

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

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

School Name: BLUE ANGELS ELEMENTARY SCHOOL

District Name: Escambia

Principal: Karen J. Montgomery

SAC Chair: Shari Romel

Superintendent: Malcolm Thomas

Date of School Board Approval: November 20, 2012

Last Modified on: 10/22/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					Principal of Blue Angels Elementary School in 2011-12 Grade A, Reading Mastery 60%, Mathematics Mastery 58%, Science Mastery 69%, and Writing Mastery 88%.
					Principal of Blue Angels Elementary School in 2010-11 Grade A, Reading Mastery 80%, Mathematics Mastery 77%, Science Mastery 65%, and Writing Mastery 92%.
					AYP-87%. White students scored 78% and did not meet the requirement of 79% or higher at or above grade level in Reading. Black students scored 62% and did not meet the requirement of 79% or higher at or above grade level in Reading. Economically disadvantaged students scored 67% and did not meet the requirement of 79% or higher at or above

Principal	Karen J. Montgomery	BA in Early Childhood/Elementary Education -UWF MA in Elementary Education-UWF Modified Certification in Educational Leadership-UWF	12	13	<p>grade level in Reading. White students scored 76% and did not meet the requirement of 80% or higher at or above grade level in Mathematics. Black students scored 55% and did not meet the requirement of 80% or higher at or above grade level in Mathematics. Economically disadvantaged students scored 65% and did not meet the requirement of 80% or higher at or above grade level in Mathematics.</p> <p>Principal of Blue Angels Elementary School in 2009-10: Grade B, Reading Mastery 75%, Mathematics Mastery 79%, Science Mastery 53%, and Writing Mastery 83%.</p> <p>AYP-90%.Black students scored 59% and did not meet the requirement of 72% or higher at or above grade level in Reading. Black students scored 59% and did not meet the requirement of 74% or higher at or above grade level in Mathematics. Economically disadvantaged students scored 59% and did not meet the requirement of 72% or higher at or above grade level in Reading. Economically disadvantaged students scored 64% and did not meet the requirement of 74% or higher at or above grade level in Mathematics.</p> <p>Principal of Blue Angels Elementary School in 2008-09: Grade A, Reading Mastery 83%, Mathematics Mastery 81%, Science Mastery 62%, and Writing Mastery 94%.</p> <p>AYP-97%.Black students scored 63% and did not meet the requirement of 65% or higher at or above grade level in Reading. White students made AYP in Reading and Mathematics.</p> <p>2007-08 Grade A, Reading Mastery 82%, Mathematics Mastery 79%, Science Mastery 58%, and Writing Mastery 90%. AYP-100%.</p> <p>2006-07 Grade A, Reading Mastery 82%, Mathematics Mastery 77%, Science Mastery 63%, and Writing Mastery 88%. AYP-100%.</p>
Assis Principal	Dr. Barbara Quarells	BA in Habilitative Science MA in Clinical Teaching of Mentally Handicapped Specialist Degree in Ed. Leadership	4	8	<p>AssistantPrincipal of Blue Angels Elementary School in 2011-12 Grade A, Reading Mastery 60%, Mathematics Mastery 58%, Science Mastery 69%, and Writing Mastery 88%.</p> <p>Assistant Principal of Blue Angels Elementary School in 2010-11: Grade A, Reading Mastery 80%, Mathematics Mastery 77%, Science Mastery 65%, and Writing Mastery 92%.</p> <p>AYP-87%.White students scored 78% and did not meet the requirement of 79% or higher at or above grade level in Reading. Black students scored 62% and did not meet the requirement of 79% or higher at or above grade level in Reading.Economically disadvantaged students scored 67% and did not meet the requirement of 79% or higher at or above grade level in Reading. White students scored 76% and did not meet the requirement of 80% or higher at or above grade level in Mathematics. Black students scored 55% and did not meet the requirement of 80% or higher at or above grade level in Mathematics. Economically disadvantaged students scored 65% and did not meet the requirement of 80% or higher at or above grade level in Mathematics.</p>

		Doctorate of Education in Curriculum and Instruction			<p>Assistant Principal of Blue Angels Elementary School in 2009-10: Grade B, Reading Mastery 75%, Mathematics Mastery 79%, Science Mastery 53%, and Writing Mastery 83%.</p> <p>AYP-90%. Black students scored 59% and did not meet the requirement of 72% or higher at or above grade level in Reading. Black students scored 59% and did not meet the requirement of 74% or higher at or above grade level in Mathematics. Economically disadvantaged students scored 59% and did not meet the requirement of 72% or higher at or above grade level in Reading. Economically disadvantaged students scored 64% and did not meet the requirement of 74% or higher at or above grade level in Mathematics.</p> <p>Assistant Principal of Warrington Middle School in 2008-09 Grade C, AYP Status-82% 2007-08 Grade D, AYP Status-69% 2006-07 Grade D, AYP Status-72%</p>
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### INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Blue Angels Elementary School does not have Reading/Math Coaches.	Blue Angels Elementary School does not have Reading/Math Coaches.	Blue Angels Elementary School does not have Reading/Math Coaches.			Blue Angels Elementary School does not have Reading/Math Coaches.

### 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	<p>1. We utilize Student Teachers from the University of West Florida.</p> <p>2. We meet periodically with our new staff to ensure that their needs are met here at Blue Angels.</p> <p>3. We hire NCLB Highly Qualified Teachers.</p> <p>4. START teachers will be utilized to assist brand new teachers to Blue Angels Elementary.</p>	<p>1. Administration</p> <p>2. Administrative Team and Lead Mentor</p> <p>3. Administrative Team.</p> <p>4. START Teacher</p>	On-Going	

### Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
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Blue Angels has six teachers who are currently teaching out of field for the 2012-13 school year. We have School Board Approval for these six individuals for the current year.

Strategies include providing ESOL training on our campus this school year by Arlene Costello.

Additional strategies include our Gifted Teachers completing their program for certification purposes.

## 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
61	8.2%(5)	19.7%(12)	42.6%(26)	42.6%(26)	34.4%(21)	91.8%(56)	13.1%(8)	4.9%(3)	19.7%(12)

## Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
START Teacher(Lisa Grollier) Christy Jenks (Buddy Teacher)	Jennifer Hausner	START teacher will be assigned to Jennifer Hausner who has been hired as a first year Kindergarten teacher. Christy Jenks will serve as a buddy teacher to first year hire-Jennifer Hausner. Christy serves as our Kindergarten this year.	Scheduled meetings and observations each nine weeks. Paperwork is submitted by START teacher. This paperwork is submitted to our district contacts at the end of the school year. The Administrative Team at Blue Angels keeps frequent contact with our new teachers/staff through the means of classroom walkthroughs and monthly meetings.
START Teacher(Jamie Rickman) Deanna Stein (Buddy Teacher)	Kathleen Moriarty	START teacher will be assigned to Kathleen Moriarty who has been hired as a first year Second Grade teacher. Deanna Stein will serve as a buddy teacher to first year hire-Kathleen Moriarty.	
START Teacher (TBA) Danielle Pfizenmayer (Buddy Teacher)	Erica Malloy	START teacher will be assigned to Erica Malloy who has been hired as a first year Second Grade teacher. Danielle Pfizenmayer will serve as	
START Teacher (TBA) Christy Wiley (Buddy Teacher)	Christie Anderson		
Shari Romel (Buddy Teacher)	Lauren Leyva		

		<p>a buddy teacher to first year hire-Erica Malloy.</p> <p>START teacher will be assigned to Christie Anderson who has been hired as a first year Third Grade teacher. Christy Wiley will serve as a buddy teacher to first year hire-Christie Anderson.</p> <p>Fifth Grade teacher. Shari Romel will serve as a buddy teacher to new fifth grade hire-Lauren Leyva.</p>	
<p>1. Jennifer Hausner (Kindergarten)</p> <p>2. Erica Malloy (Second Grade)</p> <p>3. Kathleen Moriarty (Second Grade)</p> <p>4. Christie Anderson (Third Grade)</p> <p>5. Lauren Leyva (Fifth Grade)</p>	<p>1. Christy Jenks(K)</p> <p>2. Danielle Pfizenmayer (2nd)</p> <p>3. Deanna Stein (2nd)</p> <p>4. Christy Wiley (3rd)</p> <p>5. Shari Romel (5th)</p>	<p>These are teachers who have previous experience but are new to Blue Angels Elementary School.</p>	<p>The "Buddy Teachers" will assist our new hires by providing information about our procedures and protocol.</p>

## 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

Services and monies (total allocations: \$70,615.00) are provided to ensure students requiring additional remediation. The district coordinates with Title II, Title III, in ensuring staff development needs are provided. School allocation is spent for full time Technology Coordinator, technology and staff development and staff development materials.

#### Title I, Part C- Migrant

Services for migrant children are provided by the district level Title 1 office. After thorough checking of the Migrant Student Information Exchange system and our local Student Data Base, we have determined that there are four migrant students at Blue Angels Elementary School.

#### Title I, Part D

Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen by the Title 1 office. Our school does not serve Title 1, Part D students.

#### Title II

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

#### Title III

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

#### Title X- Homeless

The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriated education. This program is overseen by the District Title 1 office. At Blue Angels Elementary school, we have twenty-seven identified homeless students.

#### Supplemental Academic Instruction (SAI)

SAI monies were reduced and/or eliminated from our school's budget. We use our SAI monies for supplies and substitute teachers for teacher training.

#### Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporate guest speakers, counseling, and classroom discussion. Red Ribbon Week is held in October with school-wide activities and guest speakers. Through our school's Behavior Management Plan, we provide training for faculty, staff, and students regarding bullying. The Jeffrey Johnson Stand Up for All Students Act, requires our school district to adopt an official policy prohibiting bullying and harrasment of studnet and staff on school grounds, at school-sponsored event, and through school computer networks. In addition, our district has launched the "Bullying" Reporting website where bullies may be reported anonymously.

#### Nutrition Programs

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

#### Housing Programs

This is offered at the district level and overseen by the Title 1 District Office. This program is not applicable to our school.

#### Head Start

Blue Angels does not have a Head Start Program on our campus.

#### Adult Education

Adult education programs are offered at all our high schools. A "Second Chance" program is also in place for juvenile offenders. Pensacola State College also provides programs for adults over 16 years of age.

#### Career and Technical Education

Guidance provides a Career Fair for our upper elementary students.

#### Job Training

Not Applicable

#### Other

We are one of the three schools that has received the three-year DODea (Military Grant). The grant has two branches: 1. Professional development for teachers using research-based programs, content knowledge and instructional practices using technology and 2. An after school program called, "Basic Training" for third, fourth and fifth grade students. This training for students will be for two hours, two days a week from October 1st to April 1st. The first hour will be for enrichment of mathematics and science benchmarks needed for success in Florida schools. The second hour will be, "Company Time" which will provide real-life application of the skills through engaging learning activities based on student interest and teacher expertise. Students will make new choices each nine weeks from activities such as: \*Future Aviators-partnership with Naval Aviation Museum and Warrington Middle School Flight Academy-focus is Science and Technology \*Art for Today –performing arts such as violin and dance that support mathematics \*Book Club (focus on Reading in the content area through literature) \*Chess Team (develop analytical thinking-focus is mathematics) \*Learn and Serve (community service-focus is Science) \*Technology Time-(Safari Montage, Brain Pop, Student Island) focus-technology \*Mad Scientists-hands on experiments with

help from the Emerald Coast Science Club and UWF students-focus is Science \*Robotics-partnership with Robotics Team from PHS-focus is Engineering and Science \*Gaming-partnership with gaming academy at Tate High School-focus is Math..\*Engineers of Tomorrow-partnership with UWF Science and Engineering Department-Focus is Engineering. The total grant project is for \$1,176,250.00 and will be divided among the three qualifying schools.

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Karen Montgomery- Principal, Dr. Barbara Quarells-Assistant Principal, Jennifer Vertz, ESE Chair, Vanessa Griffin and Gary Southworth-Guidance Counselors. Jennifer Whatley, School Psychologist, Suzanne Burlew, Staffing Specialist

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

Principal/Assistant Principal: Provide a common vision for the use of data-based decision making, ensure that our school based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures professional development to support MTSS implementation and communicates with parents/staff regarding school based MTSS plans and activities.

Teachers: Provide information regarding classroom performance and instruction, collect student data, deliver Tier 1 instruction/strategies, work with other staff to implement Tier 2 interventions and integrate Tier 1 with Tier 2/3 activities.

Exceptional Education/Inclusion Teacher: Participates in student data collection, integrates curriculum into Tier 3 instruction and collaborates with the general education teacher.

School Guidance Counselor(s): Provide support to student, parent, and teacher, assist and facilitates data collection activities, assist in data analysis and coordinates implementation of Tier 1, Tier 2, and Tier 3 Interventions plans.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for interventions; fidelity; and documentation; provides professional development and problem solving; and facilitates data-based decision making activities.

Speech Language Pathologist: Informs the team the role language plays in curriculum, assessment, and instruction as a basis for appropriate program design; assists in the selection of screening measures, and helps identify systemic patterns of student need in regarding to language skills Student Services Personnel: Provides a link with child-serving and community agencies to the students and families to ensure academic, emotional, behavioral, and social success of the students.

The team meets on a regular basis to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

The School Improvement Plan will be shared with the committee. We will review each month to check progress towards goal. The MTSS Leadership Team also meets with the School Advisory Council(SAC)and principal to help develop the SIP. The team provides data and information on: Tier 1,2, and 3 targets; academic and social/emotional areas that need to be addressed; strategies for setting clear expectations for instruction; ideas to facilitate the development of a systemic approach to teaching; and aligned processes and procedures.

### MTSS Implementation

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

Baseline Data: Progress Monitoring and Reporting Network (PMRN), Florida Assessment for Instruction in Reading (FAIR),Go

Math Assessments, Florida Comprehensive Assessment Test (FCAT)  
Progress Monitoring: PMRN, CIM Assessments  
Midyear: FAIR, Go Math Assessments  
End of Year: FAIR, Go Math Assessments, FCAT  
Frequency of Data Days: Quarterly Data Analysis

Describe the plan to train staff on MTSS.

At the beginning of the 2010 school year, teachers were trained in the RtI process. A review of MTSS process will be given in the 2012-2013 and professional development will be provided and small sessions will occur throughout the year as needed for new staff.

Describe the plan to support MTSS.

The Administration and faculty at Blue Angels believe in the importance of MTSS. It is our goal to ensure that all student needs are met through MTSS. Teachers are trained and have the support of the Administrative Team. Ongoing staff development for the 2012-13 school year will include workshops with the Beverly Tyner Model, Common Core State Standards, student engagement, and formal/informal assessment will be provided throughout the year to increase and enhance classroom interventions/strategies used to increase student achievement.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Karen Montgomery, Principal  
Dr. Barbara Quarells, Assistant Principal  
Cathy Green-Kindergarten  
Suzanne Brown-Kindergarten  
Christy Jenks-Kindergarten  
Melissa Orbik-Kindergarten  
Cheryl Powers-First Grade  
Elizabeth Richardson-First Grade  
Rachel Brooks-Second Grade  
Rose McMillan-Third Grade  
Kenzie Broxson-Fourth Grade  
Tonya DeLorm-Fifth Grade  
Kim Taliaferro-ESE  
Angela Kriner-Media Specialist

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

The Literacy Leadership Team is also known as the Reading Leadership Team. This committee will meet monthly to help promote literacy in Grades K-5. Our Media Specialist will serve as the secretary to capture thoughts and ideas to share with our K-5 and ESE grade levels. The Literacy Leadership Team is a management system that encourages a literate climate to support effective teaching and learning. Progress monitoring plans are created for individual students as needed in Reading. Principal, Assistant Principal, Guidance Counselors, and teachers ensure completion of online progress monitoring forms. The team identifies professional development and resources to assist the teacher become successful when working with the student. The teacher meets with parent to discuss and gather additional information to help the student. The identified strategies are implemented by the classroom teacher. The teacher documents progress on the online PMP form at the end of each nine weeks. The team will also facilitate the process of building consensus, increasing infrastructure and making decisions about implementation.

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

The major initiatives of our Literacy Leadership Team this year are as follows:

- \*Promote AR/organize annual AR Rally (Safari Theme)
- \*Host Family Reading Nights
- \*Turn kids onto reading
- \*Provide higher level thinking questions for students to answer
- \*Enrich vocabulary school-wide
- \*Gather and compare AR data with grade levels on a monthly basis



## Public School Choice

Supplemental Educational Services (SES) Notification  
[View uploaded file](#) (Uploaded on 10/10/2012)

### \*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.

Programs for prekindergarten to kindergarten transition are in place. Opportunities for a "pre-visit" to the "big school" have been offered each year. Traditionally, we welcome groups from Corry Station's on-site day care and Blue Angels Day Care.

### \*Grades 6-12 Only

**Sec. 1003.413(b) F.S.**

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

N/A

### \*High Schools Only

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

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

N/A

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

N/A

### Postsecondary Transition

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

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

N/A

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	The number (181) and percent (61%) of students in Grades 3-5 scoring at FCAT Reading Proficiency levels will increase by 1 percentage point. (337 students)
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (178 students) of the 337 students tested at Blue Angels Elementary School achieved Reading proficiency during 2012. 80% (318 students) of the students tested at Blue Angels Elementary School achieved Reading proficiency during 2011.	61% (181 students) or more of the 337 students will achieve reading proficiency during 2013.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Students working at varying levels.	1.1 a. Implement differentiated instructional strategies. 1.1.b. Data Meetings	Principal/Assistant Principal/Classroom Teachers  K-5 Teachers  Principal/Assistant Principal/Guiance Counselors and Social Worker	Monitor Data Notebooks and Student Grades	FCAT
2	1.2 Low level of performance upon entering grade level	1.2 Differentiated instruction during small group	Principal/Assistant Principal/Classroom Teachers	Progress on FAIR/WAM and on-going Progress Monitoring	FAIR/WAM on-going Progress Monitoring and FCAT 2.0 Data
3	1.3 Lack of Reading Coach	1.3 Implement read-a-louds focused on vocabulary	K-5 Teachers	Reading Leadership Team will meet on a regular basis to monitor progress	FCAT Reading
4	1.4 Students absences and tardiness to school in addition-students need transportation home from after school tutoring.	1.4 Monitor attendance and tardies on a daily basis. Call parent/guardians as needed regarding these barriers. Involve the Guidance Counselor, School Social Worker and conduct Attendance Child Study Meetings.	Principal/Assistant Principal/Guidance Counselors	Check attendance and tardies daily	End of the Year Attendance and Tardy Reports
5	We are not anticipating a barrier to achieving our goal.	1. Continue with FAIR assessment to determine student strengths and weaknesses. 2. Incorporate Inclusion throughtout the grade levels with support from ESE Resource teachers. 3. Disaggregate data	1.Principal 2.Assistant Principal 3. Classroom Teacher	1. Classroom Assessments 2. Review FCAT Data	1. FAIR 2. SRA Reading Assessments 3. FCAT

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:	At Blue Angels Elementary School, we have only five students who take the Florida Alternative Assessment. Therefore, because data could be individually identifiable, no goal/objective will be written.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Students working at varying levels.	1. Implement Access Point strategies. 2.Expose students to general curriculum through Support Facilitation or Inclusion when appropriate.	Classroom Teacher (s) Autism Class Self-Contained K-5 Access Points Class	Monitor Individual Education Plans and Multi-Tiered System of Support.	Florida Alternate Assessment

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 number and percent of students in Grades 3-5 scoring at Levels 4 and 5 on FCAT Reading Proficiency levels will increase by 1 percentage point. (6 students)
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011 in 3rd Grade-38% (59 students) 4th Grade-43% (60 students) 5th Grade-39% (54 students)of students scored at Levels 4 and 5 on FCAT Reading.  In 2010 in 3rd Grade-36% (41 students) 4th Grade-39% (37 students) 5th Grade-39% (40 students)	In 2012, 3rd Grade will increase to 39% (61 students),4th Grade will increase to 44% (62 students) 5th Grade will increase to 40% (56 students)of students scoring at Levels 4 and 5

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1 Students working at varying levels	2.1.a.Implement differentiated instructional strategies 2.1.b. Continue to assess students using FAIR 2.1.c. Disaggregate student data to focus on individual student needs.	Principal/Assistant Principal/Classroom Teachers	Monitor Data Notebooks/Grades/FAIR Data	FCAT Reading
2	2.2 Absences and tardies	Notify parents/guardians of absences/tardies Utilize Social Worker	Principal/Assistant Principal/Guidance Counselors and School Social Worker	Daily Attendance and Progress Reports	End of Year Attendance and Tardy Reports
	We do not anticipate any barriers to achieving our	1. We will continue to assess our students	Principal Assistant Principal	1. Review of FAIR Data 2.Classroom	FCAT

3	goals.	using FAIR. 2. We will implement SRA with rigor and fidelity. 3. We will disaggregate student data to focus on individual needs.	Classroom Teacher	Assesments	Classroom assessments
4					

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:	At Blue Angels Elementary School, we have only five students who take the Florida Alternative Assessment. Therefore, because data could be individually identifiable, no goal/objective will be written.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Students working at varying levels.	1. Differentiate instruction-note students who are performing at Level 7 or higher for IEP Review	Principal, Assistant Principal, Guidance (2) and Classroom Teachers	Data review -note students scoring at or above Level 7	Florida Alternate Assessment
2	2. Provide age appropriate reading material for the higher reading level students	2. Implement the school-wide Accelerated Reading Program to provide appropriate reading level material	Principal, Assistant Principal, Media Specialist and Teachers	AR Reports and Media Center Reports	AR Reports

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	64% (284 students) will make learning gains in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (312 students) of our 3rd, 4th and 5th grade students made learning gains in Reading.	73% of our students will make learning gains in Reading for a total of 316 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	3.1 Students working at varying levels	3.1.a. Implement differentiated instruction strategies. 3.1.b. Continue to assess students using FAIR. 3.1.c. Disaggregate	Principal, Assistant Principal, Classroom Teachers	Monitor Data Notebooks and Grades FAIR Data	FCAT Reading

		student data to focus on individual needs.			
2	3.2 Student absences and tardiness to school.	3.2 Monitor attendance and tardies daily. Notify parents/guardians regarding these barriers via Attendance Child Study Meetings. Guidance and Social Workers are also involved in this process.	Principal, Assistant Principal, Guidance Counselors and School Social Worker	Check Attendance/Tardies daily	End of Year Attendance/Tardy Report
3	3.3 Lack of Reading Coach	3.3 Implement Read-a-louds in lower grades with an emphasis on expanding vocabulary.	K-5 Teachers	Reading Leadership Team will meet to monitor progress	FCAT Reading
4	3.4 Low level of performance upon entering grade level.	3.4 Differentiate Instruction during small groups	K-5 Teachers	Progress in FAIR/WAM and on-going Progress Monitoring	FAIR/WAM, on-going Progress Monitoring and FCAT Reading
5	We do not anticipate any barriers in reaching our goal.	1. FAIR assessments will be given throughout the school year. 2. FAIR data will be reviewed to determine level of student support.	1. Principal 2. Assistant Principal 3. Classroom Teacher	1. Monitor FAIR Data 2. Monthly grade level meetings to review effectiveness of strategies for students	1. FAIR Data 2. SRA Assessments 3. FCAT
6					

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:	At Blue Angels Elementary School, we have only five students who take the Florida Alternative Assessment. Therefore, because data could be individually identifiable, no goal/objective will be written
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1 Students working at varying levels.	3.1 Implement differentiated instruction strategies.	Principal, Assistant Principal/Classroom Teacher	Data Review of Learning Gains	Florida Alternate Assessment

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:	53% (235 students) in the Lowest 25% will make learning gains in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (269 students) in the Lowest 25% made learning gains in Reading.	63% (273 students) in the lowest quartile will make learning gains

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	4.1 Students working at varying levels	4.1.a. Implement Differentiated Instruction strategies 4.1.b. Continue to assess students using FAIR 4.1.c. Disaggregate student data to focus on individual needs	Principal/Assistant Principal/Classroom Teachers	Monitor Data Notebooks/Grades FAIR Data	FCAT Reading
2	4.2 Lack of Reading Coach	4.2 Utilize volunteers/mentors/Inclusion Team for one on one and small group tutoring	Principal/Assistant Principal	Data Meetings	FCAT Reading
3	We do not anticipate any barriers to reaching our goal.	1. FAIR Assessment 2. Review of FAIR Data 3. Grade level meetings with teachers to ensure students are making progress towards goals and benchmarks	1. Principal 2. Assistant Principal 3. Classroom Teacher	1. Analysis of FAIR Data 2. Grade level meetings to review student progress with classroom teachers	1. FAIR 2. SRA Assessments 3. FCAT

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # In six years, Blue Angels Elementary will reduce the achievement gap by 50%. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	60	68	71	74	77	

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:	At Blue Angels Elementary, the percent of students not proficient will decrease by one percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, Asian =27% not proficient in Reading Black=58% not proficient in Reading Hispanic=55% not proficient in Reading White=30% not proficient in Reading	In 2013, Asian =26% not proficient in Reading Black=57% not proficient in Reading Hispanic=54% not proficient in Reading White=29% not proficient in Reading

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. Students working at varying levels	5B.1. Implement Differentiated Instruction Strategies 5B.2. Continue to assess students using FAIR 5B.3. Disaggregate student data to focus on individual student needs. 5B.4. Utilize available	Principal/Assistant Principal Teachers	Monitor Data Notebooks and student grades/FAIR Data	FCAT Reading

		slots in Military Grant Program for after school enrichment.			
2	5B.2. Lack of Reading Coach	5B.2. Utilize volunteers and mentors for one on one and small group tutoring	Principal/Assistant Principal/Teachers	Data Meetings	FCAT Reading
3	5B.3. Student absences/tardies	5B.3. Monitor attendance and tardies on a daily basis. Notify parents/guardians when necessary regarding attendance issues. Involve Guidance and School Social Worker.	Principal/Assistant Principal/Guidance and School Social Worker	Daily attendance and progress reports	The end of the year attendance and tardy reports
4	We do not anticipate any barriers to reaching our goal.	1. FAIR Assessment 2. Small group instruction with classroom teacher 3. Use available slots in military grant for after school tutoring	1. Principal 2. Assistant Principal 3. Classroom Teacher	1. FAIR Data 2. SRA Assesments from Classroom Teacher 3. Assessments conducted in tutoring classes	1. Analysis of FAIR results 2. SRA Assessment results 3. FCAT

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
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C. 1. Students working at varying levels	5C.1.A. Implement Differentiated Instruction strategies 5C.1.B. Utilize ESOL strategies with student	Principal/Assistant Principal/Classroom Teacher	Monitor Data Notebooks/Grades FAIR Data	FCAT Reading
2	5C.2. Lack of Reading Coach	5C.2. Utilize volunteers and peer teachers for one on one and small group tutoring	Principal/Assistant Principal/Teachers	Data Meetings	FCAT Reading
3	N/A	N/A	N/A	N/A	N/A

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	At Blue Angels Elementary, the percent of students not proficient will decrease by one percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, Students with Disabilities = 77% =not proficient in Reading	In 2013, Students with Disabilities = 76% =not proficient in Reading

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Barriers include: students reading at various ability levels; reading below grade level; language barriers	Small group instruction; extended time available; individualized instruction	Teacher Principal Assistant Principal	Beginning and end of the year assessments; periodic classroom assessments	FCAT Reading; FAIR; SRA Imagine It

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:	At Blue Angels Elementary, the percent of students not proficient will decrease by one percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, Economically Disadvantaged Students = 48% not proficient	In 2013, Economically Disadvantaged Students = 47% not proficient

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Barriers include: students reading at various ability levels; students reading below grade level; language barriers	Small group instruction	Teacher Principal Assistant Principal	Beginning and end of the year assessments; periodic classroom assessments	FCAT Reading; FAIR; SRA Imagine It
2	We do not anticipate any barriers to reaching our goal.	1. FAIR Assessment 2. SRA Assessments by Classroom Teacher 3. Small group instruction by classroom teacher	1. Principal 2. Assistant Principal 3. Classroom Teacher	1. Analysis of FAIR Data 2. Review of SRA assessments to track progress	1. FAIR Data 2. SRA Assessments 3. FCAT

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
Renaissance Learning Common Core Symposium (New Orleans)	Grade K Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Technology Coordinator Media Specialist Guidance	Renaissance Learning Symposium	School-Wide Representatives K-5, Media, Technology, Guidance	November 15, 16 and 17, 2012	Implementation of New Strategies/Common Core Practices in Reading, Math and Science	Principal, Assistant Principal, Classroom Teachers



	Counselor					
Beverly Tyner	Grade 3 Grade 4 Grade 5 (ESE)	Ms. Verna Smith from the Escambia County Reading Department will host this training at Blue Angels Elementary	Blue Angels Grades 3-4-5  Hellen Caro Grades 3-4-5  Pleasant Grove Grades 3-4-5	Teacher Work Day October 19, 2012	Classroom Walkthrough Visits	Principal, Assistant Principal, Classroom Teachers

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers in Grades K-5, Media Specialist, Technology Coordinator and Guidance Counselor will attend the Renaissance Learning Symposium in New Orleans during November, 2012.	Resources will include a variety of workshops for (18) teachers to attend that will focus on Common Core in Reading, Mathematics and Science	Military Grant	\$15,000.00
			Subtotal: \$15,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Technology Learning Group	Four Teachers will participate in a TLG	Military Grant	\$3,200.00
			Subtotal: \$3,200.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Beverly Tyner Reading Workshop for Grades 3-4-5 and ESE	Teachers will receive Step Up to Writing Classroom sets to include Teacher Manuals, Blackline Masters, CD Set, 30 Handy Pages and a Poster Set	Military Grant	\$9,600.00
			Subtotal: \$9,600.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$27,800.00

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	We have less than ten students who are enrolled in the CELLA program.
2012 Current Percent of Students Proficient in listening/speaking:	
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	N/A	N/A	N/A	N/A	N/A

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:	We have less than ten students enrolled in the CELLA Program at Blue Angels Elementary School.
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2012 Current Percent of Students Proficient in reading:

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	N/A	N/A	N/A	N/A	N/A

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

3. Students scoring proficient in writing. CELLA Goal #3:	We have less than ten students enrolled in the CELLA Program at Blue Angels Elementary.
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2012 Current Percent of Students Proficient in writing:

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	N/A	N/A	N/A	N/A	N/A

CELLA Budget:

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

Subtotal: \$0.00

**Technology**

Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00

Subtotal: \$0.00

**Professional Development**

Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00

Subtotal: \$0.00

**Other**

Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00

Subtotal: \$0.00

**Grand Total: \$0.00**

*End of CELLA Goals*

# Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	The percentage of students scoring Achievement Level 3 on the 2012-2013 FCAT will increase by 1% as compared to the percentage of students scoring Achievement Level 3 on the 2011-2012 FCAT which was 24% (96).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Students scoring at Achievement Level 3 in mathematics were as follows: third grade 27% (36); fourth grade 20% (28); fifth grade 24% (32).	It is expected that the percentage of students scoring at Achievement Level 3 will increase by 1% at each grade level.

### 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	Barriers include: students' math skills are below grade level; large range of math abilities within classes; language barriers for ESOL students	GO Math Intervention Lessons; Accelerated Math; small group instruction; reinforcement in small group activities	Teacher Principal Assistant Principal	Analysis of Go Math Assessments; teacher-made assessments; class participation	GO Math Assessments; Pre/Posttests; Accelerated Math; FCAT Data

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.  Mathematics Goal # 1b:	At Blue Angels Elementary School, we have only five students who take the Florida Alternative Assessment. Therefore, because data could be individually identifiable, no goal/objective will be written
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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal # 2a:	The percentage of students scoring Achievement Level 4 on the 2012-2013 FCAT will increase by 1% as compared to the percentage of students scoring Achievement Level 4 on the 2011-2012 FCAT which was 21% (87).
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2012 Current Level of Performance:	2013 Expected Level of Performance:
Students scoring at Achievement Level 4 in mathematics were as follows: third grade 15% (20); fourth grade 30% (43); fifth grade 18% (24).	It is expected that the percentage of students scoring at Achievement Level 4 will increase by 1% at each grade level.

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	We do not anticipate any barriers to this goal.	1. GO Math Assessments 2. Success Maker Reports 3. Accelerated Math Data	1. Principal 2. Assistant Principal 3. Classroom Teacher	1. Analysis of GO Math Assessments 2. Success Maker Data 3. Accelerated Math Data	1. FCAT 2. 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 group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.  Mathematics Goal #2b:	At Blue Angels Elementary School, we have only five students who take the Florida Alternative Assessment. Therefore, because data could be individually identifiable, no goal/objective will be written
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2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	The percentage of students making learning gains on 2012-2013 FCAT mathematics will increase by 1% as compared to the percentage of students making learning gains on the 2011-2012 FCAT mathematics.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
Students making learning gains in mathematics were as follows: fourth grade 76% (98); fifth grade 75% (89).	It is expected that the percentage of students making learning gains in mathematics will increase by 1% at each grade level for fourth and fifth grade.

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	We do not anticipate any barriers to reaching this goal.	1. Go Math assessments 2. Success Maker 3. Accelerated Math	1. Principal 2. Assistant Principal 3. Classroom	1. Analysis of GO Math Data 2. Success Maker Report Data	1. GO Math Assessment 2. FCAT

		Teacher	3. Accelerated Math Data
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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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	At Blue Angels Elementary School, we have only five students who take the Florida Alternative Assessment. Therefore, because data could be individually identifiable, no goal/objective will be written
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The percentage of students scoring in the lowest 25% making learning gains on the 2012-2013 FCAT in mathematics will increase by 1% as compared to the percentage of students scoring in the lowest 25% making learning gains on the 2011-2012 FCAT in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Students in the lowest 25% making learning gains in mathematics were as follows: fourth grade 73% (22); fifth grade 70% (21)	It is expected that the percentage of students scoring in the lowest 25% in mathematics will increase by 1% in each grade level for fourth and fifth grade.

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	We do not anticipate any barriers to this goal.	1. GO Math Assessments 2. Small group instruction 3. Success Maker 4. Accelerated Math 5. Military Grant will provide after school enrichment in Math for military students in Grades 3-5	1.Principal 2.Assistant Principal 3.Classroom Teacher 4.Tutors (Classroom Teachers)	1.Review GO Math Assessment Data 2.Success Maker Data 3.Accelerated Math Reports 4. Data review from Go Math Intervention Strategies after school	1.Go Math Assessments 2.Success Maker 3.Accelerated Math 4. FCAT

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # In six years, Blue Angels Elementary will reduce the achievement gap by 50%.
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Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	58	60	64	68	72	

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:	At Blue Angels Elementary, the percent of students not proficient will decrease by one percentage point.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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In 2012, Asian= 23% not proficient in Mathematics Black= 48% not proficient in Mathematics Hispanic=45% not proficient in Mathematics White= 30% not proficient in Mathematics SWD= 77% not proficient in Mathematics Economically Disadvantaged=48% not proficient in Mathematics	In 2013, Asian= 22% not proficient in Mathematics Black= 47% not proficient in Mathematics Hispanic=44% not proficient in Mathematics White= 29% not proficient in Mathematics SWD= 76% not proficient in Mathematics Economically Disadvantaged=47% not proficient in Mathematics
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	We do not anticipate any barriers in reaching this goal.	1. GO Math Assessments 2. Small Group Instruction 3. Success Maker 4. Accelerated Math 5. Military Grant will provide after school enrichment classes for students in Grades 3-5 in the area of Mathematics.	1. Principal 2. Assistant Principal 3. Classroom Teacher	1. GO Math Data Analysis 2. GO Math Intervention utilized with after school enrichment classes (Military Grant) 3. Success Maker report 4. Accelerated Math Data	1. GO Math Assessments 2. Success Maker Reports 3. Accelerated Math Reports 4. FCAT

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
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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N/A	N/A
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	At Blue Angels Elementary, the percent of students not proficient will decrease by one percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, Students with Disabilities not proficient=77%	In 2013, Students with Disabilities not proficient=76%

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	Barriers include: students math abilities at various levels; math below grade level; language barriers	Small group instruction; extended time available; individualized instruction	Teacher Principal Assistant Principal	Beginning and end of the year assessments; periodic classroom assessments	FCAT Math; Go Math assessments
2	N/A	N/A	N/A	N/A	N/A

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	At Blue Angels Elementary, the percent of students not proficient will decrease by one percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, Economically disadvantaged students not making satisfactory progress in mathematics was 48%	In 2013, Economically disadvantaged students not making satisfactory progress in mathematics will be 47%

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	Barriers include: students math abilities at various levels; math ability below grade level	Small group instruction	Teacher Principal Assistant Principal	Beginning and end of the year assessments; periodic classroom assessments	FCAT Math; Go Math assessments

*End of Elementary School Mathematics Goals*

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

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

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



No Data Submitted

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Military Grant Enrichment Sessions	Math Manipulatives Math Supplies	Military Grant	\$5,000.00
			Subtotal: \$5,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Provide individualized mathematics curriculum for students	Math Facts with a Blast Accelerated Math	Military Grant	\$4,000.00
			Subtotal: \$4,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Workshop(s) K-2 3-5	Mathematics Workbooks for Parents	Military Grant	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$10,000.00

End of Mathematics Goals

## Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.		Maintain or increase the percentage of students scoring at or above Level 3 in Science on the FCAT.			
Science Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
In 2011, 58% tested at Blue Angels Elementary School achieved a Science proficiency FCAT Level of 3 or higher. In 2012, 69% tested at Blue Angels Elementary School achieved a Science proficiency FCAT Level of 3 or higher.		In 2013, 70% or more of the students will achieve proficiency in Grade 5 FCAT 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	We do not anticipate any barriers to reaching this goal.	Fifth Grade has departmentalized and two of our teachers are the lead Science teachers for the fifth	1.Principal 2.Assistant Principal 3.Classroom Teacher	1. Review of Science Assessment Data 2.Classroom Assessments	1. District Science Tests 2. FCAT Science

grade level.

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:	At Blue Angels Elementary School, we have only five students who take the Florida Alternative Assessment. Therefore, because data could be individually identifiable, no goal/objective will be written.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Students working below grade level text.	Include ESE students in the general education classroom for Science instruction utilizing Inclusion.	Principal, Assistant Principal, ESE/Inclusion Teachers, General Education Teacher	Monitor class participation and work, Progress Reports, District Science Assessments and Report Card	Florida Alternate Assessment

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:	Maintain the percent of students who score at or above Achievement Level 4 in Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011, 25% (34 students) of Fifth Grade students scored above proficiency at FCAT Level 4 or 5 on FCAT Science. In 2012, 28% (39 students) of Fifth Grade students scored above proficiency at FCAT Level 4 or 5 on FCAT Science.	In 2013, 29% of students will score at or above Level 4 on the FCAT Science assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	We do not anticipate any barriers to reaching this goal.	1. Departmentalize for Science at the fifth grade level.	1. Principal 2. Assistant Principal 3. Classroom Teacher	1. Classroom Assessments 2. FCAT Data	Q1 Science Test Q2 Science Test FCAT 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:	At Blue Angels Elementary School, we have only five students who take the Florida Alternative Assessment. Therefore, because data could be individually identifiable, no goal/objective will be written.
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2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

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

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

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Family Science Night(s)	Starry Night It's ELEMENTary my Dear!	Military Grant	\$2,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Interactive On-Line Science Program for Grades K-5 and ESE	Gizmos	Military Grant	\$2,500.00
			Subtotal: \$2,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Science Enhancement for Staff	Workshop for Staff (Nancy Stanley)	Military Grant	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$5,500.00

## 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:	Increase or maintain the percentage of students meeting state standards in Writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2010, 83% of fourth grade students were proficient In 2011, 92% of fourth grade students were proficient In 2012, 88% of fourth grade students were proficient	In 2013, 89% or higher of students will meet state standards in writing.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	We do not anticipate any barriers in reaching this goal.	Step Up to Writing Workshop will be provided for all 3rd, 4th and 5th Grade Teachers.  Monthly writing prompts are given at each grade level.	1. Principal 2. Assistant Principal 3. Classroom Teachers	Writing Workshop (Beverly Patteson and Brian Spivey)  Writing Prompts Evaluated Monthly	1. Escambia Writes Data 2. FCAT Data in Writing

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:	At Blue Angels Elementary School, we have only five students who take the Florida Alternative Assessment. Therefore, because data could be individually identifiable, no goal/objective will be written.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Step Up to Writing Workshop	Grade 3 Grade 4 Grade 5	Beverly Patteson Brian Spivey	Classroom teachers	First Semester, 2012	Writing Samples collected monthly	Principal Assistant Principal Classroom Teachers

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Step Up to Writing Workshop (Patteson & Spivey)	Step Up to Writing Kits	The Military Grant	\$3,200.00
			Subtotal: \$3,200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$3,200.00</b>

End of Writing Goals

## Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	Decrease the Average Daily Attendance Rate (ADA) by one tenth of a percent.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
In 2012, the Average Daily Attendance for students was 95.5%.	In 2013, our expected daily attendance rate will be 95.4%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
In 2012, the number of students with excessive absences was 257 students.	In 2013, the number of students with excessive absences will be less than 250 students.
2012 Current Number of Students with Excessive	2013 Expected Number of Students with Excessive

Tardies (10 or more)		Tardies (10 or more)			
In 2012, the number of students with excessive tardies was 176 students.		In 2013, the number of students with excessive tardies will be less than 170 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	We do not anticipate any barriers to reaching this goal	1. Continue Positive Behavior Plan 2. Utilize Visiting Teacher to address chronic absences and excessive tardies 3. Conduct Attendance Child Study Meetings	1. Principal 2. Assistant Principal 3. Guidance	1. Attendance	Average Daily Attendance Rate

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
Staff involvement in creating a Tardy Plan	K-5 and ESE	Principal Assistant Principal Guidance	School-wide	Quarterly meetings with staff to identify students with attendance issues	Monthly Attendance Child Study Meetings	Principal Assistant Principal Guidance Data Clerk Classroom Teachers

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00

## Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension Suspension Goal # 1:		The total number of in-school suspensions for 2012 was 9.			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
In 2012, the total number of in-school suspensions was 9.		In 2013, the total number of in-school suspensions will be 8.			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
In 2012, the total number of students suspended was 7.		In 2013, the total number of students suspended will be 6.			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
In 2012, the number of Out-of-School Suspensions was 2.		In 2013, the number of Out-of-School Suspensions will be 1.			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
In 2012, the number of students suspended was 2.		In 2013, the number of students suspended will be 1.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	We do not anticipate any barriers to reaching this goal.	1.Continue use of Positive Behavior Plan. 2. ASO-After School Opportunity for fourth and fifth grade students to reflect on making better choices during the school day.	1.Principal 2.Assistant Principal 3.Classroom Teacher 4.Guidance Counselors	The Administrative Leadership Team is tracking the number of referrals and suspensions of our students using SWISS Data.	Data on suspensions from the Behavior Plan.

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
PBS Team will recognize those students with positive behavior each nine weeks.  Character Class will be available for those students who struggle with behavior.	K-5 and ESE	Guidance Counselor(s) Principal/Assistant Principal Classroom Teachers	School-wide Grades K-5 and ESE	One every nine weeks	Character Classes provided every nine weeks for struggling students	Guidance Principal Assistant Principal

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
PBS Celebration each nine weeks to recognize positive behavior. Character Class for students who struggle with behavior.	Celebration each nine weeks to reward positive behavior. First Event-> Band to perform for students at the end of the first nine weeks. Other events will include a movie event, sock hop and field day.	PBS Fund	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Guidance will provide a monthly video series for all students via our WJET closed circuit television.	Video Series: Responsibility Making Good Choices Honesty Counts Doing Your Best	PBS Fund	\$150.00
			Subtotal: \$150.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
PBS Team Met throughout the summer and will meet monthly during the school year	PBS Notebooks	PBS Fund	\$300.00
			Subtotal: \$300.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,450.00

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:



*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.		Blue Angels Elementary School will feature quarterly activities to increase Parent Involvement.			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
Blue Angels Elementary School had 71% of the parents of our 880 students involved in activities here at the school level.		Blue Angels Elementary School will increase to 72% the number of parents involved in activities at the school level for the 2012-13 school year.			
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	We do not anticipate any barriers to reaching this goal.	We will offer activities monthly to involve our parents here at Blue Angels. We will offer Curriculum Workshops for parents.	1. Principal 2. Assistant Principal 3. Guidance 4. Classroom Teachers	Attendance at Parental Involvement Activities.	Parent Surveys

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
1. Annual Title One Meeting for Parents	Grades K-5 and ESE	Principal Assistant Principal	Parents of students in Grades K-5 and ESE	Quarterly	Review of Parent Input as related to requests for workshops during the 2012-13 school year	Principal Assistant Principal Guidance

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
We will host curriculum workshops for parents.	Mathematics Materials Reading/Literacy Materials Science Night(s)	Title One Funds	\$2,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Family Reading Night	Use of computers to take Accelerated Reader tests	Title One Funds	\$1,050.00
			Subtotal: \$1,050.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Curriculum Specialists will present information related to the Common Core	Common Core Materials	Title One Funds	\$1,500.00
			Subtotal: \$1,500.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$4,550.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:			Maintain or increase the number of third, fourth and fifth grade students who participate in the Military After School Enrichment Program.		
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	Having a sufficient number of instructors to work with students.	Utilize the grant to purchase hands on materials for staff to utilize with students. These materials align with STEM.	Principal Assistant Principal  Lead Teacher for Grant Teachers working the Enrichment Program	Track FCAT Performance of Students enrolled in this program	FCAT

## 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
Common Core Symposium (Renaissance Learning) in New Orleans	Grade K Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Media Specialist  Technology Coordinator Guidance Counselor	Symposium Leaders	School Wide Participants (18)	November 15-16-17, 2012	Staff Presentation to Faculty	Principal Assistant Principal

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

Military Grant Enrichment Program	Enrichment sessions for students in Grades 3, 4 & 5	Military Grant	\$30,000.00
			Subtotal: \$30,000.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Military Grant Enrichment Program	Technology	Military Grant	\$25,000.00
			Subtotal: \$25,000.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Grades K-5 Teachers, Media Specialist, Technology Coordinator and Guidance Counselor	Renaissance Learning Symposium on Common Core	Military Grant	\$10,000.00
			Subtotal: \$10,000.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
NAS Summer Flight Academy (STEM)	Week long summer camp for 150 students at Blue Angels, 2013	Military Grant	\$3,000.00
			Subtotal: \$3,000.00
			<b>Grand Total: \$68,000.00</b>

End of STEM Goal(s)

## Additional Goal(s)

No additional goal was submitted for this school. Goal:

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

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

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

Budget:

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

End of No additional goal was submitted for this school. Goal(s)

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teachers in Grades K-5, Media Specialist, Technology Coordinator and Guidance Counselor will attend the Renaissance Learning Symposium in New Orleans during November, 2012.	Resources will include a variety of workshops for (18) teachers to attend that will focus on Common Core in Reading, Mathematics and Science	Military Grant	\$15,000.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Military Grant Enrichment Sessions	Math Manipulatives Math Supplies	Military Grant	\$5,000.00
Science	Family Science Night(s)	Starry Night It's ELEMENTary my Dear!	Military Grant	\$2,000.00
Writing	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	PBS Celebration each nine weeks to recognize positive behavior. Character Class for students who struggle with behavior.	Celebration each nine weeks to reward positive behavior. First Event-> Band to perform for students at the end of the first nine weeks. Other events will include a movie event, sock hop and field day.	PBS Fund	\$1,000.00
Parent Involvement	We will host curriculum workshops for parents.	Mathematics Materials Reading/Literacy Materials Science Night (s)	Title One Funds	\$2,000.00
STEM	Military Grant Enrichment Program	Enrichment sessions for students in Grades 3, 4 & 5	Military Grant	\$30,000.00
				Subtotal: \$55,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Technology Learning Group	Four Teachers will participate in a TLG	Military Grant	\$3,200.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Provide individualized mathematics curriculum for students	Math Facts with a Blast Accelerated Math	Military Grant	\$4,000.00
Science	Interactive On-Line Science Program for Grades K-5 and ESE	Gizmos	Military Grant	\$2,500.00
Writing	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	Guidance will provide a monthly video series for all students via our WJET closed circuit television.	Video Series: Responsibility Making Good Choices Honesty Counts Doing Your Best	PBS Fund	\$150.00
Parent Involvement	Family Reading Night	Use of computers to take Accelerated Reader tests	Title One Funds	\$1,050.00
STEM	Military Grant Enrichment Program	Technology	Military Grant	\$25,000.00
				Subtotal: \$35,900.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
		Teachers will receive Step Up to Writing		

Reading	Beverly Tyner Reading Workshop for Grades 3-4-5 and ESE	Classroom sets to include Teacher Manuals, Blackline Masters, CD Set, 30 Handy Pages and a Poster Set	Military Grant	\$9,600.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Parent Workshop(s) K-2 3-5	Mathematics Workbooks for Parents	Military Grant	\$1,000.00
Science	Science Enhancement for Staff	Workshop for Staff (Nancy Stanley)	Military Grant	\$1,000.00
Writing	Step Up to Writing Workshop (Patteson & Spivey)	Step Up to Writing Kits	The Military Grant	\$3,200.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	PBS Team Met throughout the summer and will meet monthly during the school year	PBS Notebooks	PBS Fund	\$300.00
Parent Involvement	Curriculum Specialists will present information related to the Common Core	Common Core Materials	Title One Funds	\$1,500.00
STEM	Grades K-5 Teachers, Media Specialist, Technology Coordinator and Guidance Counselor	Renaissance Learning Symposium on Common Core	Military Grant	\$10,000.00
				Subtotal: \$26,600.00
<b>Other</b>				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	\$0.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	N/A	N/A	N/A	\$0.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
STEM	NAS Summer Flight Academy (STEM)	Week long summer camp for 150 students at Blue Angels, 2013	Military Grant	\$3,000.00
				Subtotal: \$3,000.00
				<b>Grand Total: \$120,500.00</b>

## 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 10/17/2012)

## 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
N/A	\$0.00

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

The SAC has elected new officers for the 2012-13 school year. We plan to meet during the day this school year once a month during the lunch hour. Our Committee plans to attend the upcoming SAC Orientation to be held during the month of October. SAC is instrumental in supporting our students and parents throughout the school year. Our SAC assists with:

1. Reviewing the School Improvement Plan
2. In the Spring, assists with the Budget process
3. Participates in a discussion regarding school uniforms
4. Assists with the School Recognition monies distribution and plan.

# AYP DATA

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

## SCHOOL GRADE DATA

No Data Found

Escambia School District BLUE ANGELS ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	77%	92%	65%	314	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	72%	62%			134	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	62% (YES)	62% (YES)			124	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					572	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Escambia School District BLUE ANGELS ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	75%	79%	83%	53%	290	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	63%	65%			128	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	52% (YES)	51% (YES)			103	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 = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested