FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: BELL ELEMENTARY SCHOOL

District Name: Gilchrist

Principal: Sherry Lindsey

SAC Chair: Sandra Carawan

Superintendent: Don Thomas

Date of School Board Approval: 10/16/2012

Last Modified on: 11/6/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
		Masters Degree Educational			2011 - 2012 School Grade A, 62% Reading Mastery, 73% Math Mastery, 66% Learning Gains in Reading, 79% Learning Gains in Math, 76% Lowest 25% gains in Reading, 76% Lowest 25% gains in Math, 2010 - 2011 School Grade A, 87% Reading Mastery, 87% Math Mastery, 69% Learning Gains in Reading, 64% Learning Gains in Math, 66% Lowest 25% gains in Reading, 59% Lowest 25% gains in Math, 95% AYP Criteria Met, SWD and ED students did not make AYP target in Math, all other subgroups made AYP targets

Principal	Sherry Lindsey	Leadership, all levels Elementary Education Grades 1-5, Reading Endorsement	24	4	2009 - 2010 School Grade B, 73% Reading Mastery, 83% Math Mastery, 60% Learning Gains in Reading, 74% Learning Gains in Math, 46% Lowest 25% gains in Reading, 76% Lowest 25% gains in Math, 95% AYP Criteria Met, SWD and ED students did not make AYP target in Reading, all other subgroups made AYP targets 2008- 2009 School Grade B 79% Reading Mastery, 74% Math Mastery, 74% Learning Gains in Reading, 58% Learning Gains in Math, 72% Lowest 25% gains in Reading, 47% Lowest 25% gains in Math, 95% AYP Criteria Met, SWD students did not make AYP target in Reading and Math, all other subgroups made AYP targets
Assis Principal	Ronda Adkins	Master's Degree Educational Leadership all levels, Elementary Education grades 1-6, Primary Education K-3	2		2011 - 2012 School Grade A, 62% Reading Mastery, 66% Learning Gains in Reading, 76% Lowest 25% gains in Reading, 2010 - 2011 School Grade A, 87% Reading Mastery, 69% Learning Gains in Reading, 66% Lowest 25% gains in Reading, 95% AYP Criteria Met, SWD and ED students did not make AYP target in Math, all other subgroups made AYP targets

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading Coach	Krista Perryman	Master's Degree, Elementary Education K-6, Exceptional Student Education K-12			

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	Mentoring by National Board Teachers	National Board Teachers	Last Day of School Year 2012 - 2013	
2	Recruitment and Retention of Highly Qualified Teachers	Administrators and Staff	Last Day of School Year 2012 - 2013	
3	Establish opportunities for advancement of knowledge and Professional Development	Administrators	Last Day of School Year 2012 - 2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
34	2.9%(1)	14.7%(5)	32.4%(11)	50.0%(17)	26.5%(9)	100.0%(34)	8.8%(3)	11.8%(4)	35.3%(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
National Board Certified Teachers: Nell Hartsfield, Rhonda Scott, and Amy Downing	Grade Level Teachers	Increase Student Achievement	Classroom Procedures Reading and Math Instruction

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

Students benefit from the reduced class size, supplemental equipment/supplies/software, and professional development provided through Title I, Part A. In addition, Title I, Part A supports parental involvement activities for families at this school. Supplementary Educational Services are provided to eligible students through the use of Title I, Part A set-aside funds.

Title I, Part C- Migrant

Students also benefit from the coordination of services with Title I, Part C Migrant Programs. The LEA`s Title I Director and curriculum directors collaborate & coordinate with the Alachua Multi-County Migrant Program in order to ensure that migrant students in each school receive services on the same basis as other children who are not highly mobile.

Title I, Part D

N/A

Title II

Integration of services under Title II Parts A and D provides students with the benefit of reduced class size, reading coaches, supplemental test prep materials, instructional technology, and enhanced instruction due to increased Professional

Development opportunities for teachers at all schools. Our school collaborates with Title II to provide ongoing in-service & professional development / training to assist teachers & paraprofessionals in core academic subject areas such as reading, writing, math, or science in meeting the requirements needed to become highly qualified.

Title III

Funding is not provided under Title III in our small and rural school. However, students are benefited from the availability of a curriculum director that coordinates services for ESOL students. This ensures that materials are available in alternate languages, services meet the needs of ESOL/ELL/LEP students and families, and that these students are able to achieve on the same level as their English speaking peers.

Title X- Homeless

Integration & coordination of services provided to students under Title X ensures that homeless students receive services on the same basis as other children. Although our school/district does not normally receive funding under Title X, Title X ARRA funds are available this year to improve identification of children and unaccompanied youth living in homelessness. In addition, each year a portion of Title I, Part A funds are set-aside to provide services to homeless students in all schools.

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

Services under Title IV, Part A Safe and Drug Free Schools include the availability of a school resource officer (SRO). This promotes an environment conducive to learning.

Nutrition Programs

District County Wellness Plan

Housing Programs

N/A

Head Start

Contracts with applicable agencies provides students with Head Start programs on school campus, as well as voluntary pre-kindergarten programs. Collaboration with and support from United Way allows targeted families to receive scholarships that ensure that students receive a full day of pre-kindergarten services, as well as parent workshops and home visits.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Sherry Lindsey (Principal)
Ronda Adkins (Assistant Principal)
Krista Perryman (Reading Coach)
Xina Leggett (Guidance Counselor)
Kathy Weaver (Guidance Counselor)

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work

with other school teams to organize/coordinate MTSS efforts?

The RtI Team is an extension of the Leadership Team and is integrated to provide support through the process of problem solving. As issues and concerns arise, the team reviews baseline data in order to make informed decisions with the goal of impacting student achievement, literacy, and the emotional well being of students. Students in need are identified and early intervention strategies are initiated to prevent student failure and ensure student success. This team consist of administrators, reading coach, guidance counselor, school psychologist, and classroom teachers.
PAWS (Professional Assessing What We See)Meetings are scheduled bi-monthly to meet for the purposes of solving problems, sharing best practices,and to review progress monitoring data.

The principal and assistant principal will ensure that decision making is data-based, monitor the implementation of RtI by the school-based team, assess RtI skills of school staff, ensure the implementation of intervention support and documentation, provide adequate professional development to support RtI implementation.

The Reading Coach will provide guidance on the K-12 reading plan, facilitate and support data collection activities, assist in data analysis, provide professional development and technical assistance to teachers regarding data-based instructional planning, and support the implementation of Tier 1, Tier 2, and Iier 3 intervention plans.

General education teachers will provide information about core instruction, participate in student data collection, deliver Tier 1 instruction, collaborate with other staff to implement Tier 2 and Tier 3 interventions.

The counselor, school psychologist, and other student services personnel will meet with the team to address specific problems or concerns as needed.

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 core School Based RtI Team functions in a dual role as school improvement and data team. The leadership team touches all facets of school's academic program.

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.

Progress Monitoring Data from District Assessments (Reading, Math, & Science), Benchmark (FCIM) Assessments (Reading, Math, & Science), Write Score (Writing), FAIR (Reading), FCAT (Reading, Math & Science), SAT 10 (Reading & Math), and DDA (Reading & Math) data is documented and disaggregated. Core Curriculum assessments include assessments above, adopted curriculum tests, quarterly tests, and mini benchmark assessments. Tier 2 and Tier 3 testing will include intervention materials provided by adopted curriculum. This data will be used to guide instructional decisions and system procedures for all students to:
• adjust the delivery of curriculum and instruction to meet the specific needs of students during the RtI Math Block and RtI Reading Block
• target professional development
Behavior will be monitored through the Positive Behavior System and office referrals.

Data is then discussed with administration and staff as well as reported to district administrators during monthly meetings.

Describe the plan to train staff on MTSS.

RtI Implementation began during the school year 2008-2009. District RtI team attended State led meetings and trainings. This information was shared with school staff and continues to be reviewed often. Monthly PAWS meetings serve as a forum for continued training of RtI practices and data disaggregation.

Describe the plan to support MTSS.

The MTSS/RtI Team works collaboratively with teachers and staff to provide resources needed by students.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Sherry Lindsey (Prinicpal)
Ronda Adkins (Assistant Prinicpal)
Krista Perryman (Reading Coach)
Patricia Philman (Media Specialist)
Jennifer Lindsey (Kindergarten Teacher)
Rhonda Scott (1st Grade Teacher)
Barbara Ogden (2nd Grade Teacher)
Evie Wright (3rd Grade Teacher)
Peggy Hilliard (4th Grade Teacher)
Melody Madej (5th Grade Teacher)

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

The reading coach will facilitate monthly meetings to review activities to promote literacy throughout the school. The team consists of a grade level representative from each grade level along with the media specialist and an administrator. They will act as a liason for their grade level as well as role models for literacy and FRI activities.

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

FRI strategies
Accelerated Reader
Families Building Better Learners
Florida Continuous Improvement Model
Focus on additional RTI Reading minutes built into the master schedule.
Focus on additional RTI Math minutes built into the master schedule.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/6/2012)

*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.

In preparation for a smooth transition to local elementary school programs, students are exposed to the Pre-Kindergarten and Kindergarten environments by visiting classes. Registration information is sent home to parents, announced in the newsletter, and placed on the marquee. Parents are given the opportunity to learn about the Pre-Kindergarten and Kindergarten curriculum by attending a transitional Open House prior to the start of the new school year. The teachers use the Early Childhood Observation System (ECHOS)to assess student readiness and master of skills. Utilizing age appropriate curriculum and strategies/OWL Curriculum. Bell Elementary School participates in School Readiness Coalition planning and identifies students' eligibility for Title I, Migrant services, ESOL and ESE services.

The Voluntary Pre-Kindergarten Program is federally funded.

*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?

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the <u>High School Feedback Report</u>

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:	Bell Elementary School will have 35% of students achieve an FCAT Level of 3 on the 2013 FCAT Reading Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (63 out of 216)	35% (77 out of 220)

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	Core Curriculum - teachers at varying levels of implementing differentiated instruction	Reciprocal Teaching Fluency Checks FCAT Explorer FRI Strategies Small Group instruction Differentiated instruction Odyssey computer instruction CIS instruction Florida Reading Coach Accelerated Reader	Administrators Reading Coach Classroom Teachers	Curriculum Assessment FCIM Assessments FAIR Assessments	2013 FCAT Reading Test

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

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Bell Elementary School will have 38% of students achieve an FCAT Level of 4 or 5 on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (71 out of 216)	38% (84 out of 220)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students maintaining level 4 or 5 with difficulty level of test increasing	FCAT Explorer Literature Circles Challenge Resources provided with curriculum CIS Instruction Florida Reading Coach	Classroom Teachers Reading coach	Curriculum Assessments FCIM Assessments FAIR Assessments	FCAT Reading Test
2	Enrichment reading instruction may not be delivered with fidelity as teachers tend to focus on struggling students needing remediation	Challenge Resources provided by adopted curriculum Accelerated Reader Odyssey computer instruction	Classroom Teachers Reading Coach	Curriculum Assessments FCIM Assessments	FCAT Reading Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Bell Elementary School will have 65% of total students make learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:

61% (85 out of 140)	65% (91 out of 140)

		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	Maintaining students at level 4 or 5	Literature circles Challenge material provided by curriculum FRI Strategies CIS instruction Florida Reading Coach Odyssey computer instruction	Classroom Teachers Reading Coach	Curriculum Assessments FCIM Assessments	FCAT Reading Test
2	Students maintaining their level when the next grade's level increases	FRI Strategies SuccessMaker CIS instruction Florida Reading Coach Odyssey computer instruction	Classroom Teachers Reading Coach	Curriculum Assessments FCIM Assessments	FCAT Reading Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

		Problem-Solving Process to Increase Student Achievement			

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Bell Elementary School will have 68% of students in the Lowest 25% make learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (25 out of 39)	68% (27 out of 40)

	Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time for low performing students to achieve	SuccessMaker Provide extended time (before & after school) for extra services RtI Reading Block SES tutoring Great Leaps	Classroom Teachers Reading Coach	SuccessMaker Reports Curriculum Assessments	FCAT Reading Test

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 #
	Bell Elementary School will be at 84% by 2016 – 2017. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	62	73	76	79	81	

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:	Bell Elementary School will have 73% of white students score a level 3 or higher on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (134 of 216)	73% (161 of 220)

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	Core Curriculum Common Core Standards	Small Group Instruction Reciprocal Teaching CIS instruction Odyssey computer instruction	Classroom Teachers Reading Coach	Weekly Assessments	FCAT Reading Test

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
		No Data Submitted		

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Bell Elementary School will have 58% of students with disabilities score a level 3 or higher on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (17 of 48)	58% (29 of 50)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students having enough time to acquire necessary skills to be proficient	SuccessMaker Small Group Instruction RtI Instruction Odyssey computer instruction CIS instruction	Classroom Teachers Reading Coach	SuccessMaker Reports Curriculum Assessments	FCAT Reading Test

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:	Bell Elementary School will have 70% of economically disadvantaged students score a level 3 or higher on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (80 of 144)	70% (99 of 142)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not have access to print enriched environments outside of school	SuccessMaker CIS instruction Odyssey computer instruction Accelerated Reader	Classroom Teachers Reading Coach	SuccessMaker reports	FCAT Reading Test

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 Reading Standards	K-5th grade	Wendy O'Steen	K-5th grade teachers	1 day training during 1st nine weeks	Activities documented in lesson plans	Principal Curriculum Director Reading Coach
CIS instruction	K-5th grade	Wendy O'Steen	K-5th grade teachers	1/2 day training during 1st nine weeks	Strategies documented in lesson plans	Principal Curriculum Director Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
SuccessMaker	Individualized Reading Instruction	1003a	$12,200.00
			Subtotal: $12,200.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Reading Standards	To provide teachers time to research activities to use with new common core reading standards	RTTT	$1,500.00
CIS instruction	To provide teachers with instruction strategies to use with the CIS model	Title 1	$2,500.00
			Subtotal: $4,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $16,200.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	

2012 Current Percent of Students Proficient in listening/speaking:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2. Students scoring proficient in reading. CELLA Goal #2:	

2012 Current Percent of Students Proficient in reading:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3. Students scoring proficient in writing. CELLA Goal #3:	

2012 Current Percent of Students Proficient in writing:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	Bell Elementary School will have 38% of students score a level 3 on the 2013 FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (78 out of 216)	38% (84 out of 220)

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	More rigorous test	Teachers in depth study of new standards Flroida Math Coach	Classroom Teachers	FCIM Assessments Curriculum Assessments	FCAT Math Tests

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

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Bell Elementary School will have 38% of students score a level 4 or 5 on the 2013 FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:

37% (80 of 216)		38% (84 out of 220)		

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students maintaining a level 4 or 5 with difficulty of test increasing and Common Core Standards / New Generation Standards	Accelerated Math FCIM instruction Florida Math Coach	Classroom Teachers	Accelerated Math Reports FCIM Assessments	FCAT Math Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Bell Elementary School will have 78% of total students make learning gains on the 2013 FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (104 out of 140)	78% (125 out of 160)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students making learning gains with difficulty of test increasing and change to Common Core Standards	Accelerated Math SuccessMaker Small group instruction	Classroom Teachers	Accelerated Math Reports, SuccessMaker Reports	FCAT Math Test

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

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

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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:	Bell Elementary School will have 75% of students in the Lowest 25% make learning gains on the 2013 FCAT Math Test.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
71% (25 out of 35)	75% (32 out of 42)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Low performing students having enough time to receive extra instruction on weak skills</td><td>SuccessMaker Accelerated Math Intervention Materials provided by adopted curriculum RtI Math Block</td><td>Classroom Teachers</td><td>SuccessMaker Reports Accelerated Math Reports</td><td>FCAT Math Test</td></tr>
</table>

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 # Bell Elementary School will have 84% by 2016-2017 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	73	73	75	78	81	

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Bell Elementary School will have 55% of students with disabilities score a level 3 or higher on the 2012 FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (24 of 48)	55% (30 of 54)

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	Common Core Standards / New Generation Standards	SuccessMaker Extra time before & after school for extra instruction on weak skills	Classroom Teachers	SuccessMaker Reports	FCAT Math Test

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:	Bell Elementary School will have 68% of economically disadvantaged students score a level 3 or higher on the 2012 FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (95 out of 144)	68%(97 out of 142)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New Generation Standards / Common Core Standards	SuccessMaker Odyssey computer instruction Small group instruction	Classroom Teachers	SuccessMaker Reports	FCAT Math Test

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
Common Core Math Standards	K - 5th Grade	Wendy O'Steen	K - 5th grade teachers	1 day training during 1st nine weeks	Activities documented in lesson plans	Principal Curriculum Director

Mathematics 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
Accelerated Math Scan Cards	Scan cards for students to transfer answers for math	Title 1	$200.00

	assignments		
Success Maker	To provide individualized math instruction	1003a	$12,200.00
		Subtotal: $12,400.00	

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Math Standards	To provide teachers time to research activities to use to teach common core math standards	RTTT	$1,500.00
		Subtotal: $1,500.00	

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
		Grand Total: $13,900.00	

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. Science Goal #1a:	Bell Elementary School will have 48% of students score a level 3 on the FCAT Science Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (32 of 73)	48% (38 of 80)

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	Core Curriculum New Generation Standards	Teachers in depth study of new standards	Classroom Teachers	Weekly Assessments	FCAT Science Test

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Bell Elementary School will have 12% of students score a level 4 or 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (6 of 73)	12% (10 of 80)

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	Core Curriculum New Generation Standards	Weekly Hands on activities FCIM Instruction Enrichment activities provided by adopted science curriculum	Classroom Teacher	Classroom Observations FCIM Assessments	FCAT Science Test

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

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

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

Science 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 Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Bell Elementary School will have 90% of students score a level 3 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
86% (67 of 78)	90% (72 of 80)
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	Maintaining a level 3 or higher with different cohort group	Write Score	Classroom Teacher	Write Score Reports	FCAT Writing Test

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

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

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

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

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

Writing Budget:

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

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 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:	Bell Elementary School will have a 96% attendance rate for the 2012 - 2013 school year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
93% (489 out of 531)	96% (510 out of 531)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
127 students	80 students
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
43 students	20 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	Head Lice	School Nurse to educated parents on techniques to properly remove Head Lice	Guidance Counselor	Attendance record	Skyward
2	Flu	Communicate with District and County Health Department to educate our students and parents	All Staff	Attendance Record	Skyward
3	Pink Eye	Educate students on proper hand washing procedure and promote cleanliness	All staff	Attendance Record	Skyward

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Bell Elementary School will decrease the amount of Suspensions by implementing the Positive Behavior System.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
Bell Elementary School had 0 in school suspensions.	0

2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
5	0
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
3	0

	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	Student behaviors	Continue implementation of school wide Positive Behavior System	PBS Team	Discipline Referrals PBS Team Meetings	Skyward

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

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

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

Suspension Budget:

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

No Data	No Data	No Data	$0.00
			Subtotal: $0.00

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Bell Elementary School will inform 100% of parents of important school activities.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
100% of parents participate in parent conferences	100% of parents will participate in a school activity throughout the 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	Extra curriular activities scheduled at same time as school activities	Review extra curricular schedules	Person scheduling school activity	Number of parents involved in school activities	Sign in sheets
2	parents busy in other activities	PTO Monthly meetings with grade levels presenting	PTO and grade level teachers	Number of parents present	Sign in sheets

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Bell Elementary School will increase the use of technology in the classroom.

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	Out of date computers	Purchase new computers	Technology Department	computer usage log	student data from online programs (FAIR, Florida Achieves, etc.)
2	Teachers reluctant to use technology	Nooks and ebooks for teachers PD	Principal	Book study log	Book Study Follow Up
3	Bandwidth not adequate	Whiteboards for classrooms	Technology Department	Curriculum assessments for whiteboard lessons	Curriculum assessments

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

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

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

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
New computers	New computers to run software programs	EETT	$20,250.00
Nooks	To provide teachers with PD	EETT	$5,300.00
Smartboards	to provide whiteboard lessons in the classroom	EETT	$8,500.00
Headphones	To provide headphones for students to use with software programs	EETT	$460.00
Discovery Education United Streaming	To provide additional resources for classroom teachers	Technology	$1,600.00
			Subtotal: $36,110.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
eBooks	Books to provide teachers with book study	EETT	$8,200.00
			Subtotal: $8,200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $44,310.00

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	SuccessMaker	Individualized Reading Instruction	1003a	$12,200.00
Mathematics	Accelerated Math Scan Cards	Scan cards for students to transfer answers for math assignments	Title 1	$200.00
Mathematics	Success Maker	To provide individualized math instruction	1003a	$12,200.00
STEM	New computers	New computers to run software programs	EETT	$20,250.00
STEM	Nooks	To provide teachers with PD	EETT	$5,300.00
STEM	Smartboards	to provide whiteboard lessons in the classroom	EETT	$8,500.00
STEM	Headphones	To provide headphones for students to use with software programs	EETT	$460.00
STEM	Discovery Education United Streaming	To provide additional resources for classroom teachers	Technology	$1,600.00
				Subtotal: $60,710.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Common Core Reading Standards	To provide teachers time to research activities to use with new common core reading standards	RTTT	$1,500.00
Reading	CIS instruction	To provide teachers with instruction strategies to use with the CIS model	Title 1	$2,500.00
Mathematics	Common Core Math Standards	To provide teachers time to research activities to use to teach common core math standards	RTTT	$1,500.00
STEM	eBooks	Books to provide teachers with book study	EETT	$8,200.00
				Subtotal: $13,700.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $74,410.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

⌐n Priority	⌐n Focus	⌐n Prevent	⌐n NA

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 10/4/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✔ Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

The School Advisory Council will meet at the beginning of the year to work on the new school improvement plan. Additional meetings will be scheduled periodically to review Progress Monitoring, FCIM, Write Score and other data.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Gilchrist School District
BELL ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	87%	87%	89%	65%	328	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	69%	64%			133	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	66% (YES)	59% (YES)			125	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					586	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Gilchrist School District
BELL ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	88%	81%	56%	307	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	60%	74%			134	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	46% (NO)	76% (YES)			122	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					563	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested