

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: BUNNELL ELEMENTARY SCHOOL

District Name: Flagler

Principal: Richard Dupont

SAC Chair: Dean Linden-Cox

Superintendent: Janet Valentine

Date of School Board Approval: 10-16-12

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
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Richard Dupont	BA Elem Ed. Ed. Leadership	23	7	Principal of Bunnell Elem. 2011-2012 Grade A. 60% satisfactory or higher in reading, 58% satisfactory or higher in math, 82% satisfactory or higher in writing, 41% satisfactory or higher in Science. Black and economically disadvantaged students need improvement in reading and math. 2010-2011 Grade: B, Reading mastery 79%, Math mastery 66%, Science mastery 45% , Writing mastery 92%. Black students need improvement in Reading. Black Students need improvement in Math. Economically Disadvantaged students need improvement in Reading and Math. 79% AYP criteria met. Principal of Bunnell Elem. 2009-2010 Grade: B, Reading mastery 78%, Math mastery 70%, Science mastery 51% , Writing mastery 89%. Black students need improvement in Reading. Black Students need improvement in Math. Economically Disadvantaged students need improvement in Reading and Math. 85% AYP criteria met. Principal of Bunnell Elem. 2008-2009 Grade: A, Reading mastery 81%, Math

					mastery 75%, Science mastery 47% Writing mastery 93%, SWD did not make did not in Reading or Math. 97% AYP criteria met. 2007-2008: Grade: A, Reading Mastery 77%, Math Mastery 71%, Science mastery 43%, Writing 94%. 93% AYP criteria met. BLACK students in this school need improvement in Reading. BLACK students in this school need improvement in Math. 2006-2007 Grade: B Reading mastery 77%, Math mastery 68%, Science mastery 52%, Writing mastery 76%, 85% AYP criteria met. BLACK, STUDENTS WITH DISABILITIES need improvement in Reading, BLACK, ECONOMICALLY DISADVANTAGED, STUDENTS WITH DISABILITIES need improvement in Math.
Assis Principal	Heidi Blanchard	BA Elem Ed. Masters in Ed. Leadership	12	3	Assistant Principal of Bunnell Elem. 2011-2012 Grade A. 60% satisfactory or higher in reading, 58% satisfactory or higher in math, 82% satisfactory or higher in writing, 41% satisfactory or higher in Science. Black and economically disadvantaged students need improvement in reading and math. 2010-2011 Grade: B, Reading mastery 79%, Math mastery 66%, Science mastery 45% , Writing mastery 92%. Black students need improvement in Reading. Black Students need improvement in Math. Economically Disadvantaged students need improvement in Reading and Math. 79% AYP criteria met AP at Bunnell Elem. 2009-2010 Grade: B, Reading mastery 78%, Math mastery 70%, Science mastery 51% , Writing mastery 89%. Black students need improvement in Reading. Black Students need improvement in Math. Economically Disadvantaged students need improvement in Reading and Math. 85% AYP criteria met.
Assis Principal	Ester Jackson	BME Music Ed. Masters in Ed. Leadership	3	3	Assistant Principal of Bunnell Elem. 2011-2012 Grade A. 60% satisfactory or higher in reading, 58% satisfactory or higher in math, 82% satisfactory or higher in writing, 41% satisfactory or higher in Science. Black and economically disadvantaged students need improvement in reading and math. 2010-2011 Grade: B, Reading mastery 79%, Math mastery 66%, Science mastery 45% , Writing mastery 92%. Black students need improvement in Reading. Black Students need improvement in Math. Economically Disadvantaged students need improvement in Reading and Math. 79% AYP criteria met AP at Bunnell Elem. 2009-2010 Grade: B, Reading mastery 78%, Math mastery 70%, Science mastery 51% , Writing mastery 89%. Black students need improvement in Reading. Black Students need improvement in Math. Economically Disadvantaged students need improvement in Reading and Math. 85% AYP criteria met.

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading/LA, Math, Science, Social Studies	Jamie Lambert	BA Elem. Ed K-6	1		2011-2012 Grade A. 60% satisfactory or higher in reading, 58% satisfactory or higher in math, 82% satisfactory or higher in writing, 41% satisfactory or higher in Science. Black and economically disadvantaged students need improvement in reading and math. 2010-2011 Grade: B, Reading mastery 79%, Math mastery 66%, Science mastery 45% , Writing mastery 92%. Black students need improvement in Reading. Black Students need improvement in Math. Economically Disadvantaged students need improvement in Reading and Math. 79% AYP criteria met

Reading/LA, Math, Science, Social Studies	Rebecca Ellis	BA Elem. Ed. Masters Reading	6	6	<p>2011-2012 Grade A. 60% satisfactory or higher in reading, 58% satisfactory or higher in math, 82% satisfactory or higher in writing, 41% satisfactory or higher in Science. Black and economically disadvantaged students need improvement in reading and math. 2010-2011 Grade: B, Reading mastery 79%, Math mastery 66%, Science mastery 45% , Writing mastery 92%. Black students need improvement in Reading. Black Students need improvement in Math. Economically Disadvantaged students need improvement in Reading and Math. 79% AYP criteria met. 2009-2010 Grade: B, Reading mastery 78% , Math mastery 70%, Science mastery 51% , Writing mastery 89%. Black students need improvement in Reading. Black Students need improvement in Math. Economically Disadvantaged students need improvement in Reading and Math. 85% AYP criteria met. 2008-2009 Grade: A, Reading mastery 81%, Math mastery 75%, Science mastery 47% Writing mastery 93%, SWD did not make did not in Reading or Math. 97% AYP criteria met.</p> <p>2007-2008: Grade: A, Reading Mastery 77%, Math Mastery 71%, Science mastery 43%, Writing 94%. 93% AYP criteria met. BLACK students in this school need improvement in Reading. BLACK students in this school need improvement in Math. 2006-2007 Grade: B Reading mastery 77%, Math mastery 68%, Science mastery 52%, Writing mastery 76%, 85% AYP criteria met. BLACK, STUDENTS WITH DISABILITIES need improvement in Reading, BLACK, ECONOMICALLY DISADVANTAGED, STUDENTS WITH DISABILITIES need improvement in Math.</p>
Reading/LA, Math, Science, Social Studies	Christina Kennelly	BA in Elem. Ed. K-6	5		<p>2011-2012 Grade A. 60% satisfactory or higher in reading, 58% satisfactory or higher in math, 82% satisfactory or higher in writing, 41% satisfactory or higher in Science. Black and economically disadvantaged students need improvement in reading and math. 2010-2011 Grade: B, Reading mastery 79%, Math mastery 66%, Science mastery 45% , Writing mastery 92%. Black students need improvement in Reading. Black Students need improvement in Math. Economically Disadvantaged students need improvement in Reading and Math. 79% AYP criteria met. Bunnell Elem. 2009-2010 Grade: B, Reading mastery 78%, Math mastery 70%, Science mastery 51% , Writing mastery 89%. Black students need improvement in Reading. Black Students need improvement in Math. Economically Disadvantaged students need improvement in Reading and Math. 85% AYP criteria met. 2008-2009 Grade: A, Reading mastery 81%, Math mastery 75%, Science mastery 47% Writing mastery 93%, SWD did not make did not in Reading or Math. 97% AYP criteria met.</p> <p>2007-2008: Grade: A, Reading Mastery 77%, Math Mastery 71%, Science mastery 43%, Writing 94%. 93% AYP criteria met. BLACK students in this school need improvement in Reading. BLACK students in this school need improvement in Math. 2006-2007 Grade: B Reading mastery 77%, Math mastery 68%, Science mastery 52%, Writing mastery 76%, 85% AYP criteria met. BLACK, STUDENTS WITH DISABILITIES need improvement in Reading, BLACK, ECONOMICALLY DISADVANTAGED, STUDENTS WITH DISABILITIES need improvement in Math.</p>
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Reading/LA, Math, Science, Social Studies	Marlene Vasquez	BA Elem.Ed. Masters in Ed. Leadership ESOL Educational Media Specialist	4	4	improvement in Math. Economically Disadvantaged students need improvement in Reading and Math. 79% AYP criteria met. Bunnell Elem. 2009-2010 Grade: B, Reading mastery 78%, Math mastery 70%, Science mastery 51% , Writing mastery 89%. Black students need improvement in Reading. Black Students need improvement in Math. Economically Disadvantaged students need improvement in Reading and Math. 85% AYP criteria met.2008-2009 Grade: A, Reading mastery 81%, Math mastery 75%, Science mastery 47%Writing mastery 93%, SWD did not make did not in Reading or Math. 97% AYP criteria met. 2007-2008: Grade: A, Reading Mastery 77%, Math Mastery 71%, Science mastery 43%, Writing 94%. 93% AYP criteria met. BLACK students in this school need improvement in Reading. BLACK students in this school need improvement in Math.
Reading/LA, Math, Science, Social Studies	Cathy Thomas	BA Elem Ed K-6 Masters in Ed. Leadership ESE K-12 School Principal K-12	2	1	2011-2012 Grade A. 60% satisfactory or higher in reading, 58% satisfactory or higher in math, 82% satisfactory or higher in writing, 41% satisfactory or higher in Science. Black and economically disadvantaged students need improvement in reading and math. 2010-2011 Grade: B, Reading mastery 79%, Math mastery 66%, Science mastery 45% , Writing mastery 92%. Black students need improvement in Reading. Black Students need improvement in Math. Economically Disadvantaged students need improvement in Reading and Math. 79% AYP criteria met.

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	Regular meetings of new teachers with Principal, Teachers	Principal	On-going	
2	Regular meetings with curriculum APs	Assistant Principals	On-going	
3	Recruitment at Job Fairs and Colleges and Universities	Human Resources Department.	Throughout the year	
4	Soliciting referrals from current employees	Principal	On-going	
5	School Based Mentor program	Guidance Counselors, Mentor teachers	On-going	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Instructional Staff Teaching out of Field AND receiving less than effective - 0 Paraprofessionals Teaching out of Field AND receiving less than effective - 0	Should someone fall into this category, the following practices are in place: -Teachers Teaching Teachers Trainings (offered regularly) -Academic Coaches at each grade level to assist teachers -Three walk-throughs done by administration

for each teacher before December and feedback sent to them

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
79	3.8%(3)	12.7%(10)	39.2%(31)	44.3%(35)	38.0%(30)	100.0%(79)	10.1%(8)	2.5%(2)	46.8%(37)

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
Jamie Lambert	Micah Spruill Molly Young Mariah Proctor	Ms. Spruill is a fifth year teacher. Mrs. Young is a third year teacher. Mrs. Proctor is new to Flagler County, but has 11 years of experience. Mrs. Lambert is a veteran teacher, has been trained as a mentor teacher, and works with the same grade level. Her students have made tremendous growth in both reading and math.	-District new teacher orientations and support sessions -Study groups with reading coaches -Professional Development Plan activities with grade level team -Model lessons conducted by academic coaches -Weekly grade level meetings to plan collaboratively and analyze student data -Monthly progress monitoring meetings to analyze student data for at-risk students
Tom Westly	Doug Glasco	Mr. Glasco is a first year teacher at BES. Mr. Westly is in the same grade level. His students have made growth in both reading and math.	-District and school-based new teacher orientations and support sessions -Study groups with reading coaches -Professional Development Plan activities with grade level team -Model lessons conducted by academic coaches -Weekly grade level meetings to plan collaboratively and analyze student data -Monthly progress monitoring meetings to analyze student data for at-risk students
Donna Lightsey	Leslie Wedgeworth	Ms. Wedgeworth is a second year teacher. Mrs. Lightsey has been trained as a mentor teacher and is in the same grade level. Her students have made tremendous growth in	-District new teacher orientations and support sessions -Study groups with reading coaches -Professional Development Plan activities with grade level team -Model lessons conducted by academic coaches -Weekly grade level meetings to plan collaboratively and analyze student data -Monthly progress

		both reading and math.	monitoring meetings to analyze student data for at-risk students
Marlene Vazquez	Samantha Tupper	Mrs. Tupper is a first year teacher at BES, but has 5 years of teaching experience. Mrs. Vazquez has been trained as a mentor teacher and works with the same grade level.	-District new teacher orientations and support sessions -Study groups with reading coaches -Professional Development Plan activities with grade level team -Model lessons conducted by academic coaches -Weekly grade level meetings to plan collaboratively and analyze student data -Monthly progress monitoring meetings to analyze student data for at-risk students
Danija Groves	Cynthia Smith	Ms. Smith is a first year teacher in a self-contained ESE class. Mrs. Groves also works with ESE self-contained students. Her students have made growth in both reading and math.	-District new teacher orientations and support sessions -Study groups with reading coaches -Professional Development Plan activities with grade level team -Model lessons conducted by academic coaches -Weekly grade level meetings to plan collaboratively and analyze student data -Monthly progress monitoring meetings to analyze student data for at-risk students
Janine Killmer	Laura Peace	Ms. Peace is a second year teacher working with Inclusion Students in grades 3-4. Mrs. Killmer is also an ESE teacher working with Inclusion Students. Her students have made growth in both reading and math.	-District new teacher orientations and support sessions -Study groups with reading coaches -Professional Development Plan activities with grade level team -Model lessons conducted by academic coaches -Weekly grade level meetings to plan collaboratively and analyze student data -Monthly progress monitoring meetings to analyze student data for at-risk students
Lindsey Pritt	Ebonia Newmon	Ms. Newmon is a second year teacher working with fourth grade students. Mrs. Pritt also works with fourth grade students. Her students have made tremendous growth in both reading and math.	-District new teacher orientations and support sessions -Study groups with reading coaches -Professional Development Plan activities with grade level team -Model lessons conducted by academic coaches -Weekly grade level meetings to plan collaboratively and analyze student data -Monthly progress monitoring meetings to analyze student data for at-risk students

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 :

The Title I coordinator met with all of the schools that will be served under Title I, Part A and discussed the results of their Comprehensive Needs School Assessment. Title I professional development will be supplemental to district offerings and specific to the needs of the Title I schools. Title I teachers are included in any district offerings under Titles II A, II B, III, and IV for professional development activities. All Title I teachers previously received FRI training and updated FRI offerings. Needs for professional development for highly qualified requirements are reviewed by the curriculum department at curriculum meetings.

Parent Involvement activities are developed in collaboration with Title III requirements and IDEA requirements so that Title I, ELL and ESE parents have more opportunities for workshops and collaborative involvement. A minimum of five parent involvement activities were held by Title I. Parent trainings will provide math and reading make and take workshops such as Families Building Better Readers and MAPPS (Math and Parent partnerships). Title I and Title II will allow for the training to support these programs. Parents are asked to give input into the Title I program at any of the parent meetings as well as through a survey included in the Title I newsletter. The newsletter is sent home and is available online. Youth at risk and/ or economically disadvantaged in an elementary school served by Title I would have services available to them through the Title I funding. Title I also funds .50 of a District Curriculum Specialist position and .50 for a District Assessment Coordinator to work with and provide reading professional development for the Reading Coaches, classroom teachers and ESE teachers. The District Curriculum Specialist also works with individual schools on data disaggregation, prescriptive and programmatic planning, and fidelity of implementation of the K-12 reading plan. This position also supports data disaggregation and intervention for Response to Intervention.

Title I, Part C- Migrant

Title I, Part C- Migrant:

Flagler's migrant students are served through Alachua County with multiple counties participating. Students not served through that multi-county grant could receive some set aside from Title I. There is access to Full Service Schools for health and counseling issues. Our representative from the multi-county grant visits families and communicates with the Title I staff to resolve issues for students who do not have the necessary school supplies. Students who are considered migrant can access tutoring services through the Alachua County Migrant staff and through other sources available from the district.

Title I, Part D

Title I, Part D:

Title II, Part D, technology works collaboratively with the Title II, Part A program to bring the newest technology and training to the teachers and students in the district. This grant was not re-funded.

Title II

Title II:

Title I teachers are included in any district offerings under Titles II A, II B, III, and IV for professional development activities. Title II, Part D, technology works collaboratively with the Title II, Part A program to bring the newest technology and training to the teachers and the students in the district. Title I teachers will continue to receive training supplemental to district initiatives in Learning Focused Strategies. The Safe and Drug Free Schools grant, Title IV, will work collaboratively with grants written by the Flagler County Sheriff's Department and the Title II, Part A grant for professional development which includes Title I Schools and Title I teachers. Additional programs are provided by the Flagler Youth Coalition who partners with the district to provide additional programs to reduce substance abuse and the use of alcohol. Parent Involvement will be encouraged through the Title II, Title I and the Title IV dollars. Title II also funds .50 of a District Curriculum Specialist position to work with and provide reading professional development for the Reading Coaches, classroom teachers and ESE teachers. The District Curriculum Specialist also works with individual schools on data disaggregation, prescriptive and programmatic planning, and fidelity of implementation of the K-12 reading plan. This position also supports data disaggregation and intervention for Response to Intervention.

Title III

Title III:

Title I teachers are included in any district offerings under Titles II A, II B, III, and IV for professional development activities.

Parent Involvement activities are developed in collaboration with Title III requirements and IDEA requirements so that Title I, ESOL and ESE parents have more opportunities for workshops and collaborative involvement. A minimum of five parent involvement activities were held by Title I. Parent workshops will provide math and reading make and take workshops. Parents are asked to give input into the Title I program at any of the parent meetings as well as through a survey included in the Title I newsletter. The newsletter was put on line for the first time this year. ELL and Immigrant students will be served through the Title III dollars and the grant for Newly Arrived Students and also Title I if attending a Title I school. Parent involvement will be encouraged through the Title III, Title I and the Title IV dollars. Title III also funds .50 of a District Curriculum Specialist position to work with and provide reading professional development for the Reading Coaches, ELL classroom teachers and ESE teachers. The District Curriculum Specialist also works with individual schools on data disaggregation, prescriptive and programmatic planning, and fidelity of implementation of the K-12 reading plan. This position also supports data disaggregation and intervention for Response to Intervention.

Title III A- The grant focuses on language instruction and language acquisition for limited English proficient students.

Title X- Homeless

Title X- Homeless

Flagler County is a sub-grant recipient of Title X. The funding from these grants pays 20% of the salary and travel for the Homeless/Parent Specialist who will work closely with the Title I Coordinator. All schools will be monitored by the Title I Homeless/Parent Specialist to be sure the needs of all homeless students are met. The Title I Coordinator meets with each Title I school on a monthly basis. During those meetings the homeless student counts are discussed. Academic needs and attendance issues are discussed for individual students who may require additional services. Appropriate contacts are made to be sure that homeless student needs are met. There may be a need for additional academic assistance, school materials, health needs or transportation issues. In such cases the Homeless/Parent Specialist is contacted and a referral is made to request the liaison to follow up on the needs. The Homeless/Parent Specialist makes visits to homeless families when the school requests a home visit or when a new homeless student registers and the family needs assistance in obtaining missing documents such as birth certificates, immunizations, and school physical forms. The Homeless Parent Specialist will build trust relationships with homeless students and families. The Homeless Parent Specialist will provide case management to unaccompanied 7th-12th grade homeless youth and make referrals for community agencies and services. This grant provides some monies for tutoring at risk homeless students.

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction (SAI)

Florida Statute Chapter 2009-59, Section 1007.2d, Subsection (12) is added to section (12) (a) (6) CATEGORICAL FUNDS (b) If a district school board finds and declares in a resolution adopted at a regular meeting of the school board that the funds received for any of the following categorical appropriations are urgently needed to maintain school board specified academic classroom instruction, the school board may consider and approve an amendment to the school district operating budget transferring the identified amount of the categorical funds to the appropriate account for expenditure:

Violence Prevention Programs

Violence Prevention Programs

The Safe and Drug Free Schools grant, Title IV, will work collaboratively with grants written by the Flagler County Sheriff's Department and the Title II, Part A grant for professional development which includes Title I Schools and Title I teachers. Additional programs are provided by the Flagler Youth Coalition who partners with the district to provide additional programs to reduce substance abuse and the use of alcohol. Parent Involvement will be encouraged through the Title II, Title I and the Title IV dollars.

Nutrition Programs

Housing Programs

Head Start

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.

Toneshia Lawson- School Psychologist
Randi Fasnacht- Guidance
Carmen Haskins- Guidance
Sue Bickings- Guidance
Christy Kennelly - Academic Coach/Title I (RtI)
Becky Ellis- Reading Coach
Marlene Vasquez- Academic Coach/Title I (ELL)
Cathy Thomas-Academic Coach/Title I (Math)
Jamie Lambert- Academic Coach/Title I (Writing)
Heidi Blanchard- AP
Ester Jackson- AP
Richard Dupont-Principal
Classroom Teacher(s)

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 engine that powers any school-wide Response to Intervention Program is the RtI Targeted Problem Solving Team (TPST). This group of school professionals meets with referring teachers to assist them in identifying their central concerns about struggling students and to design intervention plans to help those students achieve success. Targeted Problem Solving Teams may include but are not limited to: administration, guidance counselors, reading coaches, intervention specialist, ELL instructors, behavior specialists, staffing specialists, Title I instructors, speech & language pathologists, school psychologists, and classroom teachers. Individual schools will structure the assignment of responsibilities not designated to specific personnel based on the expertise and talents of their team members. Targeted Problem Solving Teams are fluid by nature. The members involved in various meetings will vary dependent upon the needs of the students being addressed at each scheduled meeting. While each TPST will be tailored to match school needs there are essential core principles that are critical to its success and should not be changed. These core elements include:
Diverse representation. The TPST is composed of a mix of educational staff, including teachers. Teams whose membership is truly multidisciplinary possess the breadth of experience and professional skills to find superior solutions for behaviorally challenging or difficult-to-teach children. Also, having classroom instructors on the TPST increases its credibility with referring teachers.

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

The RtI Leadership team members are also active leadership team and strategic planning team members. They help with all phases of development in the school improvement plan process. Collegiality. A philosophy must be prevalent that all members at the table provide equally valuable insight into the needs of the child.

Structured Problem-Solving. The TPST follows a structured format when analyzing possible reasons for a student's academic or behavioral difficulties and planning interventions. Adopting a structured problem-solving approach when exploring, defining, and prioritizing the referring teacher's concerns helps the team make efficient use of time and increases the probability that it will select the right interventions to meet the student's needs.

School Focus. The TPST team focuses its energies on helping the student in the school setting. Many students come from difficult circumstances, and may have factors in their medical background, family situation, home environment, or neighborhood that present potential barriers to school success. However, the TPST team realizes that it is not in a position to re-engineer the student's life outside of school. Instead, the team works to identify strategies that will benefit the student within the school environment.

Research-Based Interventions. The TPST recommends academic and behavioral strategies that have been researched and found to be effective in school settings. Schools have the responsibility to use scientifically validated intervention methods to prevent wasting time and effort, and to give students the best chance to be successful.

Parent Involvement. Parents are kept informed of TPST meetings and are welcomed as full participants. Parents bring unique and valuable information about their child to the TPST.

PERSONNEL RESPONSIBILITIES POSSIBLE ROLES

Administration

Sets vision for problem solving process

Responsible for allocation of resources

Supports program evaluation

Monitors staff support/climate

Facilitates review of fidelity of implementation

School leader

Guidance Counselor

Assist administration and staff to understand the familial, cultural and community components of students' response to instruction, learning and academic success.

As determined by school site, may collaborate with teachers to track documentation and schedule students for TPST meetings

Coordinator

Facilitator

Reading Coach

Help to select, design, implement, and interpret whole school screening programs and dynamic assessments.

Participate in the design and delivery of professional development.

Support colleagues through mentoring and close collaboration to provide consistency in reinforcing skills.

Provide expertise on appropriate interventions for identified needs.

Facilitator

Data Analysis

Personnel Providing Information or Expertise

Support colleagues through mentoring and side by side coaching

Behavior specialists

Conduct Functional Behavior Assessments

Support the TPST in development of individual Behavior Intervention Plans when needed as determined by the Case Manager. (As noted in the behavior section of the manual, this will most often occur when the BIP developed at the beginning of Tier 2 is not producing desired results and an adapted behavior plan is being developed at Tier 2)

Observe students in the instructional environment in order to help identify appropriate intervention strategies, to identify barriers to intervention, and to collect response to intervention data. This may occur at tier 3 if the situation warrants the expertise of the behavior specialists, or at an earlier point if deemed necessary by the Case Manager.

Data Analysis

Personnel Providing Information or Exp

School psychologists

Provide consistent guidance, monitoring of procedural compliance, and overview of a student's progress throughout the RtI process. To include:

determining when appropriate to bring in the behavior specialists to provide expertise on determining appropriate interventions for a student.

Determining that TPST decisions are adequately supported by data

Engage in ongoing consultation regarding implementation issues as well as individual student needs.

Identify team training needs and provide, or help the team obtain, relevant training (including training in applying progress monitoring procedures to decision-making).

Assist staff in interpreting data as part of the ongoing decision-making process.

Observe students in the instructional environment in order to help identify appropriate intervention strategies, to identify barriers to intervention, and to collect response to intervention data.

Evaluate the student's relevant academic, behavioral, and mental health functioning.

Provide small group tier 2 intervention for behavior on a schedule to be determined by the district office.

*Case Manager

Staffing specialists

Monitor components for compliance after receipt of consent for evaluation

*Facilitate eligibility for ESE services

*Facilitate process for ESE staffing

Speech/Language Pathologists

Conduct Language screening at the beginning of Tier 2 (for referrals related to reading)

Explain the role that language plays in curriculum, assessment, and instruction.

Assist general education teachers with universal screening

Provide expertise in language, its disorders, and treatment.

Consult and collaborate with teachers to meet the needs of students in initial RtI tiers with a specific focus on the relevant language underpinnings of learning and fluency.

Interpret screening and progress assessment results to staff and families.

*Data Analysis

*Personnel Providing Information or Expertise

Intervention Specialist/Title I/ELL Instructors

Provide push-in and/or pull-out intervention for students

Provide expertise on appropriate interventions for identified needs

Serve as a resource and support for the classroom teacher

*Data Analysis

*Personnel Providing Information or Expertise

Classroom Teachers

Identify, implement, document, and analyze evidence-based academic and behavioral interventions.

Differentiate instruction for a diverse classroom.

Engage in ongoing collaboration to address small group and individual student needs.

Collaborate with other school personnel in data collection and analysis.

Collect data within the instructional environment in order to help identify appropriate intervention and to collect response to intervention data.

*Data Analysis

*Personnel Providing Information or Expertise

Parent

Collaborative member of the RtI team

Provide relevant home/community information

Provides relevant medical/social information

Accesses appropriate community resources

Collaborates with school personnel in implementing interventions

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.

Teachers will import data from the online grade book and other data sources into excel. The District has created templates that will graph excel data using trend lines to summarize on-going data. We will also have the Performance Matters system available to track Baseline assessments in Reading/Math/Science 3 times a year. This data can be tracked at the class, grade, school, and district levels.

Describe the plan to train staff on MTSS.

Teachers will meet in monthly team meetings with the RtI Specialist to review student data and instructional plans. The RtI Specialist will provide on-going support in the classroom while the RtI Leadership team will support RtI training needs.

Describe the plan to support MTSS.

An academic coach/RtI contact at each grade level will assist teachers with strategies to help students. Weekly meetings with grade levels will focus on best practices as well as strategies for small group instruction. Monthly progress monitoring meetings will be held with teachers to review student data and adjust plans/instruction as necessary.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The LLT at Bunnell Elementary School will be co-chaired by Becky Ellis and Michelle Mantell. The team will be comprised of the following people:
(email addresses are last name, first initial, @flaglerschools.com and phone contact is 386-437-7533)
Becky Ellis-Reading Coach
Michelle Mantell-Media Specialist
Jennifer Hamer-3rd Grade teacher
Kevin Brunelle-5th Grade teacher
Ruby Brudey-Kindergarten teacher
Lynnette Albertson-Kindergarten teacher
Shannon Read-Kindergarten teacher
Penny Hanks-Pre-K teacher
Jennifer Colindres-6th Grade teacher
Cathy Thomas-Academic coach
Laura Peace-ESE Inclusion teacher

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

The team will meet once per month, on the 2nd Thursday of each month. The LLT will meet in the Media Center, at 3:30 p.m. The role as a Literacy Team is to promote literacy in the school. The function of the team will be to come together and plan events for both parents and students. The role is to plan events that bring our families into the school for events that provide ideas, support and materials that can be used with their children at home. In addition, our role is to plan programs and events that motivate students to read.

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

- SRI Reading Counts Recognition Program-Kick off in October
- Pizza Hut Book-It (K-6 promotes reading)-On-going
- Book of the Month-Ongoing
- Read for the Record (Ladybug girl and the Bug Squad)-Oct. 4th, 2012
- Families Building Better Readers (Night event for parents)
- Literacy Week-Jan. 21-25, 2013
- Read Across America-1st week of March
- Bingo for Books-March
- Sunshine State Young Reader's Award Program (3rd-6th grade) Ongoing..ends in March
- Battle of the Books (school event)-February
- Florida Reading Association Children's Book Award (Kg.-2nd grade)-Ongoing...ends in April
- World Book Night-April
- Friends of the Library

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 9/4/2012)

*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.

Flagler County is represented on the Flagler-Volusia Early Learning Coalition. The Early Learning Coalition provides training for the private providers VPK programs in the county as well as our Adult Education VPK Program. The Coalition and the Adult Education VPK Program have collaborated on pilot programs to screen students for readiness to enter K school programs.

We use the Child Find Specialist from the Florida Diagnostic Learning Resource System (FDLRS) to identify Pre-K ESE students. We provide services to students as young as 3. Currently we service 86 students in 8 self-contained units. On-going

assessments are provided and learning objectives have been established. Annual reviews are held as IEP annuals. Speech students are served as well beginning at age 3 although not all these students are enrolled in our self-contained classes.

Flagler County Schools have an outstanding relationship with local private preschool providers and Head Start. We have a representative on the Flagler/Volusia County Early Learning Coalition. Bunnell Elementary, in conjunction with Flagler County Adult Education, offers a voluntary Pre-K program during the school year. Flagler County Schools also offers a Pre-K extended school year program.

Registration for Kindergarten is promoted at the local day care providers and Head Start to ensure early registration and provide information.

Readiness is assessed and monitored in a number of ways. Each Kindergarten student is given the FLKRS and the FAIR at the start of the school year. We assess our Kindergarten students two more times during the year to assess personal academic growth using FAIR. This data is then collected and disaggregated to adjust teaching strategies to meet the individual child's needs. In addition, curriculum based assessments are utilized in reading and math.

This year, Bunnell Elementary in cooperation with Adult Education's VPK program is offering a VPK class where kindergarten ready Pre-K ESE students participate in half a day VPK and half a day Pre-K ESE. This allows students to be more fully included with age appropriate peers while continuing to receive ESE support services.

*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.

Bunnell Elementary is a K-6 school. Our 6th grade classes have a 90 minute uninterrupted reading block five days per week where teachers utilize the Hartcourt reading series and are required to submit weekly electronic lesson plans for reading. Reading strategies are not only taught during this instructional time, but also integrated into other areas of study. Teachers meet for regular (monthly) progress monitoring meetings with academic coaches and administration. During these meetings, student data is analyzed and the coaches provide assistance as needed (model lessons, materials, observations, etc...). Weekly grade level meetings are also held where teachers and coaches focus on best practices and look at student samples, lesson plans, and data.

*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?

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?

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:	The percentage of students who scored proficient (Level 3 and higher) in reading increased by 4% percentage points (33% in 10-11 to 37% in 11-12). Bunnell Elementary will increase the number of students scoring at Level 3 or higher by 3%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (229 students)	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	An increase in the number of economically disadvantaged students.	Student progress will be monitored using FAIR data, Harcourt Reading Assessments, District Weekly focus assessments, and Performance Matters Assessments. BES will increase the number of students that take advantage of SES tutoring through Title I. Based on data, identified students will receive intervention in the form of iii groups, as well as Tier 2 and 3 groups.	Reading Coach, administration, and guidance counselors	Teachers will bring data on each of their students to the monthly progress monitoring meetings to review. Specific student needs will be identified and monitored through RtI tracking, Progress Monitoring Plans, achievement data from previous years, and AYP cell information.	Counselors will track the number of students enrolled in SES tutoring and data will be collected and monitored. On-going progress monitoring implemented through grade level PLCs, RtI, monthly administrative progress monitoring meetings, and district fidelity checks.
2	Inconsistent use of higher order questions and extended thinking strategies.	Administration and academic coaches will perform regular classroom walk-throughs to monitor the Learning Focused implementation plan and use of extended thinking and higher order questions.	Administration and academic coaches	Lesson plans will be reviewed before and during walk-throughs and will be submitted to the school share drive.	Classroom walk-through logs will be used to monitor effective use of higher order questions and extended thinking strategies.
3	Lack of student interest in the current basal reading series.	Selected teachers at each grade level (3-6) have been trained to use the Junior Great Books program and will continue to implement this with students. This program focuses on higher level thinking/questions strategies and includes high interest literature for students. In addition, teachers will develop engaging and challenging	Administration, teachers, academic coaches	Student test scores will be monitored, as well as student interest during regular classroom visits by administration. Teacher will share data with admin during monthly progress monitoring meetings as well as weekly reflection meetings.	On-going progress monitoring implemented through grade level PLCs, RtI, monthly administrative progress monitoring meetings, and district fidelity checks.

		lessons that focus on the skill each week. These will be used in place of lessons from the basal that are not as engaging.			
4	Lack of student enthusiasm for and interest in reading.	Book of the Month program will be implemented. Teachers will be given a new "Book of the Month" to share with students during the first week of each month. Along with the book, there will be a focus on the strategy of the month. Teachers will be given resources to use with the book. We will also continue implementing our reading incentive program where students can earn "tags" to attach to a lanyard for various goals they meet in reading. A school-wide kick off will be held in September.	Administration, reading coach, literacy team, teachers	Data regarding student reading will be tracked throughout the year by our Reading Coach, as well as book check-out in our media center. Admin team/teachers will look at FCAT/GRADE data at the end of the year to determine whether or not increased reading affects achievement.	Test scores, book check out in media center, number of "tags" earned. Feedback from teachers/students regarding Book of the Month program.

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:	Students taking the alternate assessment will all score a level 4, 5, or 6.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% of students (2 students) scored a level 4, 5, or 6 in reading.	100% of students will score a level 4, 5, or 6 in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	No anticipated barriers				

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 students who scored above proficiency (Levels 4 or higher) decreased from 37% in 10-11 to 21% in 11-12. Bunnell Elementary will increase the number of students scoring at Level 4 or 5 by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (134 students)	24%

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	Inconsistent use of higher order questions and extended thinking strategies.	Administration and academic coaches will perform regular classroom walk-throughs to monitor the Learning Focused implementation plan and use of extended thinking and higher order questions.	Administration and academic coaches	Lesson plans will be reviewed before and during walk-throughs and will be submitted to the school share drive.	Classroom walk-through logs will be used to monitor effective use of higher order questions and extended thinking strategies.
2	Limited focus on higher achievers during progress monitoring meetings.	During regular progress monitoring meetings, teachers will be monitoring data on all students, not only struggling students.	Administration, academic coaches, teachers	Review of progress monitoring data with a focus on all students, including those in gifted and advanced classes.	Progress monitoring data, including FAIR and Harcourt Reading Assessments.
3	Lack of student enthusiasm for and interest in reading.	Book of the Month program will be implemented. Teachers will be given a new "Book of the Month" to share with students during the first week of each month. Along with the book, there will be a focus on the strategy of the month. Teachers will be given resources to use with the book. We will also be implementing a new reading incentive program where students can earn "tags" to attach to a lanyard for various goals they meet in reading. A school-wide kick off will be held in September.	Administration, reading coach, literacy team, teachers	Data regarding student reading will be tracked throughout the year by our Reading Coach, as well as book check-out in our media center. Admin team/teachers will look at FCAT/GRADE data at the end of the year to determine whether or not increased reading affects achievement.	Test scores, book check out in media center, number of "tags" earned. Feedback from teachers/students regarding Book of the Month program.
4	Lack of enrichment activities for higher performing students	Students scoring level 4 and 5 on previous years FCAT will be placed in enrichment groups (taught by academic coaches) during iii instruction time daily.	Administration, coaches, teachers	These students will be tracked to determine whether or not they maintained their level 4-5 status.	FCAT scores, classroom grades

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The percentage of students making learning gains increased from 67% in 10-11 to 72% in 11-12.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (450 students)	75%

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	An increase in the number of economically disadvantaged students.	Student progress will be monitored using FAIR data and Harcourt Reading Assessments. BES will increase the number of students that take advantage of SES tutoring through Title I. Based on data, identified students will receive intervention using the Catching Kids Up Learning Focused strategies. Strategies learned during the Ruby Payne training, "Framework for Understanding Poverty" will be reviewed regularly this year.	Reading Coach, administration, and guidance counselors	On-going progress monitoring implemented through grade level PLCs, RtI, quarterly administrative progress monitoring meetings, and district fidelity checks. Teachers will bring data on each of their students to the meetings to review.	Specific student needs will be identified and monitored through RtI tracking, Progress Monitoring Plans, achievement data from previous years, and AYP cell information. Counselors will track the number of students enrolled in SES tutoring and data will be collected and monitored. Focus will be on learning gains for individual students.
2	Inconsistent use of higher order questions and extended thinking strategies.	Administration and academic coaches will perform regular classroom walk-throughs to monitor the Learning Focused implementation plan and use of extended thinking and higher order questions.	Administration and academic coaches	Lesson plans will be reviewed before and during walk-throughs and will be submitted to the school share drive. .	Classroom walk-through logs will be used to monitor effective use of higher order questions and extended thinking strategies

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:	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
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:	The percentage of students in the lowest 25% that made learning gains in reading increased by 9 percentage points from 58% in 10-11 to 67% in 11-12. Bunnell Elementary will increase the number of students in the lowest 25% making learning gains by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (105 Students)	70%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student interest in the current basal reading series.	Selected teachers at each grade level (3-6) have been trained to use the Junior Great Books program and will implement this with students. This program focuses on higher level thinking/questions strategies and includes high interest literature for students.	Administration, teachers, academic coaches	Student test scores/student interest will be monitored during regular classroom visits by administration. Teachers will share data with admin during monthly progress monitoring meetings as well as weekly reflection meetings.	On-going progress monitoring implemented through grade level PLCs, RtI, monthly administrative progress monitoring meetings, and district fidelity checks.
2	An increase in the number of economically disadvantaged students.	Student progress will be monitored using FAIR data and Harcourt Reading Assessments. BES will increase the number of students that take advantage of SES tutoring through Title I. Based on data, identified students will receive intervention using the Catching Kids Up Learning Focused strategies. Staff has been trained using the Ruby Payne Framework for Understanding Poverty and will continue to implement these strategies.	Reading Coach, administration, and guidance counselors	Teachers will bring data on each of their students to the meetings to review. Specific student needs will be identified and monitored through RtI tracking, Progress Monitoring Plans, achievement data from previous years, and AYP cell information.	On-going progress monitoring implemented through grade level PLCs, RtI, quarterly administrative progress monitoring meetings, and district fidelity checks. Counselors will track the number of students enrolled in SES tutoring and data will be collected and monitored
3	Inconsistent use of higher order questions and extended thinking strategies.	Administration and academic coaches will perform regular classroom walk-throughs to monitor the Learning Focused implementation plan and use of extended thinking and higher order	Administration and academic coaches	Lesson plans will be reviewed before and during walk-throughs and will be submitted to the school share drive. .	Classroom walk-through logs will be used to monitor effective use of higher order questions and extended thinking strategies.

questions.

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 # The goal is to decrease the achievement gap between black and white subgroups by at least 50% by the year 2016-2017. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	26%	23%	20%	17%	13%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The student subgroup not making satisfactory progress (level 3 or higher) for the 11-12 school year in reading was Black Students. Bunnell Elementary School will decrease the percentage of students not making satisfactory progress in this subgroup by 20%
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% not making satisfactory progress (144 students)	52%

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	An increase in the number of economically disadvantaged students.	Student progress will be monitored using FAIR data and Harcourt Reading Assessments. BES will increase the number of students that take advantage of SES tutoring through Title I. Based on data, identified students will receive intervention using the Catching Kids Up Learning Focused strategies.	Reading Coach, administration, and guidance counselors	Teachers will bring data on each of their students to the meetings to review. Specific student needs will be identified and monitored through RtI tracking, Progress Monitoring Plans, achievement data from previous years, and AYP cell information. On-going progress monitoring implemented through grade level PLCs, RtI, quarterly administrative progress monitoring meetings, and district fidelity checks.	Counselors will track the number of students enrolled in SES tutoring and data will be collected and monitored. District fidelity checks.
2	Inconsistent use of higher order questions and extended thinking strategies.	Administration and academic coaches will perform regular classroom walk-throughs to monitor the Learning Focused implementation plan and use of extended thinking and higher order questions.	Administration and academic coaches	Lesson plans will be reviewed before and during walk-throughs and will be submitted to the school share drive. Classroom walk-through logs will be used to monitor effective use of higher order questions and extended thinking strategies	Classroom walk-through logs will be used to monitor effective use of higher order questions and extended thinking strategies
	Lack of student enthusiasm for and interest in reading.	Book of the Month program will be implemented. Teachers will be given a new "Book of the Month" to share	Administration, reading coach, literacy team, teachers	Data regarding student reading will be tracked throughout the year by our Reading Coach, as well as book check-out	Admin team/teachers will look at FCAT/GRADE data at the end of the

3		with students during the first week of each month. Along with the book, there will be a focus on the strategy of the month. Teachers will be given resources to use with the book. We will also be implementing a new reading incentive program where students can earn "tags" to attach to a lanyard for various goals they meet in reading. A school-wide kick off will be held in September.		in our media center.	year to determine whether or not increased reading affects achievement. Test scores, book check out in media center, number of "tags" earned. Feedback from teachers/students regarding Book of the Month program.
4	Students have not been tracked closely enough	Students in this subgroup will be discussed during regular monthly progress meetings. Mentors will be put in place when possible and regular communication with parents will be established. Student progress will be tracked by academic coaches.	admin, academic coaches, teachers	Student test scores, benchmark assessments, and classwork will be tracked and discussed regularly. Adjustments will be made as necessary.	Classwork, test scores, 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	n/a-not a large enough subgroup
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
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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	42% of students with disabilities are not making satisfactory progress in reading. BES will decrease this by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
42%	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	Inconsistent use of higher order questions and extended thinking strategies.	Administration and academic coaches will perform regular classroom walk-throughs to monitor the Learning Focused implementation plan and use of extended thinking and higher order questions.	Administration and academic coaches	Lesson plans will be reviewed before and during walk-throughs and will be submitted to the school share drive.	Classroom walk-through logs will be used to monitor effective use of higher order questions and extended thinking strategies.
2	Lack of student enthusiasm for and interest in reading. Admin team/teachers will look at FCAT/GRADE data at the end of the year to determine whether or not increased reading affects achievement.	Book of the Month program will be implemented. Teachers will be given a new "Book of the Month" to share with students during the first week of each month. Along with the book, there will be a focus on the strategy of the month. Teachers will be given resources to use with the book. We will also continue implementing our reading incentive program where students can earn "tags" to attach to a lanyard for various goals they meet in reading. A school-wide kick off will be held in September.	Administration, reading coach, literacy team, teachers	Data regarding student reading will be tracked throughout the year by our Reading Coach, as well as book check-out in our media center.	Test scores, book check out in media center, number of "tags" earned. Feedback from teachers/students regarding Book of the Month program.
3	Lack of small group instruction focusing in individual needs	Small group instruction daily for students, as well as iii groups regularly that will focus on students individual needs.	teachers, coaches, admin	Colored folders (depending on subject area) will be used to track student progress (student samples).	Teachers and coaches will meet monthly to discuss progress and adjust intervention strategies as necessary.

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Economically Disadvantaged Students -48% scored at or above Level 3. This number will be reduced by 8%
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (300 Students)	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
	An increase in the number of economically disadvantaged students.	Student progress will be monitored using FAIR data and Harcourt Reading Assessments. BES will increase the number of students that	Reading Coach, administration, and guidance counselors	Teachers will bring data on each of their students to the meetings to review. Specific student needs will be identified and monitored	Counselors will track the number of students enrolled in SES tutoring and data will be collected

1		take advantage of SES tutoring through Title I. Based on data, identified students will receive intervention using the Catching Kids Up Learning Focused strategies. Staff will all be trained in using the Ruby Payne Framework for Understanding Poverty.		through RtI tracking, Progress Monitoring Plans, achievement data from previous years, and AYP cell information. On-going progress monitoring implemented through grade level PLCs, RtI, quarterly administrative progress monitoring meetings, and district fidelity checks.	and monitored. District fidelity checks.
2	Inconsistent use of higher order questions and extended thinking strategies.	Administration and academic coaches will perform regular classroom walk-throughs to monitor the Learning Focused implementation plan and use of extended thinking and higher order questions. .	Administration and academic coaches	Lesson plans will be reviewed before and during walk-throughs and will be submitted to the school share drive.	Classroom walk-through logs will be used to monitor effective use of higher order questions and extended thinking strategies
3	Lack of student enthusiasm for and interest in reading.	Book of the Month program will be implemented. Teachers will be given a new "Book of the Month" to share with students during the first week of each month. Along with the book, there will be a focus on the strategy of the month. Teachers will be given resources to use with the book. We will also be implementing a new reading incentive program where students can earn "tags" to attach to a lanyard for various goals they meet in reading. A school-wide kick off will be held in September.	Administration, reading coach, literacy team, teachers	Data regarding student reading will be tracked throughout the year by our Reading Coach, as well as book check-out in our media center.	Admin team/teachers will look at FCAT/GRADE data at the end of the year to determine whether or not increased reading affects achievement. Test scores, book check out in media center, number of "tags" earned. Feedback from teachers/students regarding Book of the Month program.

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
Text Complexity	K-6	Academic Coaches	K-6 teachers	September 27th, 2012	Follow up discussions during monthly PLCs)	admin, academic coaches, teachers
Learning Focused-Vocabulary Instruction	K-6	Learning Focused Consultant	teachers k-6	September 28th, 2012	Lesson plans, discussions with teachers during monthly PLCs	admin, academic coaches, teachers
Learning Focused-Model Lessons (small group)	K-6	Learning Focused Consultant	K-6 teachers	December 2012	Lesson plans, observation of small groups during regular walk-through visits by administration	admin, academic coaches, teachers
Book Studies	K-6 (teachers who choose to attend)	academic coaches	Teachers K-6	November-May (on going regular meetings to discuss reading)	Lesson plans, discussions during meetings	academic coaches, teachers

Differentiated Instruction	K-6	Gibson Hasbrouck and Associates	teachers K-6	October 8th, 2012	Lesson plans, observation during regular walk-through visits conducted by administration	admin, academic coaches, teachers
Vertical Planning/Standards Review - Teachers will meet in groups, with at least one representative from each grade level in attendance. Standards and expectations will be reviewed/discussed and ways that each grade level can support the previous and next	K-6	admin, academic coaches	teachers K-6	January (Title I will provide substitutes for teachers)	Lesson plans, discussions with teachers at future PLCs	admin, academic coaches
Effective Lesson Planning (Learning Focused)	K-6	Learning Focused Consultant	Teachers K-6	September 27th, 2012	Lesson plans, regular monthly PLC meetings	admin, academic coaches, teachers

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Use of 'tags' as a reading incentive for students	Students earn the tags for meeting reading goals	PTO	\$1,000.00
Families Building Better Readers - Parent Night	1st and 2nd grade parents are given suggestions on how to help their children become better readers along with materials/resources	Title I	\$788.00
BINGO for Books	Families play BINGO with books as prizes. Tips for helping their children academically are shared with parents throughout the evening	Title I	\$1,500.00
Bikers Building Better Readers	Community members with motorcycles meet at various points in the county and students can come to those sites, see the motorcycles, and get free books	Title I	\$500.00
Kindergarten Night "What to Know B4 You Go"	This event is open to families that have children that will be entering Kindergarten in the fall. Parents/students rotate through centers completing activities and parents are given resources to use over the summer in preparation for Kindergarten	Title I	\$1,300.00
3rd Grade FCAT Parent Night	Parents are given information regarding 3rd grade standards and assessments-question and answer session	Title I	\$150.00
Author Visit	A well-known children's author will visit the school and speak to students about the writing process	Title I	\$3,500.00
Book of the Month	Each classroom will be given a copy of the "Book of the Month" which will focus on character traits. Teachers will also be given lessons to teach using the book.	Title I	\$5,625.00

Subtotal: \$14,363.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Reading A-Z	Teachers use leveled text from this online source to meet the needs of varied levels of student readers	grade level accounts	\$300.00
			Subtotal: \$300.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Vertical Planning	Vertical Planning (subs for teachers to meet)	Title I	\$3,600.00
Text Complexity	Text Complexity	Title I	\$1,000.00
Learning Focused-Vocabulary Instruction	Vocabulary Instruction	Title I	\$3,000.00
Learning Focused- Lesson Planning	Lesson Planning Support	Title I	\$3,000.00
Learning Focused- Model Lessons	Model lessons for teachers (small group)	Title I	\$9,000.00
Book Studies	Study groups for teachers	Title I	\$800.00
Differentiated Instruction (Vicki Gibson)	Training for teachers on how to differentiate for students	Title I	\$3,000.00
Teachers Teaching Teachers	Ongoing workshops for teachers	Title I	\$1,500.00
Data Day	Half day sessions for teachers to discuss student progress and recommendations for the following school year (done in May)	Title I	\$3,600.00
			Subtotal: \$28,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Grand Total: \$43,163.00			

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.		62% of students will score proficient in listening/speaking.			
CELLA Goal # 1:					
2012 Current Percent of Students Proficient in listening/speaking:					
Currently, 58% of our ELL students scored proficient in listening/speaking on the 2012 CELLA assessment.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of ELL materials within our prescribed series. Teachers will need to utilize resources and strategies found elsewhere in order to	To provide full immersion in the English language yet provide support with additional resources to help our ELL students grasp the English language.	Classroom Teachers and the ESOL Contact for the school, Marlene Vazquez.	We monitor the progress of our ELL students through our progress monitoring of the student's ISP (individual student plan). We ensure that	CELLA along with classroom grades

1	reach their ELL students.	Teachers will use strategies that are researched-based and bridge the learning of students while learning the English language. Students will have access to the language acquisition software, Rosetta Stone to further cement their use of the English Language.	our ELL students are making adequate progress on their ISP by meeting with the teachers. We also hold ELL committee meetings when necessary to discuss different approaches to instruction of ELL students.
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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:	46% of students will score proficient in reading.
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2012 Current Percent of Students Proficient in reading:

Currently, 42% of our ELL students scored proficient in reading on the 2012 CELLA assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	I believe the anticipated barriers would be the lack of ELL materials within our prescribed series. Teachers will need to utilize resources and strategies found elsewhere in order to reach their ELL students.	Our strategy is to provide full immersion in the English language yet provide support with additional resources to help our ELL students grasp the English language. Teachers will use strategies that are researched-based and bridge the learning of students while learning the English language. Students will have access to the language acquisition software, Rosetta Stone to further cement their use of the English Language.	Classroom Teachers and the ESOL Contact for the school, Marlene Vazquez.	We monitor the progress of our ELL students through our progress monitoring of the student's ISP (individual student plan). We ensure that our ELL students are making adequate progress on their ISP by meeting with the teachers. We also hold ELL committee meetings when necessary to discuss different approaches to instruction of ELL students.	CELLA along with classroom grades.

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

3. Students scoring proficient in writing. CELLA Goal #3:	50% of students will score proficient in writing.
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2012 Current Percent of Students Proficient in writing:

Currently, 46% of our ELL students scored proficient in writing on the 2012 CELLA assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	I believe the anticipated barriers would be the lack of ELL materials within our prescribed series. Teachers will need to utilize resources and strategies found elsewhere in order to reach their ELL students.	Our strategy is to provide full immersion in the English language yet provide support with additional resources to help our ELL students grasp the English language. Teachers will use strategies that are researched-based and bridge the learning of students while learning the English language. Students will have access to the language acquisition software, Rosetta Stone to further cement their use of the English Language.	Classroom Teachers and the ESOL Contact for the school, Marlene Vazquez.	We monitor the progress of our ELL students through our progress monitoring of the student's ISP (individual student plan). We ensure that our ELL students are making adequate progress on their ISP by meeting with the teachers. We also hold ELL committee meetings when necessary to discuss different approaches to instruction of ELL students.	CELLA along with classroom grades.

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
ELL Parent Night	Parents/families attend an event where information is shared with families on how to better help their children in school. Foods from various countries are shared.	Title I	\$100.00
			Subtotal: \$100.00
			Grand Total: \$100.00

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The percentage of students that scored a level 3 in math was 28%. For BES Elementary School that is 192 students
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% of students achieved Proficiency (FCAT Level 3) in mathematics.	40% of students will achieve proficiency (FCAT level 3) in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	An increase in the number of economically disadvantaged students.	Student progress will be monitored using FAIR data, Harcourt Reading Assessments, District Weekly focus assessments, and Performance Matters Assessments. BES will increase the number of students that take advantage of SES tutoring through Title I. Based on data, identified students will receive intervention in the form of iii groups, as well as Tier 2 and 3 groups.	Reading Coach, administration, and guidance counselors	Teachers will bring data on each of their students to the monthly progress monitoring meetings to review. Specific student needs will be identified and monitored through RTI tracking, Progress Monitoring Plans, achievement data from previous years, and AYP cell information.	Counselors will track the number of students enrolled in SES tutoring and data will be collected and monitored. On-going progress monitoring implemented through grade level PLCs, RtI, monthly administrative progress monitoring meetings, and district fidelity checks.
2	Teacher understanding of the NGSSS	Sherry Colarusso will work with teachers to develop a better understanding of the NGSSS and how to effectively teach these standards to their students	Sherry Colarusso	Walk-throughs, lesson plan review, discussions during PLCs regarding the NGSSS	FCAT learning gains, Performance Matters assessments, weekly classroom assessments
3	Loss of focus on progress monitoring and individual student achievement.	Regular (monthly) progress monitoring meetings will be held with all grade level teachers to determine progress of students. Academic coaches will also collect assessment data from teachers and meet with teachers to discuss. This data will drive future instruction.	Administration, academic coaches, teachers	Increase in student achievement as well as identification of students in need of intervention.	FCAT, District implemented progress monitoring with Performance Matters, Scholastic math Inventory, weekly classroom assessments
4	Inconsistent use of using data to drive instruction in math.	The math coach will work with a cohort of teachers who will utilize the Pearson SuccessNet program. This program allows students to take their assessments online and the breaks down the	Math Coach, teachers, admin	The progress of the students in these classes will be monitored by the math coach and on-going discussions with teachers as to the effectiveness of the program.	FCAT, District implemented progress monitoring with Performance Matters, Scholastic math Inventory, weekly

		results for the teacher. Teachers will meet regularly with the math coach to discuss results and plan instruction based on the results.			classroom assessments
5	Inconsistent use of higher order questions and extended thinking strategies.	Administration and academic coaches will perform regular classroom walk-throughs to monitor the Learning Focused implementation plan and use of extended thinking and higher order questions.	Administration and academic coaches	Lesson plans will be reviewed before and during walk-throughs and will be submitted to the school share drive.	Classroom walk-through logs will be used to monitor effective use of higher order questions and extended thinking strategies.

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:	All students will score at a level 4, 5, or 6 in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (1 student) scored a level 4, 5, or 6 on the FAA in mathematics.	100% will score a level 4, 5, or 6 on the FAA in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	No anticipated barriers				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal # 2a:	The percentage of student who scored a level 4/5 in math was 31%. This was a decrease of 3 percentage points from the previous year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% of the students achieved above proficiency (FCAT level 4-5) in math (208 students)	40% of students will score above proficiency (FCAT levels 4-5) in math (272 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
1	Inconsistent use of higher order questions and extended thinking strategies.	Administration and academic coaches will perform regular classroom walk-throughs to monitor the Learning Focused implementation plan and use of extended thinking and higher order questions.	Administration and academic coaches	Lesson plans will be reviewed before and during walk-throughs and will be submitted to the school share drive.	Classroom walk-through logs will be used to monitor effective use of higher order questions and extended thinking strategies.

2	Inconsistent use of using data to drive instruction in math.	The math coach will work with a cohort of teachers who will utilize the Pearson SuccessNet program. This program allows students to take their assessments online and the breaks down the results for the teacher. Teachers will meet regularly with the math coach to discuss results and plan instruction based on the results.	Math Coach, teachers, admin	The progress of the students in these classes will be monitored by the math coach and on-going discussions with teachers as to the effectiveness of the program.	FCAT, District implemented progress monitoring with Performance Matters, Scholastic math Inventory, weekly classroom assessments
3	An increase in the number of economically disadvantaged students.	Student progress will be monitored using FAIR data, Harcourt Reading Assessments, Performance Matters Assessments, and Pearson Assessments. BES will increase the number of students that take advantage of SES tutoring through Title I. Based on data, identified students will receive intervention using the Catching Kids Up Learning Focused strategies.	Reading Coach, administration, and guidance counselors	Teachers will bring data on each of their students to the monthly progress monitoring meetings to review. Specific student needs will be identified and monitored through RTI tracking, Progress Monitoring Plans, achievement data from previous years, and AYP cell information.	Counselors will track the number of students enrolled in SES tutoring and data will be collected and monitored. On-going progress monitoring implemented through grade level PLCs, RtI, monthly administrative progress monitoring meetings, and district fidelity checks.

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:	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
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:	We will meet or exceed the amount of students that who made learning gains in math (79% or 494 students).
2012 Current Level of Performance:	2013 Expected Level of Performance:

79% made learning gains in math			83% or higher will make learning gains in math.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Loss of focus on progress monitoring and individual student achievement.	Academic coaches will also collect assessment data from teachers and meet with teachers to discuss. This data will drive future instruction.	Administration, academic coaches, teachers	Increase in student achievement as well as identification of students in need of intervention.	FCAT, District implemented progress monitoring with Performance Matters, Scholastic math Inventory, weekly classroom assessments
2	Inconsistent use of higher order questions and extended thinking strategies.	Administration and academic coaches will perform regular classroom walk-throughs to monitor the Learning Focused implementation plan and use of extended thinking and higher order questions.	Administration and academic coaches	Lesson plans will be reviewed before and during walk-throughs and will be submitted to the school share drive.	Classroom walk-through logs will be used to monitor effective use of higher order questions and extended thinking strategies.

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:	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
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:	58% (10-11) of the lowest 25% made learning gains. That number increased in 11-12 to 79%, which is a 21% increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% of students in the lowest 25% made learning gains in math	83% or more will make learning gains in math

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Highest number of economically disadvantaged students in the district	Provide SES tutoring after school	Administration *SES coordinator * teacher providing the tutoring.	Teachers will complete error analysis on quizzes and tests. Monthly progress monitoring, Weekly data analysis by teachers and academic coaches. All tutoring providers will develop goals for each student, based on data. Goals will be assessed regularly and data reported to the school.	District math assessments through performance matters, math series unit assessments, formative math assessments, classroom walk throughs, and lesson plan checks
2	Lack of parental involvement.	Provide parent training during two scheduled math make and take nights. Send out calls/reminders to parents to regarding events.	Academic coaches, teachers, Administrators.	Parental involvement will be determined by parent participation	Sign in sheets, feedback from parents
3	Loss of focus on progress monitoring and individual student achievement.	Regular (monthly) progress monitoring meetings will be held with all grade level teachers to determine progress of students. Academic coaches will also collect assessment data from teachers and meet with teachers to discuss. This data will drive future instruction.	Administration, academic coaches, teachers	Increase in student achievement as well as identification of students in need of intervention.	FCAT, District implemented progress monitoring with Performance Matters, Scholastic math Inventory, weekly classroom assessments

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # The goal is to decrease the achievement gap between black and white subgroups by at least 50% by the year 2016-2017. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	40%	35%	30%	25%	20%	

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:	All sub groups will achieve 80%
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 62%, Black 44%	All sub groups will achieve 80%.

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in the AYP cells are lacking basic math skills and concepts.	Provide tutoring for at risk students before school. Teachers will also use the Learning Focused Strategy of "previewing" to help increase student understanding.	Tutoring coordinator, principal, AP and teacher.	Maintain a record of strategies and interventions utilized with all tutoring students. Maintain data records on all tutoring students.	Increased student achievement data as noted on Performance Matters assessments, benchmark tests, as well as FCAT.
2	Inconsistent focus on progress monitoring and individual student achievement.	Regular (monthly) progress monitoring meetings will be held with all grade level teachers to determine progress of students. Academic coaches will also collect assessment data from teachers and meet with teachers to discuss. This data will drive future instruction.	Administration, academic coaches, teachers	Increase in student achievement as well as identification of students in need of intervention.	FCAT, District implemented progress monitoring with Performance Matters, Scholastic math Inventory, weekly classroom 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:	n/a - not a large enough population
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
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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The number of students with disabilities not making satisfactory progress in mathematics will decrease by 5 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42%	37%

Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	An increase in the number of economically disadvantaged students.	Student progress will be monitored using FAIR data, Harcourt Reading Assessments, District Weekly focus assessments, and Performance Matters Assessments. BES will increase the number of students that take advantage of SES tutoring through Title I. Based on data, identified students will receive intervention in the form of iii groups, as well as Tier 2 and 3 groups.	Reading Coach, administration, and guidance counselors	Teachers will bring data on each of their students to the monthly progress monitoring meetings to review. Specific student needs will be identified and monitored through RtI tracking, Progress Monitoring Plans, achievement data from previous years, and AYP cell information.	Counselors will track the number of students enrolled in SES tutoring and data will be collected and monitored. On-going progress monitoring implemented through grade level PLCs, RtI, monthly administrative progress monitoring meetings, and district fidelity checks.
2	Loss of focus on progress monitoring and individual student achievement.	Regular (monthly) progress monitoring meetings will be held with all grade level teachers to determine progress of students. Academic coaches will also collect assessment data from teachers and meet with teachers to discuss. This data will drive future instruction.	Administration, academic coaches, teachers	Increase in student achievement as well as identification of students in need of intervention.	FCAT, District implemented progress monitoring with Performance Matters, Scholastic math Inventory, weekly classroom assessments
3	Inconsistent use of using data to drive instruction in math. FCAT,	The math coach will work with a cohort of teachers who will utilize the Pearson SuccessNet program. This program allows students to take their assessments online and the breaks down the results for the teacher. Teachers will meet regularly with the math coach to discuss results and plan instruction based on the results.	Math Coach, teachers, admin	The progress of the students in these classes will be monitored by the math coach and on-going discussions with teachers as to the effectiveness of the program.	District implemented progress monitoring with Performance Matters, Scholastic math Inventory, weekly classroom assessments

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The goal for the 2010-2011 SY is to meet the state goal of 80%
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (676) of Economically Disadvantaged students made AYP.	The goal is for 80% of students in the Economically Disadvantaged cell to meet or exceed the state goal.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of commitment to academic achievement.	Make student achievement an important part of the school culture by	Administration, Leadership Team	surveys, progress monitoring data	bench mark test, SMI, FCAT

1		recognizing and rewarding those that do achieve (buster bucks, A/B honor roll ceremony, "tags" program where students can earn various tags for their lanyards)			
2	Limited support for students	provide mentors for students to meet regularly with	admin, mentor coordinator, teachers	discuss progress of these students during monthly progress meetings with teachers (data, behavior, motivation, etc...),	FCAT, benchmark test scores, weekly assessments, behavior records
3	Limited background knowledge in mathematics	encourage SES tutoring and provide opportunities (provider fairs) for parents to sign up for tutoring	Title I office, Admin	List of students receiving SES tutoring services	FCAT, SMI, SES reports

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
Differentiated Instruction teachers	K-6	Gibson Hasbrouck and Associates	K-6	October 8th, 2012	Lesson plans, observation during regular walk-through visits conducted by administration	admin, academic coaches, teachers
Learning Focused-Model Lessons (small group)	K-6 teachers	Learning Focused Consultant	K-6 teachers	December 2012	Lesson plans, observation of small groups during regular walk-through visits by administration	admin, academic coaches, teachers
Effective Lesson Planning (Learning Focused)	K-6	Learning Focused Consultant	Teachers K-6	September 27th, 2012	Lesson plans, regular monthly PLC meetings	admin, academic coaches, teachers
Vertical Planning/Standard Review - Teachers will meet in groups, with at least one representative from each grade level in attendance. Standards and expectations will be reviewed/discussed and ways that each grade level can support the previous and next	K-6	admin, academic coaches teachers	K-6	January (Title I will provide substitutes for teachers)	Lesson plans, discussions with teachers at future PLCs	admin, academic coaches
Math Inquiry- Dr. Chew	K-6	Dr. Chew	K-6 (selected teachers to represent school)	October 2012	Lesson Plans, PD follow up	admin, academic coaches, teachers

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Math Nights	Parents/families attend an evening event where students complete activities and parents are given information/resources to help their children with math skills. Trophies are also given out for the school "multiplication bee"	Title I	\$900.00
			Subtotal: \$900.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
IXL Math	Computer program that allows students to work on and show mastery of various skills on their independent level	Title I	\$4,500.00
			Subtotal: \$4,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Vertical Planning	Teachers will meet to plan vertically with peers	Title I	\$0.00
Differentiated Instruction	Teachers will be trained in how to provide differentiated instruction for students	Title I	\$0.00
Teachers Teaching Teachers	Teachers will offer professional development sessions for peers	Title I	\$0.00
Learning Focused-Lesson Planning	Teachers will review components of effective lessons	Title I	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Grand Total: \$5,400.00			

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.		The number of students scoring at or above a level three will increase by 10%.			
Science Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
40% (159 students) scored a level 3 or higher		50% (160 students) will score a level 3 or higher			
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
	An increase in the	Student progress will	Reading Coach,	Teachers will bring	Counselors will

1	number of economically disadvantaged students.	be monitored using FAIR data, Harcourt Reading Assessments, District Weekly focus assessments, and Performance Matters Assessments. BES will increase the number of students that take advantage of SES tutoring through Title I. Based on data, identified students will receive intervention in the form of iii groups, as well as Tier 2 and 3 groups.	administration, and guidance counselors	data on each of their students to the monthly progress monitoring meetings to review. Specific student needs will be identified and monitored through RtI tracking, Progress Monitoring Plans, achievement data from previous years, and AYP cell information.	track the number of students enrolled in SES tutoring and data will be collected and monitored. On-going progress monitoring implemented through grade level PLCs, RtI, monthly administrative progress monitoring meetings, and district fidelity checks.
2	School time constraints impact science instruction	Infuse science content reading materials (Science Weekly) into the reading block.	Teacher, Administration	Benchmark test	FCAT as well as District implemented progress monitoring tools. FOCUS science assessment.
3	Lack of background knowledge of science concepts and hands on experiences	Utilize the new Discovery Science curriculum which will provide real world science experiences and engaging activities with technology. The series also provides a 'background knowledge' section for the teacher to review prior to instruction.	Principal and Grade level teachers	Grade level teachers will review FOCUS science assessment data to determine progress.	FOCUS assessment tool tied to the Florida Science standards
4	Teachers lack of science conceptual teaching with science lab materials	Additional teachers will attend district science trainings with Dr. Chew	Administration, teachers, academic coaches	Teachers will utilize the science lab/materials in their classroom or the math/science lab to engage students and use the skills learned at the trainings	Improvent on the FOCUS science test.
5					

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:	100% of students will score at a level 4, 5, or 6 in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% of students (1) scored a level 4, 5, or 6 on science.	100% of students will score a level 4, 5, or 6 on science.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	No anticipated barriers				

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 number of students scoring a level 4 or higher will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (26 students) scored a level 4 or higher in science	19% (31 students) will score a level 4 or higher in science

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	School time constraints impact science instruction	Infuse science content reading materials into the reading block (Science Weekly).	Administration	Benchmark test	Performance Matters benchmark tests, weekly student formative assessments, unit tests
2	Lack of progress monitoring in grades 2-4	Lesson plans will include daily science lessons using Discovery Science in grades K-6. Performance Matters will be administered twice this year to students in grades 2-6 and data will be analyzed and used to drive instruction	Administration, teachers	Performance Matters Data will be reviewed with teachers after each administration of the test and will drive instruction	Performance Matters assessments, Discovery Science assessments, FCAT
3	Lack of resources for teachers to utilize when differentiating instruction for higher performing students	Utilize the new Discovery Science lessons and the specific lessons that differentiate based on student performance	Administration, teachers	Benchmark tests, Discovery Science unit tests, classroom visits, lesson plans, and observations of students during science instruction	Performance Matters assessments, weekly/unit assessments with Discovery Science

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:	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
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
Vertical Planning/Standards Review - Teachers will meet in groups, with at least one representative from each grade level in attendance. Standards and expectations will be reviewed/discussed and ways that each grade level can support the previous and next	K-6	admin, academic coaches teachers	K-6	January (Title I will provide substitutes for teachers)	Lesson plans, discussions with teachers at future PLCs	admin, academic coaches
Science Inquiry (Dr. Chew)	3-6	Dr. Chew	Teachers 3-6	November-May	Lesson Study Activity with peer teachers	admin, teachers
Effective Lesson Planning (Learning Focused)	K-6	Learning Focused Consultant	Teachers K-6	September 27th, 2012	Lesson plans, regular monthly PLC meetings	admin, academic coaches, teachers

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
	Teachers who have attended		

Teachers Teaching Teachers	Inquiry Based learning training will share strategies with peers during these training sessions	Title I	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Science Night	Families will rotate through various stations to learn different science concepts	Title I	\$700.00
			Subtotal: \$700.00
			Grand Total: \$700.00

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:	Percentage of students scoring 3.0 or higher decreased from 95% to 83% between 10-11 and 11-12.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (157 students) scored at or above a 3	90% (161 students) will score at or above a level 3

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	Inconsistency in writing instruction across grade levels.	Students will use the writing process daily, all writing will be dated and recorded in a journal, notebook or work folder for monitoring of growth across time.	Academic Coaches and Administration	Administer schoolwide prompts monthly, with scores collected and tracked Professional Development for 3rd/4th grade focused on high standards in writing and scoring. 4th grade teachers will plan together weekly. Grade level teams will meet regularly to share samples/discuss strategies. Focus on teaching students to utilize literary devices (similes, metaphors, strong vocabulary, alliteration, and onomatopoeia.	school-wide prompts monthly with scores collected and tracked.
	New guidelines from DOE on how the writing will be scored, with an increased emphasis on conventions and details	Incorporate lessons on writing conventions into each writer's workshop, as well as throughout the day. Continue focusing on teaching	Teachers, administration, coaches, Write Score	Administer schoolwide prompts monthly, with scores collected and tracked Professional Development for 3rd/4th grade	School-wide prompts will be given monthly and scores will be collected/tracked/discussed with teachers. Write Score assessment for grades 3-4 twice per year.

2	students to utilize literary devices (similes, metaphors, strong vocabulary, alliteration, and onomatopoeia. Use the company "Write Score" to score practice tests for students in grades 3 and 4 twice each year.	focused on high standards in writing and scoring. 4th grade teachers will plan together weekly. Grade level teams will meet regularly to share samples/discuss strategies. Focus on teaching students to utilize literary devices (similes, metaphors, strong vocabulary, alliteration, and onomatopoeia. Write Score assessment for grades 3-4 twice per year.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	100% of students will score a level 4, 5, or 6 on the FAA in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (1 student) scored a level 4, 5, or 6 on the writing.	100% of students will score a level 4, 5, or 6 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	Students limited ability to organize thoughts and put them on paper.	Practice in the classroom regularly by completing the BES writes prompt monthly	classroom teacher, academic coach	Evaluation of the BES writes prompts, as well as other informal classroom assessments	Writing Rubric

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
Scoring of writing assessments using new guidelines	3-4	Lambert/Pritt	3rd and 4th grade teachers	*September (initial training) *Ongoing practice scoring assessments and discussions at PLCs	PLC meetings-discussion Review of BES Writes data	administration, academic coaches

Writing Budget:

Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
Subtotal: \$0.00			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
Subtotal: \$0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Writing-Scoring	Teachers will be trained on how to score writing prompts using the new guidelines from the state	Title I	\$800.00
Subtotal: \$800.00			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
Subtotal: \$0.00			
Grand Total: \$800.00			

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		The goal is to increase the current attendance rate by 3%			
Attendance Goal # 1:					
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
The current attendance rate for K-6 is 94%		Expected attendance rate is 97%			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
15% (184 Students)		13% (163 Students)			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
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	72% Free and reduced lunch population may reflect higher incidence	Be proactive with germ fighting. Parent awareness and early	Debbie Durrance	Quarterly reports and overall percentages.	Skyward Reports

	of illness.	intervention.			
2	Parent/student apathy	Provide incentives for attending school with PBS program.	Administration, PBS committee.	Quarterly reports and overall percentages.	Skyward reports.
3					

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

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

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

Attendance Budget:

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

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

We will decrease the number of In-School Suspensions by

Suspension Goal #1:	10 occurrences and our Out-of-School Suspensions by 20 students.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
59 In-School Suspensions	20 In-School Suspensions
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
37 Students	27 Students
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
70 total days of out of school suspensions	50 total days of out of school suspensions
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
30 total students suspended out of school	20 total students or less suspended out of school

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	I do not think we have any barriers that would keep us from accomplishing this goal.	We will focus more on our school wide tier I interventions and require each teacher to have a classroom behavior plan, focusing on BES expectations. We will also utilize our morning announcements to reinforce our school expectations and district code of conduct.	Administration, PBS/RtI Team Members, teachers	We will compare our data from the 2011-2012 school year to determine the effectiveness of our current interventions and make changes when necessary.	Total number of referrals
2	Using our RTI process to correct behavior.	Meeting with teachers through PLC meetings and doing training to help teachers understand the RTI process.	Principal Assistant Principals RTI Team Members	Reduction of referrals	We will meet as a team to help the teacher put interventions in place that may help the student with behavior.

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>	We will create successful students by working with our parents to understand and use learning strategies both when presenting challenging, yet engaging, academic instruction in the classroom and practicing newly learned material at home. We have seen gains in parent involvement (no more than 10% of parents at any given function in 2010-2011 to approximately 15% of parents at several functions in 2011-2012.) Our goal is to increase to approximately 25% (minimum) of parents at most functions.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Less than 25% of parents attend any given function	Increase parent involvement greater than 25%
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Parents unable to find childcare to attend meetings.	Provide childcare for children during events.	administration	Sign in sheets for parent involvement activities (increased number of parents attending)	Increased number of parents attending events
2	Parents have to go home from work, feed families, and then come back out for events.	Provide dinner (when possible) for families so they can attend right after work	administration, teachers setting up events	Sign in sheets for parent involvement activities (increased number of parents attending)	Increased number of parents attending events
3	Parents not knowing about events and the importance of them attending	Attempt to reach parents through various mediums (phone call out, backpack flyers, phone calls home when possible (for small groups), dates on the school marquis, notes in student planners, teacher newsletters, website)	administration, teachers, office staff	Sign in sheets for parent involvement activities (increased number of parents attending)	Increased number of parents attending events

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

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:			Students scoring at or above proficiency in science and math will increase by 10%.		
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	Low SES population	Students in 5th and 6th grade classes will participate in the ARISS (amateur radio on the international space station) project, which connects students with astronauts on the ISS	Driscoll and Burkhalter (teachers)	student participation in activities	student participation in activities
2	Low SES population, lack of experience and background knowledge	Students in 5th and 6th grade will participate in the Science Olympiad program	Brunelle (teacher) and Jose Nunez (district science coordinator)	student participation in activities	student participation in activities
3	Family Involvement and understanding of what students are expected to know	STEM parent night - families will rotate through various stations run by teachers and complete science experiments, technology activities, etc...	STEM team	student/family participation	observation and sign in sheets from the night
4	Access to technology	Students in one 5th grade classroom will be involved in a "Flip Classroom" program, which will be utilizing the iPads daily on a 1 to 1 ratio	admin, classroom teacher (5th)	observation, teacher discussion	observation, FCAT scores

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

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	Use of 'tags' as a reading incentive for students	Students earn the tags for meeting reading goals	PTO	\$1,000.00
Reading	Families Building Better Readers -Parent Night	1st and 2nd grade parents are given suggestions on how to help their children become better readers along with materials/resources	Title I	\$788.00
Reading	BINGO for Books	Families play BINGO with books as prizes. Tips for helping their children academically are shared with parents throughout the evening	Title I	\$1,500.00
Reading	Bikers Building Better Readers	Community members with motorcycles meet at various points in the county and students can come to those sites, see the motorcycles, and get free books	Title I	\$500.00
Reading	Kindergarten Night "What to Know B4 You Go"	This event is open to families that have children that will be entering Kindergarten in the fall. Parents/students rotate through centers completing activities and parents are given resources to use over the summer in preparation for Kindergarten	Title I	\$1,300.00
Reading	3rd Grade FCAT Parent Night	Parents are given information regarding 3rd grade standards and assessments-question and answer session	Title I	\$150.00
Reading	Author Visit	A well-known children's author will visit the school and speak to students about the writing process	Title I	\$3,500.00
Reading	Book of the Month	Each classroom will be given a copy of the "Book of the Month" which will focus on character traits. Teachers will also be given lessons to teach using the book.	Title I	\$5,625.00
CELLA				\$0.00
Mathematics	Math Nights	Parents/families attend an evening event where students complete activities and parents are given information/resources to help their children with math skills. Trophies are also given out for the school "multiplication bee"	Title I	\$900.00
Science				\$0.00
Writing				\$0.00
				Subtotal: \$15,263.00
Technology				

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading A-Z	Teachers use leveled text from this online source to meet the needs of varied levels of student readers	grade level accounts	\$300.00
CELLA				\$0.00
Mathematics	IXL Math	Computer program that allows students to work on and show mastery of various skills on their independent level	Title I	\$4,500.00
Science				\$0.00
Writing				\$0.00
				Subtotal: \$4,800.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Vertical Planning	Vertical Planning (subs for teachers to meet)	Title I	\$3,600.00
Reading	Text Complexity	Text Complexity	Title I	\$1,000.00
Reading	Learning Focused-Vocabulary Instruction	Vocabulary Instruction	Title I	\$3,000.00
Reading	Learning Focused-Lesson Planning	Lesson Planning Support	Title I	\$3,000.00
Reading	Learning Focused-Model Lessons	Model lessons for teachers (small group)	Title I	\$9,000.00
Reading	Book Studies	Study groups for teachers	Title I	\$800.00
Reading	Differentiated Instruction (Vicki Gibson)	Training for teachers on how to differentiate for students	Title I	\$3,000.00
Reading	Teachers Teaching Teachers	Ongoing workshops for teachers	Title I	\$1,500.00
Reading	Data Day	Half day sessions for teachers to discuss student progress and recommendations for the following school year (done in May)	Title I	\$3,600.00
CELLA				\$0.00
Mathematics	Vertical Planning	Teachers will meet to plan vertically with peers	Title I	\$0.00
Mathematics	Differentiated Instruction	Teachers will be trained in how to provide differentiated instruction for students	Title I	\$0.00
Mathematics	Teachers Teaching Teachers	Teachers will offer professional development sessions for peers	Title I	\$0.00
Mathematics	Learning Focused-Lesson Planning	Teachers will review components of effective lessons	Title I	\$0.00
Science	Teachers Teaching Teachers	Teachers who have attended Inquiry Based learning training will share strategies with peers during these training sessions	Title I	\$0.00
Writing	Writing-Scoring	Teachers will be trained on how to score writing prompts using the new guidelines from the state	Title I	\$800.00
				Subtotal: \$29,300.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				\$0.00
		Parents/families attend an event where		

CELLA	ELL Parent Night	information is shared with families on how to better help their children in school. Foods from various countries are shared.	Title I	\$100.00
Mathematics				\$0.00
Science	Science Night	Families will rotate through various stations to learn different science concepts	Title I	\$700.00
Writing				\$0.00
				Subtotal: \$800.00
				Grand Total: \$50,163.00

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.

No Attachment (Uploaded on 10/9/2012)

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
to be determined by the SAC	\$0.00

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

The BES School Advisory Council will focus on helping to develop activities that will improve parent involvement. The SAC committee will also be involved with the allocation of any SAC funds that Bunnell Elementary School receives. As of the first SAC meeting, we had not received the dollar amount. SAC will assist with developing the mid-year report, and helping to promote the various parent involvement activities planned for the 2012-2013 school year.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Flagler School District BUNNELL ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	66%	92%	45%	282	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	67%	51%			118	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	58% (YES)	48% (NO)			106	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					506	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Flagler School District BUNNELL ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	78%	70%	89%	51%	288	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	67%	52%			119	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?	64% (YES)	50% (YES)			114	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					521	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested