	to Increase Studer	nt 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		
Level Read 2012 In gra	4 in reading. ing Goal #2a: Current Level of Perform ades 3-5, 19% (66)of the 5 on the administration of	ng at or above Achievem mance: students scored Level 4 or the 2012 FCAT Reading to oblem-Solving Process t	The percent of Elevel 5 on the 2 2013 Expected The percent of Elevel 5 will incr 2012 FCAT Read		r one percent.		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	Length of School Day	Bell to bell instruction Afterschool tutoring Develop master schedule that will maximize student learning while at school	Principal and classroom teacher	Daily Schedule Classroom Walk-throughs	Observation Classroom walk- through data		
2	Tardies/Attendance	Monitor tardy/attendance records for each student. Conduct Child Study Attendance Meetings		Teacher referral Attendance Reports	Attendance Rate Tardy Rate		
	Increased Rigor of FCAT 2.0	Increase rigor of school work	Teacher	Classroom Walk-Throughs	Observation		

Principal

Classroom Teachers

Principal

Increase Student

Literature Circles

SuccessMaker

Enrichment Activities

Engagement

Progress

Reports

monitoring data

SuccessMaker

2012 FCAT Reading Results

School-wide progress

monitoring

Projects

SuccessMaker

FCAT Simulation

3

Reading Comprehension

4	Small Group Differentiated Instruction	Assistant Principal Curriculum Coordinator	
	Appropriate Leveled Readers		
	Project Based Learning		

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
1	NA	NA	NA	NA	NA

	l on the analysis of studer provement for the following	it achievement data, and re g group:	eference to "Guiding	Questions", identify and c	lefine areas in need		
gains	CAT 2.0: Percentage of s in reading. ing Goal #3a:	tudents making learning	The percent of	students in grades 3-5 ma AT will increase by one pe			
2012	Current Level of Perform	mance:	2013 Expected	Level of Performance:			
		e students made a learning e 2012 FCAT Reading test	will increase by	The percent of students in grades 3-5 making a learning gain will increase by one percent when compared to the 2012 FCAT Reading Test.			
	Pi	roblem-Solving Process 1	to Increase Studer	ncrease Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	Length of School Day	Bell to bell instruction Afterschool tutoring Develop master schedule that will maximize student learning while at school	Principal and classroom teacher	Daily Schedule Classroom Walk-throughs	Observation Classroom walk- through data		
2	Tardies/Attendance	Monitor tardy/attendance records for each student. Conduct Child Study		Teacher referral Attendance Reports	Attendance Rate Tardy Rate		

		Attendance Meetings			
3	Fluency Rate	Small Group Differentiated Instruction	Classroom Teacher	OPM for Fluency	Data from OPM FAIR
		Fluency Practice			
	Reading Comprehension	Small Group Differentiated Instruction	Classroom Teacher	OPM for Comprehension	OPM Data
			Principal	Success Maker (SME)	FAIR Data
4		Leveled Readers		FCAT Simulation	SME Reports
		Success Maker	Curriculum Coordinator		2012 FCAT Reports
	Decoding Skills	Small Group Differentiated Instruction	Classroom Teacher	OPM for Decoding	Data from OPM
5				Success Maker (SME)	FAIR Data
		SuccessMaker			SME Reports

	on the analysis of studen provement for the following		refer	ence to "Guiding	Questions", identify and	define areas in need
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		
	Pr	oblem-Solving Process	tol	ncrease Studen	t Achievement	
	Anticipated Barrier	Strategy	R	Person or Position esponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

NA

NA

NA

NA

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NA

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	I on the analysis of studer provement for the following			,,,,,,,,		
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.			making a learni	The percent of students in the Lowest 25% in grades 3-5 making a learning gain on the 2013 FCAT will increase by one		
Read	ing Goal #4:		percent.			
2012 Current Level of Performance:			2013 Expected	2013 Expected Level of Performance:		
made	ades 3-5, 61% (32) of the a learning gain on the adr ng test		CAT making a learni	, , , , , , , , , , , , , , , , , , ,		
	Pi	roblem-Solving Process	to Increase Studer	nt Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	Length of School Day	Bell to bell instruction	Principal and classroom teacher	Daily Schedule	Observation	

1		Afterschool tutoring Develop master schedule that will maximize student learning while at school		Classroom Walk-throughs	Classroom walk- through data
2	Tardies/Attendance	Monitor tardy/attendance records for each student.		Teacher referral Attendance Reports	Attendance Rate Tardy Rate
		Conduct Child Study Attendance Meetings	Guidance Counselor		
3	Fluency Rate	Small Group Differentiated Instruction	Classroom Teacher		Data from OPM FAIR
		Fluency Practice			
	Reading Comprehension	Small Group Differentiated Instruction	Classroom Teacher	OPM for Comprehension Success Maker (SME)	OPM Data FAIR Data
4		Leveled Readers		FCAT Simulation	SME Reports
		SuccessMaker			2011 FCAT Reading Results
_	Decoding Skills	Small Group Differentiated Instruction	Classroom Teacher	_	Data from OPM
5		SuccessMaker		Success Maker (SME)	FAIR Data SME Reports

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			by increasing	mentary will reduc g our proficiency age points over th	in reading by tw	enty-four
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	59%	63%	67%	71%	74%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in ne 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 percent of students in grades 3-5 in the subgroups of African American, Asian, Hispanic, and White students scoring proficient on Reading FCAT will increase by one percent in 2013.				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
In grades 3-5, 43% (40)of the students in the subgroup of African American showed proficiency on the 2012 FCAT Reading test.					
In grades 3-5, 86% (12) of the students in the subgroup of Asian showed proficiency on the 2012 FCAT Reading test.	The percent of students in the African American, Asian,				
In grades 3-5, 43% (8) of the students in the subgroup of Hispanic showed proficiency on the 2012 FCAT Reading test.	Hispanic, and White subgroups scoring proficient on the 2013 FCAT will increase by one percentage point.				
In grades 3-5, 51% (93) of the students in the subgroup of White showed proficiency on the 2012 FCAT Reading test.					

	Problem-Solving Process to Increase Student Achievement								
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool				
1	Length of School Day	Bell to bell instruction Afterschool tutoring Develop master schedule that will maximize	Principal and classroom teacher	Daily Schedule Classroom Walk-throughs	Observation Classroom walk- through data				
	Tardies/Attendance	student learning while at school Monitor tardy/attendance		Teacher referral	Attendance Rate				
2		records for each student. Conduct Child Study Attendance Meetings		Attendance Reports	Tardy Rate				
3	Fluency Rate	Small Group Differentiated Instruction	Classroom Teacher	OPM for Fluency	Data from OPM FAIR				
4	Reading Comprehension	Fluency Practice Small Group Differentiated Instruction Leveled Readers SuccessMaker	Classroom Teacher Principal Assistant Principal Curriculum Coordinator	OPM for Comprehension Success Maker (SME)	OPM Data FAIR Data SME Reports 2011 FCAT Reading Results				
5	Decoding Skills	Small Group Differentiated Instruction SuccessMaker	Classroom Teacher	OPM for Decoding Success Maker (SME)	Data from OPM FAIR Data SME Reports				

	on the analysis of student provement for the following		efer	ence to "Guiding	Questions", identify and o	define areas in need
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:			N/A			
2012 Current Level of Performance:				2013 Expected Level of Performance:		
N/A				N/A		
	Pr	oblem-Solving Process	to I	ncrease Student	t Achievement	
	Anticipated Barrier	Strategy	R	Person or Position esponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
	Length of School Day		Principal and classroom teacher	Daily Schedule	Observation
		Afterschool tutoring		Classroom Walk-throughs	Classroom walk- through data
1		Develop master schedule that will maximize student learning while at school			

	Tardies/Attendance	Monitor tardy/attendance records for each student.		Teacher referral	Attendance Rate
2			Classroom Teacher	Attendance Reports	Tardy Rate
		Conduct Child Study Attendance Meetings te	Guidance Counselor		
3	N/A	N/A	N/A	N/A	N/A

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:	The percent of students in grades 3-5 in the subgroup of Students with Disabilities making adequate progress on the Reading 2013 FCAT will increase by one percent.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
In grades 3-5, 18% (7) of the students in the subgroup of SWD scored proficient on the 2012 FCAT Reading test	The percent of students in the subgroup of SWD scoring proficient on the FCAT will increase by one percent.			

	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	Length of School Day	Bell to bell instruction Afterschool tutoring Develop master schedule that will maximize student learning while at school	Principal and classroom teacher	Daily Schedule Classroom Walk-throughs	Observation Classroom walk- through data		
2	Tardies/Attendance	Monitor tardy/attendance records for each student. Conduct Child Study Attendance Meetings		Teacher referral Attendance Reports	Attendance Rate Tardy Rate		
3	Fluency Rate	Small Group Differentiated Instruction Fluency Practice	Classroom Teacher	OPM for Fluency	Data from OPM		
4	Reading Comprehension	Small Group Differentiated Instruction Leveled Readers SuccessMaker	Classroom Teacher Principal Assistant Principal Curriculum Coordinator	OPM for Comprehension Success Maker (SME)	OPM Data FAIR Data SME Reports 2012 FCAT Reading Results		
5	Decoding Skills	Small Group Differentiated Instruction SuccessMaker	Classroom Teacher	OPM for Decoding Success Maker (SME)	Data from OPM FAIR Data SME 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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading.

Reading Goal #5E:	Reading on the 2012 FCAT will increase by one percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 45% (118) of the students in the AYP subgroup of Economically Disadvantaged made adequate yearly progress on the administration of the 2011 FCAT Reading test	The percent of students in the AYP subgroup of Economically Disadvantaged making adequate progress in Reading on the 2012 FCAT will increase by one percent.

	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	Length of School Day	Bell to bell instruction Afterschool tutoring Develop master schedule that will maximize student learning while at school	Principal and classroom teacher	Daily Schedule Classroom Walk-throughs	Observation Classroom walk- through data			
2	Tardies/Attendance	Monitor tardy/attendance records for each student. Conduct Child Study Attendance Meetings		Teacher referral Attendance Reports	Attendance Rate Tardy Rate			
3	Fluency Rate	Small Group Differentiated Instruction Fluency Practice	Classroom Teacher	OPM for Fluency	Data from OPM FAIR			
4	Reading Comprehension	Small Group Differentiated Instruction Leveled Readers SuccessMaker	Classroom Teacher Principal Assistant Principal Curriculum Coordinator	OPM for Comprehension SME	OPM Data FAIR Data SME Reports 2012 FCAT Reading Results			
5	Decoding Skills	Small Group Differentiated Instruction SuccessMaker	Classroom Teacher	OPM for Decoding SME	Data from OPM FAIR Data SME Reports			

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	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
Tyner Small group instruction	3-5/K-2	Vorna Smith	All 3-5/K-2 grade teachers will participate in this training.	Summer September Teacher Planning Days	School visits by Verna Smith Classroom Walk- throughs	Principal Curriculum Coordinator Verna Smith
					Principal classroom	Principal

Daily Five Training	K-5	Kim Gunn	narticinate in this	October teacher planning day	Grade level meeting	Assistant Principal Curriculum Coordinator
"Close Reading" training	K-5	Kim Gunn	All K-5 teachers will participate in this training.	October teacher planning day	Grade level meeting	Principal Assistant Principal Curriculum Coordinator

Reading Budget:

Strategy	Description of Resources	Funding Source	Available Amoun
Beverly Tyner's book "Small Groups and Differentiated Reading for grade 3-8"	Book that outlines strategies for small group reading and provides reading resources.	Staff Development Title II	\$1,000.00
			Subtotal: \$1,000.0
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Two days of Tyner small group training provided by Verna Smith	Verna Smith spent two full days with 3-5 teachers during summer. The training focused on how to differentiate small groups in grades 3-5. Teachers recieved a stipend.	Staff Development Title II	\$3,000.00
			Subtotal: \$3,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.0

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.				
 Students scoring proficient in listening/speaking. CELLA Goal #1: 	NA			
2012 Current Percent of Students Proficient in listening/speaking:				
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

Students read in English at grade level text in a manner similar to non-ELL students.							
2. Sti	udents scoring proficie	nt in reading.					
CELL	A Goal #2:	NA					
2012	Current Percent of Stu	dents Proficient in read	ding:				
NA	NA						
	Prol	olem-Solving Process t	o Increase Stude	nt 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		

Students write in English at grade level in a manner similar to non-ELL students.							
3. Stu	3. Students scoring proficient in writing.						
CELL	A Goal #3:		NA				
2012	Current Percent of Stu	dents Proficient in writi	ing:				
NA	NA						
	Pro	blem-Solving Process to	o Increase Stude	nt 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		

CELLA Budget:

Evidence-based Program(s)/Material(s)							
Strategy	Description of Resources	Funding Source	Available Amount				
NA	NA	NA	\$0.00				
			Subtotal: \$0.00				

Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.0
Professional Developme	ent		
Strategy	Description of Resources	Funding Source	Available Amoun
NA	NA	NA	\$0.00
			Subtotal: \$0.0
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.0

End of CELLA Goals

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

Image: series of the series		on the analysis of student provement for the following		eference to "Guiding	Questions", identify and c	lefine areas in need
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ProblemsHands on Learning ActivitiesPrincipalreports with comments to administration.CIM Assessments FCAT Math Results FCAT Math Results FCAT Math Results FCAT Math Results FCAT Math Results5Knowledge of Basic FactsSmall Group InstructionClassroom Teacher PrincipalTeachers will submit SME reports with comments to administration.SME Reports Classroom Walkthroughs6Knowledge of Basic FactsSmall Group Instruction Hands on Learning ActivitiesClassroom Teacher PrincipalTeachers will submit SME reports with comments to administration.SME Reports Classroom Walkthroughs			Soar to Success			
Ands on Learning ActivitiesPrincipaladministration.CIM Assessments FCAT Math Results FCAT Math Results50Knowledge of Basic Facts FCAT Math Son Learning ActivitiesFCAT Math Results FCAT Math Results FCAT Math Results60FCAT Math Results		Comprehension of Word	Small Group Instruction	Classroom Teacher		
ActivitiesPrincipalClassroom WalkthroughsFCAT Math ResultsSuccessMakerAssistant PrincipalGrade Level MeetingsFCAT Math ResultsCIM Focus LessonsCurriculum CoordinatorFCAT Math ResultsKnowledge of Basic FactsSmall Group InstructionClassroom Teacher PrincipalTeachers will submit SME reports with comments to administration.SME ReportsSourcestFCAT Math ResultsFCAT Math ResultsFCAT Math ResultsSourcestFCAT Math ResultsFCAT Math ResultsFCAT Math Results		Problems	Hands on Looming			
5SuccessMakerAssistant PrincipalClassroom Walkthroughs Grade Level MeetingsFCAT Math Results Condinator6Knowledge of Basic FactsSmall Group InstructionClassroom Teacher PrincipalTeachers will submit SME reports with comments to administration.SME Reports CIM Assessments CIM Assessments				Principal	aurinnisti ätion.	CIN ASSESSMENTS
LengthCIM Focus LessonsCurriculum CoordinatorGrade Level MeetingsKnowledge of Basic FactsSmall Group InstructionClassroom Teacher PrincipalTeachers will submit SME reports with comments to administration.SME Reports CIM Assessments CIM Assessments	5				Classroom Walkthroughs	FCAT Math Results
CIM Focus Lessons Curriculum Coordinator			SuccessMaker	Assistant Principal	Grade Level Meetings	
Hands on Learning Activities Activities Principal Classroom Walkthroughs FCAT Math Results			CIM Focus Lessons		e.udo Lovor mootings	
Hands on Learning Activities Activities Principal Classroom Walkthroughs FCAT Math Results		Knowledge of Basic Facts	Small Group Instruction	Classroom Teacher	Teachers will submit SME	SME Reports
Activities Principal Classroom Walkthroughs FCAT Math Results					reports with comments to	
6 Classroom Walkthroughs FCAT Math Results				Principal	administration.	CIM Assessments
SuccessMaker Assistant Principal	6				Classroom Walkthroughs	FCAT Math Results
			SuccessMaker	Assistant Principal		

CIM Focus Lessons

	on the analysis of studen provement for the following		eference to "Guiding	Questions", identify and o	define areas in need
Stude	0	nent: 5, and 6 in mathematics	5. NA		
Math	ematics Goal #1b:				
2012	Current Level of Perforr	nance:	2013 Expected	Level of Performance:	
NA			NA		
	Pr	oblem-Solving Process	to Increase Studer	nt 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
of imp 2a. F(Level	provement for the following		ent The percent of s	Questions", identify and o students in grades 3-5 sco 2013 math FCAT will increa	oring Level 4 or
2012	Current Level of Perforr	nance:	2013 Expected	Level of Performance:	
	des 3-5, 21%(72)of stude e 2012 FCAT Math Test	ents scored Level 4 or abov		students in grades 3-5 sco 2013 FCAT Math Test will i	
	Pr	oblem-Solving Process	to Increase Studer	nt Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Length of School Day	Bell to bell instruction Afterschool tutoring Develop master schedule that will maximize student learning while at school	Principal and classroom teacher	Daily Schedule Classroom Walk-throughs	Observation Classroom walk- through data
2	Tardies/Attendance	Monitor tardy/attendance records for each student. Conduct Child Study		Teacher referral Attendance Reports	Attendance Rate Tardy Rate
3	Increased Rigor of FCAT 2.0	Attendance Meetings Increase rigor of school work Increase Student Engagement	Teacher Principal	Classroom Walk-Throughs School-wide progress monitoring	Observation Progress monitoring data

	Lack of Math Content	Small Group Instruction	Classroom Teacher	Teachers will submit SME reports with comments to	
		Hands on Learning Activities	Principal	administration.	CIM Assessments
4		SuccessMaker	Assistant Principal	Classroom Walkthroughs	FCAT Math Results
		Successinater		Grade Level Meetings	
		CIM Focus Lessons	Curriculum Coordinator		Soar to Success Reports
		Soar to Success			
	Comprehension of Word Problems	Small Group Instruction	Classroom Teacher	Teachers will submit SME reports with comments to	
		Hands on Learning		administration.	CIM Assessments
5		Activities	Principal	Classroom Walkthroughs	FCAT Math Results
Ū		SuccessMaker	Assistant Principal	_	
		CIM Focus Lessons	Curriculum Coordinator	Grade Level Meetings	
	Knowledge of Basic Facts	Small Group Instruction	Classroom Teacher	Teachers will submit SME	
		Hands on Learning		reports with comments to administration.	CIM Assessments
		Activities	Principal		CIW ASSESSMENTS
6				Classroom Walkthroughs	FCAT Math Results
		SuccessMaker for	Assistant Principal	Grade Level Meetings	
		CIM Focus Lessons	Curriculum Coordinator	Grade Level Meetings	

	d on the analysis of studen provement for the following	it achievement data, and re g group:	efere	ence to "Guiding	Questions", identify and	define areas in need
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:				NA		
2012	Current Level of Perforr		2013 Expected	d Level of Performance:		
NA			ſ	NA		
	Pr	roblem-Solving Process t	to I n	ncrease Studer	nt Achievement	
	Anticipated Barrier	Strategy		Person or Position esponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA		NA	NA
	d on the analysis of studen provement for the following	it achievement data, and re g group:	efere	ence to "Guiding	Questions", identify and	define areas in need
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:					students in grades 3-5 ma AT Math Test will increase	

2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 67% (224) of the students made a learning gain on the administration of the 2012 ECAT Math Test	The percent of students in grades 3-5 making a learning gain will increase by one percent when compared to the 2012 FCAT Math Test

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Length of School Day	Bell to bell instruction	Principal and classroom teacher	Daily Schedule	Observation
		Afterschool tutoring		Classroom Walk-throughs	Classroom walk- through data
1		Develop master schedule that will maximize student learning while at school			
	Tardies/Attendance	Monitor tardy/attendance records for each student.	Principal	Teacher referral	Attendance Rate
2			Classroom Teacher	Attendance Reports	Tardy Rate
		Conduct Child Study Attendance Meetings	Guidance Counselor		
	Lack of Math Content	Small Group Instruction	Classroom Teacher	Teachers will submit SME reports with comments to	SME Reports
		Hands on Learning Activities	Principal	administration.	CIM Assessments
3		CIM Focus Lessons	Assistant Principal		FCAT Math Results
		Soar to Success	Curriculum Coordinator	Grade Level Meetings	Soar to Success
	Comprehension of Word Problems	Small Group Instruction	Classroom Teacher	Teachers will submit SME reports with comments to	SME Reports
		Hands on Learning Activities	Principal	administration.	CIM Assessments
4		Success Maker	Assistant Principal	0	FCAT Math Results
		CIM Focus Lessons	Curriculum Coordinator	Grade Level Meetings	
	Knowledge of Basic Facts	Small Group Instruction	Classroom Teacher	Teachers will submit SME reports with comments to	SME Reports
		Hands on Learning Activities	Principal	administration.	CIM Assessments
5		SuccessMaker	Assistant Principal		FCAT Math Results
		CIM Focus Lessons	Curriculum Coordinator	Grade Level Meetings	

	on the analysis of studen provement for the following	t achievement data, and re group:	eference to "Guiding	Questions", identify and o	define areas in need	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:			NA	NA		
2012	Current Level of Perforn	nance:	2013 Expected	2013 Expected Level of Performance:		
NA			NA	NA		
	Pr	oblem-Solving Process t	o Increase Studer	nt 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	

			4		I		
	d on the analysis of studen provement for the following	nt achievement data, and re g group:	eference to "Guiding	Questions", identify and o	define areas in need		
maki	AT 2.0: Percentage of stand ng learning gains in mat nematics Goal #4:		making a learnii	The percent of students in the Lowest 25% in grades 3-5 making a learning gain on the 2013 FCAT Math Test will increase by one percent.			
2012	2 Current Level of Perforr	mance:	2013 Expected	Level of Performance:			
	a learning gain on the adr	students in the Lowest 259 ministration of the 2011 FC	AT making a learning	the lowest 25%of students ng gain will increase by on e 2011 FCAT Math Test			
	Pr	roblem-Solving Process t	to Increase Studer	nt Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
	Length of School Day	Bell to bell instruction	Principal and	Daily Schedule	Observation		
		Afterschool tutoring	classroom teacher	Classroom Walk-throughs	Classroom walk- through data		
1		Develop master schedule that will maximize student learning while at school					
	Tardies/Attendance	Monitor tardy/attendance	Principal	Teacher referral	Attendance Rate		
2		records for each student.	Classroom Teacher	Attendance Reports	Tardy Rate		
		Conduct Child Study Attendance Meetings	Guidance Counselor				
	Lack of Math Content	Small Group Instruction	Classroom Teacher	Teachers will submit SME and Waterford reports	SME Reports		
		Hands on Learning Activities	Principal	with comments to administration.	CIM Assessments		
3		SuccessMaker	Assistant Principal	Classroom Walkthroughs	FCAT Math Results		
		CIM Focus Lessons	Curriculum Coordinator	Grade Level Meetings	Soar to Success Reports		
		Soar to Success					
	Comprehension of Word Problems	Small Group Instruction	Classroom Teacher	Teachers will submit SME reports with comments to			
		Hands on Learning Activities	Principal	administration.	CIM Assessments		
4		SuccessMaker	Assistant Principal	Classroom Walkthroughs	FCAT Math Results		
1			1	Grade Level Meetings			

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

CIM Focus Lessons

Hands on Learning

Activities

SuccessMaker

Knowledge of Basic Facts Small Group Instruction

5

Curiculum Coordinator

Principal

Curriculum Coordinator

Classroom Teacher Teachers will submit SME SME Reports reports with comments to

Classroom Walkthroughs

CIM Assessments

FCAT Math Results

administration.

Measurable Ob	but Achievable ojectives (AMC luce their achie	s). In six year	by increas	sing	our profici	ency	ce the achievemen in reading by tw urse of six years	enty-two (22)
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014		2014-2015	5	2015-2016	2016-2017
	61	65	69		72		76	
		dent achieveme wing subgroup:		erer	nce to "Guiding	Ques	tions", identify and	define areas in need
satisfactory progress in mathematics.			tł	The percent of students in grades 3-5 scoring proficient in the African American, Asian, Hispanic, and White subgroups will increase by one percent on the 2013 FCAT.				
2012 Current	t Level of Peri	formance:		2	013 Expected	Leve	el of Performance:	
African Americ In grades 3-5, Asian showed In grades 3-5, Hispanic show In grades 3-5,	can scored pro 79% (11) of proficiency on 29% (5)of th red proficiency 54% (99)of t	ficient on 2012 the students in the 2012 FCA e students in th on the 2012 F he students in	the subgroup of 2 FCAT Math test the subgroup of T Reading test. he subgroup of CAT Reading test the subgroup of T Reading test.	T H		hite s	nts in the African An ubgroups scoring pr 2013 FCAT.	
		Problem-Sol	ving Process to	Ind	crease Studen	t Ach	ievement	
					Person or Position	F	Process Used to Determine	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Length of School Day	Bell to bell instruction Afterschool tutoring	Principal and classroom teacher	Daily Schedule Classroom Walk-throughs	Observation Classroom walk- through data
1		Develop master schedule that will maximize student learning while at school			
	Tardies/Attendance	Monitor tardy/attendance records for each student.		Teacher referral Attendance Reports	Attendance Rate Tardy Rate
2		Conduct Child Study Attendance Meetings	Guidance Counselor		
	Lack of Math Content	Small Group Instruction	Classroom Teacher	Teachers will submit SME reports with comments to	
		Hands on Learning Activities	Principal	administration.	CIM Assessments
3		SuccessMaker	Assistant Principal	5	FCAT Math Results
		CIM Focus Lessons Soar to Success	Curriculum Coordinator	Grade Level Meetings	Soar to Success Reports
	Comprehension of Word Problems	Small Group Instruction	Classroom Teacher	Teachers will submit SME reports with comments to	
		Hands on Learning Activities	Principal	administrtion.	CIM Assessments
4		SuccessMaker	Assistant Principal	Classroom Walkthroughs Grade Level Meetings	FCAT Math Results

			Curriculum Coordinator		
	Knowledge of Basic Facts	Small Group Instruction Hands on Learning		Teachers will submit SME reports with comments to administration.	
5		5	Principal		FCAT Math Results
		SuccessMaker	Assistant Principal	Grade Level Meetings	
			Curriculum Coordinator	_	

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:	N/A			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
N/A	N/A			
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	Length of School Day		Principal and classroom teacher	Daily Schedule Classroom Walk-throughs	Observation Classroom walk- through data
2	Tardies/Attendance			Teacher referral Attendance Reports	Attendance Rate Tardy Rate
3	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achieve of improvement for the following subgrou	sed on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need mprovement for the following subgroup:					
5D. Students with Disabilities (SWD) r satisfactory progress in mathematics Mathematics Goal #5D:	The percent of students in the subgroup of Students With Disabilities scoring proficient will increase by one percent o the 2013 FCAT					
2012 Current Level of Performance:	2013 Expected Level of Performance:					
In grades 3-5, 27% (10) of the students SWD scored proficient on the administrat FCAT Math test	The percent of students in the subgroup of SWD scoring proficient will increase by one percent on the 2013 FCAT.		5			
Problem-S	Solving Process to	Increase Studer	nt Achievement			
		Person or	Process Used to			

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
	Length of School Day	Bell to bell instruction	Principal and classroom teacher	Daily Schedule	Observation
		Afterschool tutoring		Classroom Walk-throughs	Classroom walk- through data
1		Develop master schedule that will maximize student learning while at school			
	Tardies/Attendance	Monitor tardy/attendance records for each student.	Principal	Teacher referral	Attendance Rate
2		records for each student.	Classroom Teacher	Attendance Reports	Tardy Rate
		Conduct Child Study Attendance Meetings	Guidance Counselor		
	Lack of Math Content	Small Group Instruction	Classroom Teacher	Teachers will submit SME reports with comments to	
		Hands on Learning Activities	Principal	administration.	CIM Assessments
3		CIM Focus Lessons	Assistant Principal		FCAT Math Results
		Soar to Success	Curriculum Coordinator	Grade Level Meetings	Soar to Success Reports
	Comprehension of Word Problems	Small Group Instruction	Classroom Teacher	Teachers will submit SME reports with comments to	
		Hands on Learning Activities	Principal	administration.	CIM Assessments
4		SuccessMaker	Assistant Principal	5	FCAT Math Results
		CIM Focus Lessons	Curriculum Coordinator	Grade Level Meetings	
	Knowledge of Basic Facts	Small Group Instruction	Classroom Teacher	Teachers will submit SME reports with comments to	
		Hands on Learning Activities	Principal	administration.	CIM Assessments
5		SuccessMaker	Assistant Principal	5	FCAT Math Results
		CIM Focus Lessons	Curriculum Coordinator	Grade Level Meetings	

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:	The percent of students in the AYP subgroup of Economically Disadvantaged students scoring proficient will increase by one percent on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 48% (126) of the students in the subgroup of Economically Disadvantaged students scored proficient on the 2012 FCAT Math test.	The percent of students in the subgroup of Economically Disadvantaged students scoring proficient in Math on the 2013 FCAT will increase by one percent.

	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		
	Length of School Day	Bell to bell instruction	Principal and classroom teacher	Daily Schedule	Observation		
		Afterschool tutoring		Classroom Walk-throughs	Classroom walk- through data		
1		Develop master schedule			J		

		that will maximize student learning while at school			
	Tardies/Attendance	Monitor tardy/attendance records for each student.	Principal	Teacher referral	Attendance Rate
2			Classroom Teacher	Attendance Reports	Tardy Rate
		Conduct Child Study Attendance Meetings	Guidance Counselor		
	Lack of Math Content	Small Group Instruction	Classroom Teacher	Teachers will submit SME reports with comments to	
		Hands on Learning Activities	Principal	administration.	CIM Assessments
3		SuccessMaker	Assistant Principal		FCAT Math Results
		CIM Focus Lessons	Curriculum Coordinator	Grade Level Meetings	Soar to Success Reports
		Soar to Success			rioporto
	Comprehension of Word Problems	Small Group Instruction	Classroom Teacher	Teachers will submit SME reports with comments to	SME Reports
		Hands on Learning Activities	Principal	administration.	CIM Assessments
4		SuccessMaker	Assistant Principal	Classroom Walkthroughs	FCAT Math Results
		CIM Focus Lessons	Curriculum	Grade Level Meetings	
		CIM FOCUS LESSONS	Coordinator		
	Knowledge of Basic Facts	Small Group Instruction	Classroom Teacher	Teachers will submit SME reports with comments to	
		Hands on Learning Activities	Principal	administration.	CIM Assessments
5		SuccessMaker	Assistant Principal	Classroom Walkthroughs	FCAT Math Results
		CIM Focus Lessons	Curriculum Coordinator	Grade Level Meetings	

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school- wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
Math Common Core Trainng	K-2	Math Common Core representative from each grade level	All teachers K-2	Monthly	Monthly Grade Level Meetings Classroom walk- throughs	Principal Assistant Principal Curriculum Coordinator
Math best practices training	3-5	3-5 Math representative	All teachers 3-5	Monthly	Monthly Grade Level Meetings Classroom walk- throughs	Principal Assistant Principal Curriculum Coordinator
Singapore Math Trianing	K-5	Ramona Wright	All teachers 3-5	Teacher Planning Day	Classroom walk- throughs	Principal Assistant Principal Curriculum Coordinator Ramona Wright

Mathematics Budget:

			Available
Strategy	Description of Resources	Funding Source	Available
Singapore Base 10 Blocks	Singapore Base 10 Blocks that support Singapore Math Training	Title One	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

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:						
Leve	FCAT2.0: Students sco el 3 in science. nce Goal #1a:	ring at Achievement		The percent of students in grade 5 scoring Level 3 or above on the 2013 FCAT Science will increase by one percent		
2012	2 Current Level of Perf	ormance:	2013 Expecte	ed Level of Performar	ice:	
	rade 5, 55%(58) of stud re on the 2012 FCAT Sci			There will be a 1% increase in the percentage of students scoring Level 3 or above on the 2013 FCAT Science Test.		
	Prok	blem-Solving Process t	o Increase Stude	ent Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Length of School Day	Bell to bell instruction Afterschool tutoring Develop master schedule that will maximize student learning while at school	Principal and classroom teacher	Daily Schedule Classroom Walk- throughs	Observation Classroom walk- through data	
	Tardies/Attendance	Monitor tardy/attendance records for each	Principal Classroom	Teacher referral Attendance Reports	Attendance Rate Tardy Rate	

2		student.	Teacher		
		Conduct Child Study Attendance Meetings	Guidance Counselor		
3	Increased Rigor of FCAT 2.0	Increase rigor of school work Increase Student Engagement	Teacher Principal	Classroom Walk- Throughs School-wide progress monitoring	Observation Progress monitoring data
4	Content Knowledge	CIM Focus Lessons Integrating Science Content into Core Subjects. Science Content taught in all grade levels each week. Fifth Grade Monthly Science Tests Based on SSS	Principal Classroom Teacher Assistant Principal Curriculum Coordinator	Write Score Science "I Love Science" Teacher Observation Fifth Grade Monthly Science Tests Based on SSS	Science Assessments 2012 Science FCAT Results
5	Comprehension of Science Content	CIM Focus Lessons Integrating Science Content into Core Subjects. Science Content taught in all grade levels each week. Fifth Grade Monthly Science Tests Based on SSS	Principal Classroom Teacher Assistant Principal Curriculum Coordinator	Teacher Observation Fifth Grade Monthly Science Tests Based on SSS "I Love Science"	Science Assessments 2012 Science FCAT Results

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:

Stud	lorida Alternate Asses ents scoring at Levels nce Goal #1b:	ssment: 4, 5, and 6 in science.	NA				
2012 Current Level of Performance:			2013 E	2013 Expected Level of Performance:			
NA			NA	NA			
	Prob	lem-Solving Process t	o Increase	e Stude	ent Achievement		
	Anticipated Barrier	Strategy	Persor Positi Responsil Monitor	on ole for	Process Used to Determine Effectiveness o Strategy		Evaluation Tool
1	NA	NA	NA		NA		NA

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:	The percent of students in grade 5 scoring Level 4 or Level 5 on the 2013 science FCAT will increase by one percent.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			

	Prob	elem-Solving Process t	o Increase Stude	ent Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Length of School Day	Bell to bell instruction Afterschool tutoring Develop master schedule that will maximize student learning while at school	Principal and classroom teacher	Daily Schedule Classroom Walk- throughs	Observation Classroom walk- through data
2	Tardies/Attendance	Monitor tardy/attendance records for each student. Conduct Child Study Attendance Meetings	Principal Classroom Teacher Guidance Counselor	Teacher referral Attendance Reports	Attendance Rate Tardy Rate
3	Increased Rigor of FCAT 2.0	Increase rigor of school work Increase Student Engagement	Teacher Principal	Classroom Walk- Throughs School-wide progress monitoring	Observation Progress monitoring data
4	Content Knowledge	CIM Focus Lessons Integrating Science Content into Core Subjects. Science Content taught in all grade levels each week. Fifth Grade Monthly Science Tests Based on SSS	Principal Classroom Teacher	Teacher Observation Fifth Grade Monthly Science Tests Based on SSS	Science Assessments 2012 Science FCAT Results
5	Comprehension of Science Content	CIM Focus Lessons Integrating Science Content into Core Subjects. Science Content taught in all grade levels each week. Fifth Grade Monthly Science Tests Based on SSS	Principal Classroom Teacher	Teacher Observation . Fifth Grade Monthly Science Tests Based on SSS	Science Assessments 2012 Science FCAT Results

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:	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				
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
Science Best Practices	K-5	School Science Rep and District Science Department	All teachers K-5	grade level	walk-throughs, grade level meeting notes,	grade level chairperson, principal, assistant principal

Science Budget:

Strategy	Description of Resources	Funding Source	Available Amoun
Various Materials needed for Science Lab Experiments	Live insects, beakers, thongs, etc.	General Operations Budget	\$500.00
"Write Score" science testing (3X)	Professional science testing with data and feedback	Title One	\$500.00
		Subto	tal: \$1,000.0
Technology			
Strategy	Description of Resources	Funding Source	Available Amoun
NA	NA	NA	\$0.00
		S	ubtotal: \$0.0
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amoun
NA	NA	NA	\$0.00
		S	ubtotal: \$0.0
Other			
Strategy	Description of Resources	Funding Source	Available Amoun
NA	NA	NA	\$0.00
		S	ubtotal: \$0.0

End of 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. FCAT 2.0: Students scoring at Achievement Level The percent of students in grade 4 scoring Level 3 or 3.0 and higher in writing. above on the 2013 FCAT writing will increase by one percent Writing Goal #1a: 2012 Current Level of Performance: 2013 Expected Level of Performance: There will be a 1% increase in the percentage of 76%(86)of fourth grade students scored Level 3 or above students scoring Level 3 and above on the 2013 FCAT on the 2011 FCAT Writing Test. Writing Test. Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy Lack of details in Monthly Writing Classroom Monthly progress on Monthly Writing student writing Prompts Teacher writing prompts Prompts Write Score Writing Write Score 1 Reports 2012 FCAT Results 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. NA Writing Goal #1b: 2012 Current Level of Performance: 2013 Expected Level of Performance: NA NA Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Strategy Responsible **Evaluation Tool** Effectiveness of for Strategy Monitoring

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
"Step up to Writing" Training	4th Grade	Melody Smith		October or November grade level meeting	Classroom walk- throughs Grade level discussions and demonstrations	Principal Assistant Principal Curriculum Coordinator

Writing Budget:

Evidence-based Program(s)/Ma	aterial(s)		
Strategy	Description of Resources	Funding Source	Available Amount
"Write Score" practice testing	Professional practice testing that provides data, detailed feedback, and online inservice	Title One	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
		-	Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

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	During the 2011-2012 school year, the average daily			
Attendance Goal #1:	attendance rate was 94%, 285 students had ten or more absences, and 184 students had ten or more tardies.			
2012 Current Attendance Rate:	2013 Expected Attendance Rate:			
During the 2011-2012 school year average daily attendance (ADA) rate was 94%.	During the 2012-2013 school year, average daily attendance (ADA)rate will be 94% or above.			
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)			
During the 2011-2012 school year, 285 students had 10 or more absences.	During the 2012-2013 school year, 280 or less students will have 10 or more absences.			

	Current Number of Stu ies (10 or more)	udents with Excessive		2013 Expected Number of Students with Excessive Tardies (10 or more)		
	g the 2011-2012 school yore tardies.	year, 184 students had 1	0	During the 2012-2013 school year, 183 or less students will have 10 or more tardies.		
	Prol	olem-Solving Process t	o Increase Stude	nt Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Parent Awareness		Principal Assistant Principal	Absentee and tardy data found in TERMS reports.	TERMS District Data	
			Guidance Counselor Data Clerk			

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)		Person or Position Responsible for Monitoring
Child Study meetings with parents of students who have chronic absences and/or tardies	K-5	Jim Broughton	Parents	When needed	Attendance rate Tardy rate	Assistant Principal Data Clerk

Attendance Budget:

Evidence-based Progr			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Professional Developn	nent		
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
		-	Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

NA

NA

Grand Total: \$0.00

Subtotal: \$0.00

End of Attendance Goal(s)

Suspension Goal(s)

* Whe	en using percentages, includ	de the number of students t	he percentage repre	sents (e.g., 70% (35)).		
	d on the analysis of susp provement:	ension data, and referen	ce to "Guiding Que	stions", identify and define	ne areas in need	
1. Su	ispension		During the 201	0.0010		
Susp	ension Goal #1:		will drop by 5%	2-2013 school year, the 5.	suspension rate	
2012	2012 Total Number of In–School Suspensions			d Number of In-School	Suspensions	
				During the 2012-2013 school year, there will be 20 or less cases of in-school suspension.		
2012	? Total Number of Stude	ents Suspended In-Scho	pol 2013 Expecte School	d Number of Students	Suspended In-	
	g the 2011-2012 school nool suspension.	year, 18 students receive	ed During the 201 will recieve in-:	2-2013 school year, 17 o school suspension.	or less students	
2012 Number of Out-of-School Suspensions			2013 Expecte Suspensions	2013 Expected Number of Out-of-School Suspensions		
	g the 2011-2012 school t-of-school suspension.	year,there were 126 case		During the 2012-2013 school year, there will be 120 or less cases of out-of-school suspension.		
2012 Total Number of Students Suspended Out-of- School			2013 Expecte of-School	2013 Expected Number of Students Suspended Out- of-School		
During the 2011-2012 school year, there were 62 students suspended out of school.				During the 2012-2013 school year, there will be 59 or less students suspended out of school.		
	Pro	blem-Solving Process t	o Increase Stude	nt Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	School-wide expectations	School-wide behavior plan	Principal	Number of incidents	TERMS	
		μαπ	Assistant Principal		District Data	

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		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
Behavior Committee Meetings/Reports	Representatives from each grade level	Assistant Principal	Behavior Committee Members K-5 Teachers	LVORV DIDO WOOKS	Nine week behavior reports	Principal Assistant Principal Curriculum Coordinator

Suspension Budget:

Evidence-based Progra	am(s)/Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Professional Developm	nent		
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$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 in need of improvement:	reference to "Guid	ding Questions", identify	and define areas		
1. Parent Involvement					
Parent Involvement Goal #1:	During the 201	During the 2012-2013 school year, Bellview Elementary			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.	will have 10 or more parental involvement activities.				
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:				
During the 2011-2012 school year, Bellview Elementary had 10 or more parent involvement activities.	During the 2012-2013 school year, Bellview will have 10 or more parent involvement activities.				
Problem-Solving Process to	Increase Stude	nt Achievement			
	Person or	Process Used to			

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
	Lack of parent awareness	School Messenger PTA Monthly Newsletter			Attendance
1		Monthy calendar of school events			
		Reminder Notes			

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)		Person or Position Responsible for Monitoring
Volunteer Orientation and Training	K-5	Assistant Principal	All K-5 Teachers Parents who attend training	Faculty Meeting During School	Voluntaar Hours	Assistant Principal

Parent Involvement Budget:

			A ! I - I - I -
Strategy	Description of Resources	Funding Source	Available Amount
Planners for parent communication	Weekly planner that is sent home daily	Title One	\$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
Parent Conferences (Substitute Teachers)	One on one parent conferences with teacher and parent	Title One	\$3,000.00
			Subtotal: \$3,000.00
			Grand Total: \$4,000.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:

1. STEM

STEM Goal #1:

Increase technology awareness of students through various platforms.

	Prol	olem-Solving Process t	o Increase Stude	nt Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of resources of up to date technology	Implement school based Success Maker. Purchase IPADS for student/teacher use Purchase laptop/docking stations for teacher instruction	Assistant Principal	Data reports from Success Maker Classroom Walk- throughs	Success Maker Reports District Technology Survey
2	Implementation of software in classrooms to increase subject area proficiency	Implement use of web based Success Maker in 3rd-5th grade classrooms	Assistant Principal	Data reports from Success Maker Classroom Walk- throughs	Success Maker Reports Classroom Walk- throughs

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)	Person or Position Responsible for Monitoring
Success Maker Training	3rd-5th	Budgie Latshaw	All teachers 3-5	August (Pre-school)	Principal Assistant Principal Curriculum Coordinator Technology Coordinator

STEM Budget:

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

Additional Goal(s) No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Progr	am(s)/Material(s)			
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Beverly Tyner's book "Small Groups and Differentiated Reading for grade 3-8"	Book that outlines strategies for small group reading and provides reading resources.	Staff Development Title II	\$1,000.00
CELLA	NA	NA	NA	\$0.00
Mathematics	Singapore Base 10 Blocks	Singapore Base 10 Blocks that support Singapore Math Training	Title One	\$500.00
Science	Various Materials needed for Science Lab Experiments	Live insects, beakers, thongs, etc.	General Operations Budget	\$500.00
Science	"Write Score" science testing (3X)	Professional science testing with data and feedback	Title One	\$500.00
Writing	"Write Score" practice testing	Professional practice testing that provides data, detailed feedback, and online inservice	Title One	\$500.00
Attendance	NA	NA	NA	\$0.00
Suspension	NA	NA	NA	\$0.00
Parent Involvement	Planners for parent communication	Weekly planner that is sent home daily	Title One	\$1,000.00
				Subtotal: \$4,000.00

Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	NA	NA	NA	\$0.00
CELLA	NA	NA	NA	\$0.00
Mathematics	NA	NA	NA	\$0.00
Science	NA	NA	NA	\$0.00
Writing	NA	NA	NA	\$0.00
Attendance	NA	NA	NA	\$0.00
Suspension	NA	NA	NA	\$0.00
				Subtotal: \$0.00

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Two days of Tyner small group training provided by Verna Smith	Verna Smith spent two full days with 3-5 teachers during summer. The training focused on how to differentiate small groups in grades 3-5. Teachers recieved a stipend.	Staff Development Title II	\$3,000.00
CELLA	NA	NA	NA	\$0.00
Mathematics	NA	NA	NA	\$0.00
Science	NA	NA	NA	\$0.00
Writing	NA	NA	NA	\$0.00
Attendance	NA	NA	NA	\$0.00
Suspension	NA	NA	NA	\$0.00
				Subtotal: \$3,000.00

Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	NA	NA	NA	\$0.00
CELLA	NA	NA	NA	\$0.00

Mathematics	NA	NA	NA	\$0.00
Science	NA	NA	NA	\$0.00
Writing	NA	NA	NA	\$0.00
Attendance	NA	NA	NA	\$0.00
Suspension	NA	NA	NA	\$0.00
Parent Involvement	Parent Conferences (Substitute Teachers)	One on one parent conferences with teacher and parent	Title One	\$3,000.00

Subtotal: \$3,000.00

Grand Total: \$10,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA	

Are you a reward school: in Yes in No

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

No Attachment (Uploaded on 9/21/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
School advisory council funds are not available.	\$0.00

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

The SAC members review the school improvement plan, advise about the use of school uniforms, and provide input for the school budget.

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

Escambia School Distr BELLVIEW ELEMENTAF 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	73%	80%	77%	51%	201	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	59%	66%			125	3 ways to make gains: Improve FCAT Levels Maintain Level 3, 4, or 5 Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	55% (YES)	75% (YES)				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					536	
Percent Tested = 100%						Percent of eligible students tested
School Grade*						Grade based on total points, adequate progress, and % of students tested

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	77%	73%	82%	38%		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: Improve FCAT Levels Maintain Level 3, 4, or 5 Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?		51% (YES)			105	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					492	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					с	Grade based on total points, adequate progress, and % of students tested