

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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

District Name: Escambia

Principal: Mrs. Pamela Lewis

SAC Chair: Mrs. Suzanne Hollingsworth

Superintendent: Mr. Malcolm Thomas

Date of School Board Approval: November 20, 2012

Last Modified on: 10/27/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Pamela Lewis	BA-Elementary Education and Early Childhood Education, University of West Florida; MS-Educational Leadership, University of West Florida;	4	15	Principal of Beulah Elementary in 2011-2012: Grade: B, Reading Mastery: 65%, Math Mastery: 56%, Science Mastery: 52%, Writing Mastery: 81%. Principal of Beulah Elementary in 2010-2011: Grade: A, Reading Mastery: 84%, Math Mastery: 80%, Science Mastery: 47%, Writing Mastery: 83%, AYP: 92%, Economically Disadvantaged did not make AYP in Reading or Mathematics. White students did not make AYP in Mathematics. Principal of Beulah Elementary in 2009-2010: Grade: B, Reading Mastery: 80%, Math Mastery: 78%, Science Mastery: 55%, Writing Mastery: 72%, AYP: 95%, Economically Disadvantaged and Students with Disabilities did not make AYP in Reading or Mathematics.

		Principal Certification, State of Florida			Principal of A. K. Suter Elementary in 2008-2009: Grade: A, Reading Mastery: 89%, Math Mastery: 90%, Science Mastery: 69%, Writing Mastery: 90%, AYP: 100%. 2007-2008: Grade: A, Reading Mastery: 84%, Math Mastery: 82%, Science Mastery: 62%, Writing Mastery: 65%, AYP: 95%, Blacks did not make AYP in Math or Reading. 2006-2007: Grade: A, Reading Mastery: 87%, Math Mastery: 89%, Science Mastery: 70%, Writing Mastery: 80%, AYP: 100%.
Assis Principal	Steven R. Schubert	B.S. Biology M.S. ESE Education (all levels) Ed. S. Ed Leadership Ed. D. Ed Leadership	2	15.5	Assistant Principal of Beulah Elementary Elementary in 2011-2012: Grade: B, Reading Mastery: 65%, Math Mastery: 56%, Science Mastery: 52%, Writing Mastery: 81%, Principal of West Pensacola Elementary in 2010-2011: Grade: C, Reading Mastery: 61%, Math Mastery: 55%, Science Mastery: 31%, Writing Mastery: 54%, AYP: 74%, White, Black, Economically Disadvantaged and Students with Disabilities did not make AYP in Reading or Mathematics. Principal of West Pensacola Elementary in 2009-2010: Grade: D, Reading Mastery: 58%, Math Mastery: 58%, Science Mastery: 40%, Writing Mastery: 71%, AYP: 69%, White, Black, Economically Disadvantaged and Students with Disabilities did not make AYP in Reading or Mathematics. White, Black and Economically Disadvantage did not make AYP in Writing.

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)
Beulah Elementary does not have any school based coaches. District coaches assist our school.	N/A	N/A			N/A

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	Hire NCLB Highly Qualified Teachers. Assign consulting teacher (CT) for first year teachers. Assign veteran teachers to experienced teachers new to the school worksite (mentors/buddy.) Utilize START teachers.	Pam Lewis, Principal	July, 2012	

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
100% of all instructors at Beulah Elementary are teaching in-field.	N/A

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
59	0.0%(0)	22.0%(13)	40.7%(24)	47.5%(28)	35.6%(21)	100.0%(59)	5.1%(3)	8.5%(5)	15.3%(9)

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
Melissa Waters	Melissa Faxlanger	Ms. Faxlanger is a beginning teacher at Beulah Elementary School. Ms. Waters' students have shown improvement in reading achievement as reflected by the FCAT reading learning gains and by scoring at high performance levels.	The mentor and mentee are meeting bimonthly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for feedback, coaching and planning.
Felicia Mack	Diane Wright	Ms. Wright is an experience teacher new to Beulah Elementary School. Ms. Mack's students have shown improvement in reading achievement as reflected by the FCAT reading learning gains and by scoring at high performance levels.	The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for feedback, coaching and planning.
		Ms. Deale is an experience teacher new to Beulah	

Lisa Deale	Jackie Adams	Elementary School. Ms. Adams' students have shown improvement in reading achievement as reflected by the FCAT reading learning gains and by scoring at high performance levels.	The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for feedback, coaching and planning.
Teresa Jurczak	Jackie Adams	Ms. Jurczak is an experience teacher new to Beulah Elementary School. Ms. Adams' students have shown improvement in reading achievement as reflected by the FCAT reading learning gains and by scoring at high performance levels.	The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for feedback, coaching and planning.

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

Beulah Elementary received Title I Grant money for the 2012/2013 school year. We received \$75,136.00 which will be used to purchase a .50 technology person, staff development, supplies, pay for substitute teachers for staff development, software, parent involvement activities, and stipends for staff development.

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 (MSIX) system and our local Student Data Base, we have determined that there are four (4) Migrant students at Beulah Elementary School. We are providing the following services to these students: small group differentiated learning activities in reading and mathematics.

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 area for specific professional development activities (inservice education).

Title III

Services for English Language Learners (ELL) are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services. All teachers who serve ELL identified students have ESOL endorsement on their teaching certificate. Our school is not an ESOL Center, but we serve one (1) ELL student in Grades 3-5. In addition, an

Itinerant ESOL teacher, funded through Title III monies, is assigned to the one (1) student at our school. This teacher assists both the classroom teacher and the ELL student.

Title X- Homeless

The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the District Title 1 Office. At Beulah Elementary School we have identified 19 (nineteen) homeless students and provide additional assistance to these students and their families.

Supplemental Academic Instruction (SAI)

SAI monies were reduced and/or eliminated from our school's budget. In the past we used SAI monies for supplies, personnel, and training days.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporates 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 will provide training for faculty, staff and students regarding bullying. The Jeffrey Johnston Stand Up for All Students Act, required our school district to adopt an official policy prohibiting bullying and harassment of students and staff on school grounds, at school-sponsored events, and through school computer networks. In addition, our district will have launched "Bully" Reporting website where bullies may be reported anonymously.

Nutrition Programs

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

Housing Programs

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

Head Start

Our school does not offer a Head Start program. This program is offered at the district level and several Head Start programs are housed at various elementary schools in the district. This program is overseen by the title 1 Prekindergarten Office.

Adult Education

Evening 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 year of age.

Career and Technical Education

Classroom teachers instruct students throughout the school year on various career opportunities. Guest Speakers are invited to speak to students during the school year about their careers.

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The RtI Leadership Team Members are: Pamela Lewis, Principal; Steve Schubert, Assistant Principal; Liz Lomax, Guidance Counselor; Beth Enbody, Guidance Counselor; Judy Kolinsky, School Psychologist; Charla Calder, Speech Teacher; Gayle Atkinson, ESE Teacher; Angela Mott, Classroom Teacher; and Felicia Roberson, Classroom Teacher.

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

The RTI team will meet monthly or as needed to deal with problem solving and response to intervention. Members will report back to their respective groups to relay strategies and implementation methods.

Principal/Assistant Principal/Guidance Counselors: Provide a common vision for the use of data-based decision making, ensures that the school based team is implementing RtI, conducts assessment of RTI skills of the school staff, and communicates with parents regarding school based RTI plans and activities.

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

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

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

Classroom Teachers: Provide input 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 RtI team will provide data for the SIP that deals with problem solving and response to intervention. This data will be used to write goals for:

1. Reading
2. Math
3. Science
4. Writing
5. Attendance
6. Suspension
7. Drop out Prevention

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.

The following data sources will be used for RtI implementation:

1. FCAT
2. FAIR
3. Grades
4. Attendance Data
5. School Psychological testing
6. Chapter tests
7. Discipline data

Describe the plan to train staff on MTSS.

Professional development in the problem-solving process, elements of the tiers, and data collection/graphing will be provided by the assigned School Psychologist for all new employees in September, 2013. Continuing professional development will be provided by content specialists during teachers' common planning time. Small sessions will be held throughout the year on topics such as instructional strategies, graphing and appropriate documentation as the need arises. The RtI team will determine additional professional development needs during the twice monthly RtI Leadership Team meetings.

Describe the plan to support MTSS.

Beulah Elementary supports the plan by providing substitutes as needed to release teachers for RTI meetings and data collections as needed. Training is provided to new staff members as needed. Teachers are refreshed in the RtI process periodically as needed during the school year.

School-Based Literacy Leadership Team

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

The School-based Literacy Leadership Team is called the Reading Leadership Team at Beulah Elementary School. The team members are: Pamela Lewis, Principal; Steve Schubert, Assistant Principal; Cathy Ciccone, Teacher; Jennifer Despositio, Teacher; Melissa Waters, Teacher; Angela Mott, Teacher; Melissa Dominey, Teacher; Mat Taylor, Teacher; Tammy Douglas, ESE Teacher; and Gayle Atkinson, ESE Teacher.

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

The Reading Leadership Team meets monthly. The team reviews school achievement data and makes suggestions on ways to improve student achievement.

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

The major initiatives for the LLT will be:

1. To develop strategies for raising the lower quartile in Reading.
2. To develop strategies for raising the lower quartile in Math.
3. To develop strategies for raising the 4th grade scores in Writing.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/12/2012)

*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.

Beulah Elementary does not have a Title 1 Pre-K Program. Voluntary Pre-K students in Escambia County are served by private providers through the Escambia County Readiness Coalition and the Escambia County School District at selected locations. Children that are enrolled in local preschools, such as Headstart, are given the opportunity to come and visit in our Kindergarten classrooms. Our Kindergarten teachers meet with students and parents during preschool to discuss classroom expectations. This is a time when the child can get to know the teacher, see the classroom, and become familiar with the surroundings. Parents appreciate the opportunity to visit the school, meet the teacher, and find out needed information. The children are noticeably more comfortable the first day of school and seem to take on all the changes with ease.

Many of our Kindergarten students this year have not had Pre-K experience. This means that our Kindergarten teachers have to back up their curriculum to meet the needs of the children coming in to our Kindergarten classrooms. Our teachers do an outstanding job of transitioning preschool children into our public education system.

*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.

Not Applicable

*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?

Not Applicable

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?

Not Applicable

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](#)

Not Applicable

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The percentage of students achieving Level 3 in Reading in grades 3-5 will be maintained at 32% (137) or increased by 1 percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011, in Grade 3 FCAT Reading, 31% (45) scored a Level 3; in Grade 4 FCAT Reading 33% (46) scored a Level 3; in Grade 5 FCAT Reading 31% (44). In 2012, in Grade 3 FCAT Reading, 32% (43) scored a Level 3; in Grade 4 FCAT Reading 31% (45) scored a Level 3; in Grade 5 FCAT Reading 32% (49).	In 2013, the percentage of students achieving Level 3 in Reading in grades 3-5 will be maintained at 32% (137) or increased by 1 percentage point.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Length of school day.	Develop a master schedule that will maximize student learning while at school.	Principal	Review the Master Schedule to see if learning time is being maximized throughout the school day.	2013 FCAT Assessments
2	Number of tardies and absences of students.	Monitor tardy/attendance records for each student. Conduct Child Study Attendance Meetings with parents to discuss strategies to improve their child's attendance.	Principal and Assistant Principal	Monthly attendance reports will be reviewed by the Principal and/or Assistant Principal	School Attendance Report 2013 FCAT Assessments
3	Finding productive time to work with small groups.	Continue RtI process. Monitor Differentiated Instruction Inservice on Data Analysis	Principal and Assistant Principal	Classroom Walkthroughs Review of Lesson Plans	2013 FCAT Assessments
4	Fluency Rate	Fluency Practice Differentiated Instruction	Classroom Teacher	OPM For Fluency	Data From OPM
5	Teachers need training on text dependent questions.	Teacher inservice on Text Complexity and Text Dependent Questions.	Principal	Classroom Walkthroughs	2013 FCAT Assessments Lesson Plans

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:	There are no FAA students at Beulah Elementary.
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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The percentage of students achieving above proficiency (FCAT Levels 4 and 5) in Reading will be maintained at 33% (145) or increased by 1 percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011, in Grades 3-5 FCAT Reading, 46% (197) scored above proficiency (FCAT Levels 4 and 5). In 2012, in Grades 3-5 FCAT Reading, 33% (145) scored above proficiency (FCAT Levels 4 and 5).	In grades 3-5, 33% (145) of students will achieve Level 4 or 5 on the FCAT 2013 or increase by 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	Reading Comprehension	Enrichment Activities Small Group Differentiated Instruction Inservice on Data Analysis	Classroom Teachers	SuccessMaker	SuccessMaker Reports FCAT Reading 2013
2	Provide Age Appropriate reading material for the higher reading level student.	Implementing the school-wide Accelerated Reading Program to provide appropriate reading level material.	Media Specialist and Classroom Teachers	Review AR reports	AR Reports
3	Teachers need training on Text Complexity and Text Dependent Questions	Inservice teachers on Text Complexity and Text Dependent Questions.	Principal	Classroom Walkthroughs	FCAT Reading 2013

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:	There are no FAA students at Beulah Elementary.
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 reading. Reading Goal #3a:	The percentage of students making learning gains in reading will be maintained at 60% (187), or increased by 1 percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011, in Grades 4 & 5 67% (189) of students made learning gains in FCAT Reading. In 2012, in Grades 4 & 5 60% (187), of students made learning gains in FCAT Reading.	In 2013, in Grades 4 & 5 60% (187), of students will make learning gains in FCAT 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	Fluency Rate	Small Group differentiated Instruction Fluency Practice	Classroom Teacher	OPM for Fluency	Data from OPM FAIR
2	Attendance	Closely monitor attendance and tardies and notify parents of academic impact.	Principal and Assistant Principal	Attendance Reports FAIR data	FAIR FCAT 2013
3	Decoding Skills	Small Group Differentiated Instruction SuccessMaker	Classroom Teacher	OPM for Decoding	FAIR
4	Teachers need training on Text Complexity and Text Dependent Questions	Inservice on Text Complexity and Text Dependent Questions	Principal	Classroom Walkthroughs Lesson Plans	FCAT 2013

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:	There are no FAA students at Beulah Elementary.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	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 reading. Reading Goal #4:	The percentage of students in the lower 25% making learning gains in reading will be maintained at 58% or increase by 1 percentage point in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011, in Grades 3-5 62% of students made learning gains in FCAT Reading. In 2012, in Grades 3-5 58% of students made learning gains in FCAT Reading.	In 2013, in Grades 3-5 58% of students in the lowest 25% will make learning gains in FCAT 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	Length of School Day	Develop a master schedule that will maximize student learning while at school.	Principal	Review the Master Schedule to see if learning time is being maximized throughout the school day.	FCAT 2013 Assessments
2	Number of tardies and absences of students.	Monitor tardy/attendance records for each student. Conduct Child Study Attendance Meetings with parents to discuss strategies to improve their child's attendance.	Principal and Assistant Principal	Monthly attendance reports will be reviewed by the Principal and/or Assistant Principal	School Attendance Report FCAT 2013 Assessments
3	Finding productive time to work with small groups.	Monitor Differentiated Instruction. Utilize RtI process.	Principal	Review of Lesson Plans	FCAT 2013 Assessments
4	Beulah Elementary School has a large ESE population.	ESE Teachers will receive inservice on Reading Strategies to work with ESE Students.	Assistant Principal	Teachers will be surveyed to determine effectiveness of this approach.	Number of Inservice Activities, Printed FAIR Assessments, FCAT Reading, 2013
5	Fluency Rate	Fluency Practice Differentiated Instruction	Classroom Teacher	OPM for Fluency	Data from OPM
6	Reading Comprehension	Small Group Differentiated Instruction Leveled Readers	Classroom Teacher	Curriculum Tests	FCAT Reading 2013

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # By the school year 2016-2017 Beulah Elementary will reduce their achievement gap by 50%.
5A :	

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	57	64	68	71	75	

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:	Each subgroup will maintain or increase 1 percentile point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, White (69%), and Black (48%) students made satisfactory progress in reading.	The expected level of performance in 2013, White (71%) and Black (56%) students will achieve satisfactory progress 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	Length of school day	Develop a master schedule that will maximize student learning while at school.	Principal	Review the Master Schedule to see if learning time is being maximized throughout the school day.	2013 FCAT Assessment
2	Number of tardies and absences of students.	Monitor tardy /attendance records for each student. Conduct Child Study Attendance Meetings with parents to discuss strategies to improve their child's attendance.	Principal and Assistant Principal	Monthly attendance reports will be reviewed by the Principal and/or Assistant Principal.	School Attendance Report
3	Finding productive time to work with small groups.	Continue RTI process. Monitor Differentiated Instruction. Inservice on Data Analysis	Principal and Assistant Principal	Classroom Walkthroughs Review of Lesson Plans	2013 FCAT Assessment
4	Fluency Rate	Fluency Practice Differentiated Instruction	Classroom Teacher	OPM for Fluency	Data from OPM
5	Teachers need training on Text Dependent Questions.	Teacher inservice on Text Complexity and Text Dependent Questions	Principal	Classroom Walkthroughs	2013 FCAT 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	There are four (4) ELL students at Beulah Elementary. Sample size is too small for goal/objectives.
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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Students with Disabilities will maintain or increase by 1 percentile point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, Students Disabilities (38%) made satisfactory progress in reading.	In 2013, the expected level of performance for Students with Disabilities is 39%.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Length of school day.	Develop a master schedule that will maximize student learning while at school.	Principal	Review the Master Schedule to see if learning time is begin maximized throughtout the school day.	2013 FCAT Assessment
2	Finding productive time to work in small groups.	Continue RtI process Monitor Differentiated Instruction Inservice on Data Analysis	Principal and Assistant Principal	Classroom Walkthroughs Review of Lesson Plans	2013 FCAT Assessment
3	Teachers need training on text dependent questions.	Teacher Inservice on Text Complexity and Text Dependent Quesions	Principal	Classroom Walkthroughs	2013 FCAT Assessments Lesson Plans

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Economically Disadvantaged students will maintain or increase by 1 percentile point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, in grades 3-5, 59% of Economically Disadvantaged Students achieved Level 3 or above.	In 2013, in grades 3-5, 63% of Economically Disadvantaged Students achieved Level 3 or above.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Length of school day.	Develop a master schedule that will maximize student learning while at school.	Principal	Review the Master Schedule to see if learning time is being maximized throughout the school day.	2013 FCAT Assessments
2	Number of tardies and absences of students.	Monitor tardy/attendance records for each student. Conduct Child Study Attendance Meetings with parents to discuss strategies to improve their child's attendance.	Principal and Assistant Principal	Monthly attendance reports will be reviewed by the Principal and/or Assistant Principal	2013 FCAT Assessments School Attendance Report
3	Finding productive time to work with small groups.	Continue RtI process. Monitor Differentiated Instruction	Principal and Assistant Principal	Classroom Walkthroughs and Review of Lesson Plans	2013 FCAT Assessments
4	Beulah Elementary's Economically Disadvantaged Population is growing under the present economy.	Study Island will be used to target our Economically Disadvantaged Students to help improve Reading Learning Gains.	Technology Coordinator and Classroom Teachers	Analysis of Study Island Appropriate Progress Reports	Study Island FAIR Data FCAT Reading 2013
5	Struggling Readers	Early identification and intervention for struggling readers using the intervention component of the Imagine-It reading series. Request Assessment reviews to drive instruction.	Classroom Teacher Guidance Counselor	FAIR Assessments Benchmark tests	FCAT Reading 2013
6	Parent Involvement	Parent Training in strategies they can use at home to help with reading.	Principal Guidance Counselor Classroom Teacher	FAIR Data Benchmark Assessments Parent Sign In Sheets	FCAT Reading 2013

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Text Complexity Close Reading Text Dependent Questions	Grades K-5	District Reading Specialist	K-5 Classroom Teachers and ESE Teachers	September, 2012	Classroom Walkthroughs Lesson Plans	Principal and Assistant Principal
Analysis of FCAT Data	Faculty, All Subjects	Linda Harageones, Program Evaluation and School Improvement Coordinator	School-wide	August, 2012	Classroom Teachers will keep an up to date DATA Notebook.	Principal
Tyner Model Training for Grade 1	Grade 1	District Reading Coach	Grade 1	Ongoing	Lesson Plans	Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Improve Reading Fluency and Comprehension	Study Island and Reading Eggs	Title 1	\$2,600.00
			Subtotal: \$2,600.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Assist Teachers with Technology	Technology Teacher	Title 1	\$9,798.00
			Subtotal: \$9,798.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Inservice on Text Complexity, Text Dependent Questions, and Close Reading	Stipends and Substitutes	Title 1	\$1,782.00
			Subtotal: \$1,782.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Supplies for necessary instructional materials	Ink and Paper	Title 1	\$250.00
			Subtotal: \$250.00
			Grand Total: \$14,430.00

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.		There are four (4) ELL students at Beulah Elementary. Sample size is too small for goal/objectives.			
CELLA Goal # 1:					
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:		There are four (4) ELL students at Beulah Elementary. Sample size is too small for goal/objectives.			
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.		There are four (4) ELL students at Beulah Elementary. Sample size is too small for goal/objectives.			
CELLA Goal #3:					
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 achieving Level 3 in Mathematics in grades 3-5 will be maintained at 27% (118) or increased by 1 percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011, in grades 3-5, 38% (163) of students achieved Level 3 on the FCAT. In 2012, in grades 3-5, 27% (118) of students achieved Level 3 on the FCAT.	In grades 3-5, 27% (118) of students will achieve Level 3 on the FCAT Mathematic 2013 or increase by 1 percentage point.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Length of school day.	Develop a master schedule that will maximize student learning while at school.	Principal	Review the Master Schedule to see if learning time is being maximized throughout the school day.	2013 FCAT Assessments
2	Number of tardies and absences of students.	Monitor tardy/attendance records for each student. Conduct Child Study Attendance Meetings with parents to discuss strategies to improve their child's attendance.	Principal and Assistant Principal	Monthly attendance reports will be reviewed by the Principal and/or Assistant Principal	School Attendance Report 2013 FCAT Assessments
3	Finding productive time to work with small groups.	Continue RtI process. Monitor Differentiated Instruction Inservice on Data Analysis	Principal and Assistant Principal	Classroom Walkthroughs Review of Lesson Plans	2013 FCAT Assessments
4	Knowledge of Basic Facts	Small Group Instruction Hands on Learning Activities	Classroom Teacher Principal	Classroom Walkthroughs Grade Level Meetings	2013 FCAT Assessments
5	Comprehension of Word Problems	Small Group Instruction Hands on Learning Activities	Classroom Teacher Principal	Classroom Walkthroughs Lesson Plans	2013 FCAT Assessments
6	Students need more time to practice skills.	Study Island will be used in a lab situation to help with improvement of mathematics skills.	Laura Fillingim, Technology Coordinator	Study Island Analysis	Study Island Progress Reports FCAT 2013

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:	There are no FAA students at Beulah Elementary.
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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The percentage of students achieving above proficiency (FCAT Levels 4 and 5) in Mathematics will be maintained at 28% (125) or increased by 1 percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011, in grades 3-5 Mathematics, 35% (152) of students achieved Level 4 and 5 on the FCAT. In 2012, in grades 3-5 Mathematics, 28% (125) of students achieved Level 4 and 5 on the FCAT.	In grades 3-5, 28% (125) of students will achieve Level 4 or 5 on the FCAT Mathematics 2013 or increase by 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	Comprehension of Word Problems	Small Group Instruction Hands on Learning Activities Study Island for Grades 3-5	Classroom Teacher Principal Assistant Principal	Study Island Reports Classroom Walkthroughs Grade Level Meetings	Study Island Reports 2013 FCAT Assessments
2	Knowledge of Basic Facts	Small Group Instruction Hands on Learning Activities	Classroom Teacher Principal	Classroom Walkthroughs	Go Math Assessments 2013 FCAT Assessments
3	Students need more time to practice skills.	Study Island will be used in a lab situation to help with improvement of mathematics skills.	Technology Coordinator	Study Island Report Analysis	Study Island Reports FCAT 2013

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:	There are no FAA students at Beulah Elementary.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
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	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 in Mathematics will be maintained at 64% (197) or increased by 1 percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011, in Grades 4 & 5 61% (173) of students made learning gains in FCAT Mathematics. In 2012, in Grades 4 & 5 64% (197) of students made learning gains in FCAT Mathematics.	Beulah Elementary School will achieve 64% (197) learning gains in Mathematics in 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	Comprehension of Word Problems	Small Group Instruction Hands on Learning Activities	Classroom Teacher Principal Assistant Principal	Classroom Walkthroughs Grade Level Meetings	Go Math Assesments 2013 FCAT Assessment
2	Knowledge of Basic Facts	Small Group Instruction Hands on Learning Activities	Classroom Teacher Principal Assistant Principal	Classroom Walkthroughs Grade Level Meetings	Go Math Assesments 2013 FCAT Assessment
3	Attendance	Monitor attendance and tardies closely.	Principal	Attendance Reports	School Attendance Reports
4	Students need more time to practice skills.	Study Island will be used in a lab situation to help with improvement of mathematics skills	Technology Coordinator	Study Island Report Analysis	Study Island Progress Reports FCAT 2013

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:	There are no FAA students at Beulah Elementary.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The percentage of students in the lower 25% in Mathematics will be maintained at 63% or increased by 1% on the FCAT Mathematics in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011, in Grades 3-5 58% of students made learning gains in FCAT Mathematics. In 2012, in Grades 3-5 63% of students made learning gains in FCAT Mathematics.	Beulah Elementary School will achieve 63% or increase by 1% learning gains in the lowest 25% on FCAT Mathematics in 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	Length of School Day	Develop a master schedule that will maximize student learning while at school.	Principal	Review the Master Schedule to see if learning time is being maximized throughout the school day.	FCAT 2013 Assessments
2	Number of tardies and absences of students.	Monitor tardy/attendance records for each student. Conduct Child Study Attendance Meetings with parents to discuss strategies to improve their child's attendance.	Principal and Assistant Principal	Monthly attendance reports will be reviewed by the Principal and/or Assistant Principal	School Attendance Report FCAT 2013 Assessments
3	Finding productive time to work with small groups.	Monitor Differentiated Instruction. Utilize RtI process.	Principal	Review of Lesson Plans	FCAT 2013 Assessments
4	Comprehension of Word Problems	Small Group Instruction Hands on Activities	Classroom Teacher Principal	Classroom Walkthroughs Grade Level Meetings	Classroom Walkthroughs 2013 FCAT Assessments

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #					
	By the school year 2016-2017 Beulah Elementary will reduce their achievement gap by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	58	63	66	70	74	

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:	Each subgroup will maintain or increase 1 percentile point.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 37% of the Black students made satisfactory progress in Mathematics.	The expected level of performance in 2013, Black students will achieve satisfactory progress in Mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Knowledge of Basic Facts	Small Group Instruction Hands on Learning Activities	Classroom Teacher Principal	Classroom Walkthroughs Grade Level Meetings	Study Island Reports 2013 FCAT Assessments
2	Students need more time to practice skills.	Study Island will be used in a lab situation to help with improvement of mathematics skills.	Technology Coordinator	Study Island Report Analysis	Study Island Reports 2013 FCAT Assessments
3	Length of school day.	Develop a master schedule that will maximize student learning while at school.	Principal	Review the Master Schedule to see if learning time is being maximized throughout the school day.	2013 FCAT Assessments
4	Finding productive time to work with small groups.	Continue RtI process. Monitor Differentiated Instruction	Principal and Assistant Principal	Classroom Walkthroughs Review of Lesson Plans	2013 FCAT Assessments
5	Comprehension of Word Problems	Small Group Instruction Hands on Learning Activities	Classroom Teacher Principal	Study Island Reports	Study Island Reports 2013 FCAT Assessments
6	Number of tardies and absences of students.	Monitor tardy/attendance records for each student. Conduct Child Study Attendance Meetings with parents to discuss strategies to improve their child's attendance.	Principal and Assistant Principal	Monthly attendance reports will be reviewed by the Principal and/or Assistant Principal	School Attendance Report 2013 FCAT Assessments

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	There are four (4) ELL students at Beulah Elementary. Sample size is too small for goal/objectives.
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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Students with Disabilities will maintain or increase by 1 percentile point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, Students with Disabilities (30%) made satisfactory progress in Mathematics.	In 2013, the expected level of performance for Students with Disabilities is 36%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Length of School Day	Develop a Master Schedule that will maximize student learning while at school.	Principal	Review the Master Schduel to see if learning time is being maximized throughout the school day.	2013 FCAT Assessment
2	Finding productive time to work in small groups.	Continue RtI process. Monitor Differentiated insruction Inservice on Data Analysis	Principal and Assistant Principal	Classroom Walkthroughs Review of Lesson Plans	2013 FCAT Assessment
3	Knowledge of Basic Facts	Small Group Instruction Hands on Learning Activities	Principal	Lesson Plans	2013 FCAT Assessment
4	Comprehension of Word Problems	Small Group Instruction Hands on Learning Activities	Principal	Lesson Plans	2013 FCAT Assessment
5	Students need more time to practice skills.	Use Study Island to motivate students to work on skills.	Principal and Classroom Teacher	Lesson Plans	2013 FCAT 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 subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Economically Disadvantged Students will maintain or increase by 1 percentile point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, in grades 3-5, 47% of Economically Disadvantage students achieved Level 3 or above.	In 2013, grades 3-5, 55% of Economically Disadvantged Students will achieve Level 3 or above.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Length of school day.	Develop a master schedule that will	Principal	Review the Master Schedule to see if	2013 FCAT Assessments

1		maximize student learning while at school.		learning time is being maximized throughout the school day.	
2	Number of tardies and absences of students.	Monitor tardy/attendance records for each student. Conduct Child Study Attendance Meetings with parents to discuss strategies to improve their child's attendance.	Principal and Assistant Principal	Monthly attendance reports will be reviewed by the Principal and/or Assistant Principal	2013 FCAT Assessments School Attendance Report
3	Finding productive time to work with small groups.	Continue RTI process. Monitor Differentiated Instruction	Principal and Assistant Principal	Classroom Walkthroughs and Review of Lesson Plans	2013 FCAT Assessments
4	Knowledge of Basic Facts	Small Group Instruction Hands on Learning Activities	Classroom Teacher Principal	Classroom Walkthroughs Grade Level Meetings	Study Island Reports 2013 FCAT Assessments
5	Students need more time to practice skills.	Study Island will be used in a lab situation to help with improvement of mathematics skills.	Technology Coordinator	Study Island Report Analysis	Study Island Progress Reports 2013 FCAT Assessments
6	Comprehension of Word Problems	Small Group Instruction Hands on Learning Activities	Classroom Teacher Principal	Study Island Reports	Study Island Reports 2013 FCAT 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
Data Analysis Common Core Standards	Grades K-5	Lead Teachers	Grades K-5 Classroom Teachers	October, 2012	Lesson Plans FCAT 2013 Assessment	Principal Assistant Principal Grade Level Chairs

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Improvement Basic Mathematic Skills	Study Island	Title 1	\$2,600.00
			Subtotal: \$2,600.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Assist Teachers with Technology	Technology Teacher	Title 1	\$9,798.00
			Subtotal: \$9,798.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

Inservice on Data Analysis and Common Core Standards	Stipends and Substitutes	Title 1	\$1,782.00
			Subtotal: \$1,782.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Supplies for necessary instructional materials	Ink and Paper	Title 1	\$250.00
			Subtotal: \$250.00
			Grand Total: \$14,430.00

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:			The percentage of students achieving Level 3 in Science in grade 5 will be maintained at 33% (50) or increased by 1 percentage point.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
In 2011, in Grade 5 Science, 47% (65) of students achieved Level 3 on the FCAT 2011 Science Test. In 2012, in Grade 5 Science, 33% (50) of students achieved Level 3 on the FCAT 2011 Science Test.			In 2013, in Grade 5 Science, 33% (50) of students will achieve Level 3 or increase by 1 percentage point.		
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 and Student Enthusiasm	Participate in the I Love Science Program	Fifth Grade Chairperson	Teacher prepared science assessments	2013 FCAT Assessments
2	Content Knowledge	Integrate Science Content into other core subjects.	Classroom Teacher Principal	Classroom Walkthroughs Review of Lesson Plans	2013 FCAT Assessments
3	Opportunities for Hands on Science Experiments	Participate in a Science Day	Principal Classroom Teacher	Review of Lesson Plans Classroom Walkthroughs	2013 FCAT Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	There are no FAA students at Beulah Elementary.
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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The percentage of students achieving Level 4 or above in science will be maintained at 19% (29) or increased by 1 percentage point.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011, in Grade 5 Science, 13% (17) of students achieved Level 4 and 5. In 2012, in Grade 5 Science, 19% (29) of students achieved Level 4 and 5.	In 2013, Grade 5 Science, 19% (29) of students will achieve Level 4 or 5 or increase by 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	Time and Student Enthusiasm	Participate in the I Love Science Program	Fifth Grade Chairperson	Teacher prepared science assessments	2013 FCAT Assessments
2	Length of school day.	Develop a master schedule that will maximize student learning while at school.	Principal	Review the Master Schedule to see if learning time is being maximized throughout the school day.	2013 FCAT Assessments
3	Number of tardies and absences of students.	Monitor tardy/attendance records for each student. Conduct Child Study Attendance Meetings with parents to discuss strategies to improve their child's attendance.	Principal and Assistant Principal	Monthly attendance reports will be reviewed by the Principal and/or Assistant Principal	School Attendance Report 2013 FCAT Assessments
4	Finding productive time to work with small groups.	Continue RtI process. Monitor Differentiated Instruction	Principal and Assistant Principal	Classroom Walkthroughs and Review of Lesson Plans	2013 FCAT Assessments
5	Content Knowledge	Integrate Science Content into other core subjects.	Classroom Teacher Principal	Classroom Walkthroughs Review of Lesson Plans	2013 FCAT Assessments
6	Opportunities for Hands on Science	Participate in a Science Day	Principal Classroom Teacher	Review of Lesson Plans Classroom Walkthroughs	2013 FCAT Assessments

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.	There are no FAA students at Beulah Elementary.
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Science Goal #2b:					
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
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
Inservice on Data Analysis and Common Core Standards	Stipends and Substitutes	Title 1	\$1,782.00
			Subtotal: \$1,782.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,782.00

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:	The percentage of students achieving Level 3 and higher in Writing in grade 4 will be maintained at 81% (147) or increased by 1 percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011, in Grade 4 FCAT Writing, 83% (122) of students achieved Level 3 and higher. In 2012, in Grade 4 FCAT Writing, 81% (147) of students achieved Level 3 and higher.	In grade 4, 81% (147) of students will maintain Level 3 or increase by 1 percentage point on the FCAT Writing 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	Time	Incorporate Writing into Reading, Science and Mathematics lessons.	Fourth Grade Chairperson	Monthly Writing Prompts	FCAT Writing 2013
2	Curriculum	Step Up to Writing will be introduced to teachers through staff development	Principal Fourth Grade Lead Teacher	Monthly Writing Prompts	FCAT Writing 2013

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:	There are no FAA students at Beulah Elementary.
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				

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	Grade 2-5	Fourth Grade Lead Teacher	Teachers in Grades 2-5	October, 2012	Lesson Plans Monthly Writing Prompts	Principal

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	Fourth Grade Lead Teacher	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 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:	Beulah Elementary will closely monitor all absences during the 2012-2013 school year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
In 2012, Beulah Elementary's attendance rate was 95.3%.	Beulah Elementary's expected attendance rate for 2013 will be 95.5%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
The 2012 current number of students with excessive absences was 279.	The 2013 expected number of students with excessive absences will be 250.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

The 2012 current number of students with excessive tardies was 156.		The 2013 expected number of students with excessive tardies will be 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	Parental Support to decrease absences.	Parents will be contacted when students have 5 or more absences.	Guidance Counselor	Decrease in absences.	Attendance Data
2	Parental Support to decrease tardies.	Parents will be contacted when students have 5 or more tardies.	Guidance Counselor	Decrease in tardies.	Tardy Data

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

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

PD Content /Topic and/or PLC Focus	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
N/A	N/A	N/A	N/A	N/A	N/A	N/A

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
			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:	Beulah Elementary will decrease the number of students suspended by 1 student for the 2012-2013 school year.				
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions				
In 2011, the number of in-school suspensions was 47. In 2012, the number of in-school suspensions was 46.	The expected number of in-school suspensions for the 2012 school year will be reduced by one in-school suspension to 45.				
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School				
In 2011, the number of in-school suspensions was 32. In 2012 the number of students suspended in school was 21.	The expected number of in-school suspensions for the 2012 school year will be reduced by one in-school suspension to 20.				
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
In 2011, the number of out of school suspensions was 12. In 201 school data, the number of out of school suspensions was 20.	The expected number of out of school suspensions will be reduced by one to 19.				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
In 2011, the number of out of school suspensions was 10. In 2012, the number of students suspended out of school was 14.	The expected number of out of school suspensions for the 2012 school year will be reduced by one out of school school suspension to 13.				
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	Parental Support	Parents will be called when students have disciplinary problems.	Assistant Principal	Documentation of Referrals	Number of Out of School Suspensions

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
School Wide Behavior Plan	Grades K-5	ESE Teacher	School-wide	September, 2012	Number of Referrals	Assistant Principal
MTSS for Behavior	Grades K-5	Guidance Counselor	School-wide	September, 2012	Number of ERASE Forms Completed	Guidance Counselor

Suspension 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 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:		Beulah Elementary School will maintain eight parent involvement opportunities.			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
In 2011, Beulah Elementary had eight parent involvement activities.		In 2013, parents will have the opportunity to be involved in eight parent involvement activities.			
In 2012, Beulah Elementary had eight parent involvement activities.					
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	Parent Participation	Parents will be encouraged to attend at least one activity during the school year.	Assistant Principal	The number of parent involvement activities offered.	Parent 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
Volunteer Training for Teachers	Grades K-5	Assistant Principal	Teachers of Grades K-5	September, 2012	Volunteer Hours	Assistant Principal

Parent Involvement 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 Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		Increase the student usage of technology in the classroom in the areas of literacy, mathematics and 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	Lack of training in the use of technology in the areas of literacy, mathematics and science.	Professional Development in the use of technology in literacy, mathematics, and science.	Technology Teacher	Classroom Walkthroughs	Inservice 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
Staff Development in student use of technology in the classroom in the areas of literacy, mathematics, and science.	Grades K-5	Technology Teacher	Grades K-5	February, 2013	Classroom Walkthroughs	Principal

STEM 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
Increase the student usage of technology in the areas of literacy, mathematics and science.	Technology Teacher	Title 1	\$9,798.00
			Subtotal: \$9,798.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$9,798.00

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Improve Reading Fluency and Comprehension	Study Island and Reading Eggs	Title 1	\$2,600.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Improvement Basic Mathematic Skills	Study Island	Title 1	\$2,600.00
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
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
STEM	N/A	N/A	N/A	\$0.00
				Subtotal: \$5,200.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Assist Teachers with Technology	Technology Teacher	Title 1	\$9,798.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Assist Teachers with Technology	Technology Teacher	Title 1	\$9,798.00
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
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
STEM	N/A	N/A	N/A	\$0.00
				Subtotal: \$19,596.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Inservice on Text Complexity, Text Dependent Questions, and Close Reading	Stipends and Substitutes	Title 1	\$1,782.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Inservice on Data Analysis and Common Core Standards	Stipends and Substitutes	Title 1	\$1,782.00
Science	Inservice on Data Analysis and Common Core Standards	Stipends and Substitutes	Title 1	\$1,782.00
Writing	Step Up to Writing	Fourth Grade Lead Teacher	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	Increase the student usage of technology in the areas of literacy, mathematics and science.	Technology Teacher	Title 1	\$9,798.00
				Subtotal: \$15,144.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Supplies for necessary instructional materials	Ink and Paper	Title 1	\$250.00
CELLA	N/A	N/A	N/A	\$0.00

Mathematics	Supplies for necessary instructional materials	Ink and Paper	Title 1	\$250.00
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
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
STEM	N/A	N/A	N/A	\$0.00
				Subtotal: \$500.00
				Grand Total: \$40,440.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="radio"/> Priority	<input type="radio"/> Focus	<input type="radio"/> Prevent	<input type="radio"/> 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
There are no expected funds for School Advisory Council this year.	\$0.00

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

The School Advisory Council will meet eight times during the school year to discuss school budgets. They will review school achievement data and make suggestions as needed to help improve student achievement. The School Advisory Council provides input and approves the Parent Involvement 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 BEULAH ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	84%	80%	83%	47%	294	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	67%	61%			128	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?	62% (YES)	58% (YES)			120	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					542	
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 BEULAH ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	78%	72%	55%	285	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	62%	63%			125	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	48% (NO)	67% (YES)			115	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					525	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested