FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: BELLE TERRE ELEMENTARY SCHOOL

District Name: Flagler

Principal: "T.C." Culver

SAC Chair: Ed Wolff

Superintendent: Janet Valentine

Date of School Board Approval: 10/16/12

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)
Principal	"T.C." Culver	BS Elementary Education MS Elementary Education MS Educational Leadership EDD Educational Leadership	1	14	11/12 Matanzas High School, Grade TBA 10/11 Matanzas High School, Grade B 09/10 Matanzas High School, Grade B 08/09 Indian Trails Middle School, Grade A 07/08 Indian Trails Middle School, Grade A 06/07 Indian Trails Middle School, Grade A
Assis Principal	Anna Crawford	BS Middle Grades Education MS ED Leadership	4	7	11/12 Belle Terre Elementary Grade A Percent Proficient: Reading 73; Math 72; Science 50; Writing 86. 10/11 Belle Terre Elementary Grade A Percent Proficient: Reading 89; Math 84; Science 60; Writing 96. 09/10 Belle Terre Elementary Grade A Percent Proficient: Reading 87; Math 82; Science 57; Writing 90. 08/09 Wadsworth Elementary Grade B Percent Proficient: Reading 82; Math 70; Science 50; Writing 98. 07/08 Wadsworth Elementary Grade A Percent Proficient: Reading 83; Math 77; Science 39; Writing 97. 06/07 Wadsworth Elementary Grade B

					Percent Proficient: Reading 86; Math 75; Science 55; Writing 94.
Assis Principal	Barry Wills	BA Elem Education MS Admin & Supervision	8	21	11/12 Belle Terre Elementary, Grade A Percent Proficient: Reading 73; Math 72; Science 50; Writing 86. 10/11 Belle Terre Elementary Grade A Percent Proficient: Reading 73; Math 72: Science 49; Writing 86 09/10 Belle Terre Elementary Grade A Percent Proficient: Reading 87; Math 82; Science 57; Writing 90. 08/09 Belle Terre Elementary Grade A Percent Proficient: Reading 88; Math 87; Science 57; Writing 97. 07/08 Belle Terre Elementary Grade A Percent Proficient: Reading 86; Math 85; Science 55; Writing 89. 06/07 Belle Terre Elementary Grade A Percent Proficient: Reading 87; Math 73; Science 58; Writing 84. 05/06 Belle Terre Elementary Grade A

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	Kristin Raffo	BA Elementary Ed, Reading Endorsed, ESOL Endorsed	8	1	10/11 Belle Terre Elementary Grade A Percent Proficient: Reading 73; Math 72: Science 49; Writing 86 09/10 Belle Terre Elementary Grade A Percent Proficient: Reading 87; Math 82; Science 57; Writing 90. 08/09 Belle Terre Elementary Grade A Percent Proficient: Reading 88; Math 87; Science 57; Writing 97. 07/08 Belle Terre Elementary Grade A Percent Proficient: Reading 86; Math 85; Science 55; Writing 89.

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	School Based Mentor Program	Principal, Guidance, Mentor Teachers, Curriculum APs	on-going	
2	Regular meetings of new teachers with principal, assistant principals, teachers	Principal, Assistant Principals	on-going	
3	Regular meetings with curriculum assistant principal	Assistant Principal	on-going	
4	Recruitment at job fairs, colleges, and universities	Human Resource Department	on-going	
5	Soliciting referrals from current employees	Principal	on-going	
6	The district Human Resource Department will provide the school with a list of all highly qualified applicants that have applied for available positions. Administration will interview applicants and offer positions to those most qualified. Once teachers are on staff, a mentor, along with a team leader will be provided to those teachers to assist in transitioning into Flagler County Public Schools. New hires will also meet with an administrator on a monthly basis to discuss any issue that teachers may need to address or want assistance.	T.C. Culver Anna Crawford Barry Wills	on-going	

Non-Highly Effective Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
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
97	1.0%(1)	37.1%(36)	47.4%(46)	15.5%(15)	30.9%(30)	100.0%(97)	18.6%(18)	6.2%(6)	29.9%(29)

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
Robyn McAnany	Gina Andrews	Ms. Andrews is a first year teacher. Mrs. McAnany is a trained mentor and works on the same grade level with Ms. Andrews.	Support sessions, school orientations, peer teacher meetings, study groups with reading coaches, professional development activities with the grade level, lessons modeled by the reading coach, biweekly grade level meetings to plan together and collaboratively analyze student data, monthly progress monitoring meetings to analyze student data for at-risk students, progress monitoring meetings at least three times per year to analyze data of all students.
Amy Davis	Melissa Cullings	Ms. Cullings is new to BTES with previous teaching experience. Ms. Davis is a trained mentor and works in the same grade.	Support sessions, school orientations, peer teacher meetings, study groups with reading coaches, professional development activities with the grade level, lessons modeled by the reading coach, biweekly grade level meetings to plan together and collaboratively analyze student data, monthly progress monitoring meetings to analyze student data for at-risk students, progress monitoring meetings at least three times per year to analyze data of all students.
			Support sessions, school orientations, peer teacher meetings, study groups with reading coaches,

| Jennifer Middleswart | Tinyka Reese | Ms. Reese is new to BTES with previous teaching experience. Mrs. Middleswart is a trained mentor and works in the same grade. | professional development activities with the grade level, lessons modeled by the reading coach, biweekly grade level meetings to plan together and collaboratively analyze student data, monthly progress monitoring meetings to analyze student data for at-risk students, progress monitoring meetings at least three times per year to analyze data of all students. |

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Dr. TC Colver, Principal
Anna Crawford, Asst. Principal
Barry Wills, Asst. Principal
Catherine Ryan, MTSS Specialist
Kristin Raffo, Reading Coach
Natasha Terry, School Psychologist
Rosemarie Alfano, ESE, Grade 3 Teacher Representative
JoAnn Johnson, ESE
Cindy Kalcounos, Guidance
Vickie Kummer, Guidance
Lindsey Ward, Guidance
Jill Tillis, Grade K Teacher Representative
Karen Gargon, Grade 1 Teacher Representative
Latoya Lockhart, ESE, Grade 2 Representative
Christine Gaynor-Patterson, Grade 4 Teacher Representative
Brooke Paci, Grade 5 Teacher Representative
Cassie Myers, Grade 6 Teacher Representative

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 MTSS Core Team meets monthly to discuss updates and or concerns regarding students in the MTSS process. Listed below are the roles of each team member:

Principal: provides a common vision for the data-base problem solving process, allocates resources, supports program evaluation, monitors staff, and facilitates the review of fidelity of implementation.

Select General Education Teachers: identify, implement, document, and analyze evidence based academic and behavior interventions, deliver tier I instruction/intervention, engage in ongoing collaboration to address small group and individual student needs, collaborate with other school personnel in data collection and analysis, collect data within the instruction environment in order to help identify appropriate interventions and to collect response to intervention data, and communicates closely with parents regarding MTSS plans and activities for their child.

Exceptional Student Education Teachers: Participates in student collection of data, assists in delivering Tier II interventions, and collaborates with general education teachers through such activities as co-teaching.

Reading/Intervention Coaches: Facilitates monthly monitoring meetings, assists in whole school screening programs that provide early intervention services for children considered to be "at risk," identifies scientifically based intervention programs and instruction, participates in the design and delivery of professional development, support colleagues to provide consistency in reinforcing skills, assists in the implementation of progress monitoring, data collection and data analysis, support assessment and implementation monitoring, and deliver Tier III interventions.

School Psychologist: Provides consistent guidance, monitoring of procedural compliance, an overview of students progress throughout the MTSS process to include: determining when appropriate to bring in the behavior specialist, to provide expertise on determining appropriate interventions for students, determining the TPST decisions are adequately supported by data, engage in ongoing consultation regarding implementation issues as well as individual student needs; identify team training needs and provide, or help them obtain relevant training, assist staff in interpreting data as part of the ongoing decision making process, observe students in the instructional environment, evaluate the students relevant academic, behavioral, and mental health functions, and provide small group Tier II interventions for behavior.

Speech Language Pathologist: Provides consistent guidance, monitoring of procedural compliance, an overview of students

progress throughout the MTSS process to include: conduct language screenings at the beginning of Tier II, explain the roll that language plays in curriculum, assessment, and instruction, assist general education teachers with universal screening, provide expertise in language, it's disorders and treatment, consult and collaborate with teachers to meet the needs of students in initial MTSS tiers, interpret screenings and progress assessment results to staff and families.

Guidance Counselors: Assist in understanding familial, cultural, and community components of students response to instruction, learning, and academic success, manage MTSS paperwork, and collaborate with teachers to track documentation and schedule students for TPST meetings.

Staffing Specialist: Monitor components for compliance after receipt of consent for evaluation, facilitate eligibility for ESE services.

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 Leadership Team will focus meetings around the following question: How can we continue to implement MTSS and improve the quality of interventions for our teachers and students?

The team meets monthly to engage in the following activities: the team will collaborate to analyze data, use data to make instructional decisions, identify students at risk for not meeting benchmarks, and problem solve. The team will serve as the retention committee and make recommendations to administration.

MTSS Implementation

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

Teachers will utilize data from the online grade book, Skyward, Performance Matters and from other data sources. In reading, we will also utilize the data from FAIR testing provided through the PMRN three times per year. In math, we will drive instruction from data collected through Pearsonsuccessnet.com and Performance Matters three times per year. Data from Performance Matters Science assessments will be used to determine progress throughout the year. Writing assessment data will be provided through benchmark writing assessments. To track behavior and develop preventative measures and interventions, data will be obtained from the SWISS database.

Data Sources:
Progress Monitoring Network (PMRN), FAIR Baseline (Florida Assessment in Reading), Florida Comprehensive Assessment Test (FCAT), Group Mathematics Assessment and Diagnostic Evaluation (GMADE), Group Reading Assessment and Diagnostic Evaluation (GRADE)

Progress Monitoring: FAIR, County Designed Comprehension Benchmark Assessments, Harcourt Theme Tests, Writescore, Pearsonsuccess.net

Diagnostic Assessment: FAIR, GMADE, GRADE, Pearson Math

End of Year: FAIR, FCAT, GMADE, GRADE, Pearson Math

Frequency of Data Days: once per month for data analysis

Describe the plan to train staff on MTSS.

Professional development will be provided through a series of mini-trainings during common planning periods

Professional development will include: Writing and implementing an effective PMP, rigorous small group instruction, creating and analyzing MTSS progress monitoring graphs, providing interventions with fidelity, and proper documentation of interventions.

The MTSS team will also evaluate additional staff PD needs during the monthly MTSS leadership team meetings.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Literacy Committee Members:
Dr. TC Culver
Anna Crawford
Kristin Raffo
Catherine Ryan
Stacy Anderson
Kristileigh Flannigan
Cheryl Breckwoldt
Kim Jones
Theresa Altman
Miranda Booth
Dawn Emling
Kristi Booth
Donia Rinaldi
Shiovan Marshall
Abbey Cooke

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

We will meet monthly. The reading coach will facilitate the meetings.

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

Major initiatives:
Reading incentive program, Families Building Better Readers, Families Using Reading Strategies, Comprehension Best Practices, Spotlighting Quality Instruction Methods, Integrating Reading into Content Areas, FCAT Saturday Practice.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*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.

*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.

The reading coach will provide on-going training to all 6th grade content area teachers that will include reading strategies. Additionally, she will provide training that will highlight the use of literature in each core subject (math, science, social studies, and Language Arts). The Reading Coach and RTI Coordinator will also be responsible for checking fidelity of implementation of these strategies and providing follow-up to those in need. The FCRR reading walkthrough guidelines for grade 6 will also be utilized by the assistant principal as needed to also ensure fidelity.

*High Schools Only

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

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

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

Postsecondary Transition

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

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

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 proficiency in reading (level 3) decreased 7 percentage points from 35% SY 10/11 to 28% SY 11/12
2012 Current Level of Performance:	2013 Expected Level of Performance:
FOR SY 11/12, 28% (245) of students scored at proficiency on FCAT Reading.	An increase of at least 2% of students scoring proficiency in Reading (from 28% to 30%).

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	An increase in the number of economically disadvantaged students.	Student progress will be monitored using FAIR data, Harcourt Reading Assessments, Performance Matters Assessments, and Pearson Assessments.	Reading Coach, administration, and guidance counselors.	Teachers will bring data on each of their students to the progress monitoring meetings to review. Specific student needs will be identified and monitored through RtI, Progress Monitoring Plans, achievement data from previous years, and AYP cell information.	On-going progress monitoring implemented through grade monthly monitoring meetings, quarterly progress monitoring meetings with administration, guidance, reading coach, and resource teachers, district fidelity checks.
2	Inconsistent use of higher order questions student interaction with complex text.	Students will be given weekly practice with complex text according to the common core lexile standards that have multiple higher order questions accompanying them. Admin will be monitoring the classroom use of these regularly through classroom walk throughs	Administration and Reading Coach	Lesson plans, instructional tools and student work samples will be reviewed.	Classroom walk throughs will be used to monitor the use use of higher order questions and complex text in classrooms regularly.

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:	The percentage of students scoring levels 4,5,6 for the SY 10/11 was 26% and 66% SY 11/12 in Reading showing an increase of 40 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percentage of students scoring at a level 4,5,6 for the SY 11/12 was 66% in Reading.	An increase of at least 2% of the students scoring proficiency on the Alternative Assessments.

	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	Limited student vocabulary	Integrate language development and academic language experience daily for students.	ESE and ASD teachers	Progress monitoring Data	Florida Alternative Assessment 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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The percentage of students scoring above proficiency in reading (level 4 & 5) decreased 4 percentage points from 48% SY 10/11 to 44% SY 11/12.
2012 Current Level of Performance:	2013 Expected Level of Performance:
FOR SY 11/12, 44% (378) of students scored above proficiency (FCAT Levels 4 or 5) in reading.	2% increase for students scoring above proficiency for SY 12/13 (from 44% to 46%).

	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	A loss of focus on higher level reading comprehension strategies and text complexity.	Teachers will continue to be instructed on Comprehension Instructional Sequence, and analyzing text for complexity level.	Administration,Reading Coach, Literacy Committee	Increase in student achievement as well as identification of students in need of intervention.	FCAT, as well as district implemented progress monitoring and assessment tools.
2	Inconsistent use of higher order questions and extended thinking strategies.	Administration will perform regular classroom walk throughs to monitor the use of extended thinking and higher order questions.	Administration and reading coach	Lesson plans, instructional tools and student work samples will be reviewed for indicators of extended thinking and higher order questions.	Classroom walk through logs will be used to monitor effective use of higher order questions and extended thinking strategies.
3	Difficulty maintaining reading stamina.	Build classroom momentum by teacher and student modeling, increase length of comprehension passages	Classroom teacher, Curriculum Team	Monitoring Classroom Benchmark progress	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 reading. Reading Goal #2b:	33.3% (7/21 students) scored at or above Achievement Level 7 in Reading on Florida Alternate Assessment in SY 11/12.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Grade 3 40% (4 students) Grade 4 0% (0 students) Grade 5 25% (1 student) Grade 6 50% (2 students)	An increase of 3% or higher of students scoring at or above Achievement Level 7 in Reading on Florida Alternate Assessment.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	lack of access to grade level curriculum	ESE students will integrate with regular ed classrooms and school wide events	ESE teacher, selected gen ed teacher, administration	progress monitoring data and teacher observation	Florida Alternative Assessment 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:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The percentage of students making learning gains decreased 8 percentage points (73% SY 10/11 to 65% SY 11/12).
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (428 out of 656) of the students made learning gains in SY 11/12.	At least 67% of the students will make learning gains in reading for SY 12/13.

	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	Fidelity of instruction	Weekly walkthroughs by administration, support of Reading Coach	Administration,Reading Coach	Data from progress monitoring meetings will be discussed, walkthrough data will also be discussed with teacher	walkthrough evaluation instrument, progress monitoring data

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	59% of students made learning gains in reading on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% of students made learning gains in reading on the FAA.	The goal is that 100% o f students make learning gains.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	An increase in the number of economically disadvantaged students.	Student progress will be monitored using FAIR data, Harcourt Reading Assessments, Performance Matters Assessments, and Pearson Assessments	Reading Coach, administration, and guidance counselors	Teachers will bring data on each of their students to the progress monitoring meetings to review. Specific student needs will be identified and monitored through RtI, Progress Monitoring	On=going progress monitoring implemented through grade monthly monitoring meetings, quarterly progress monitoring

				Plans, achievement data from previous years, and AYP cell information.	meetings with administration, guidance, reading coach, and resource teachers, district fidelity checks.
2	Inconsistent use of higher order questions and student interaction with complex text.	Students will be given weekly practice with complex text according to the common core exile standards that have multiple higher order questions accompanying them. Admin will be monitoring the classroom use of these regularly through classroom walk throughs.	Administration and Reading Coach	Lesson plans, instructional tools, and student work samples will be reviewed.	Classroom walk throughs will be used to monitor the use of higher order questions and complex text in classrooms regularly.

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:	An increase of 10 percentage points (70% SY 10/11 to 80% SY 11/12) of students in lowest 25% making learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% of students in lowest 25% made learning gains in reading for SY 11/12.	At least 82% of students in lowest 25% will make learning gains 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	Rigor and focus of small group instruction during 90 minute block and iii.	Teachers will be provided PD on increase rigor, and targeted small group instruction that incorporates research based interventions consistently.	Administration,Curriculum Team	Increase in student achievement as well as identification of students in need of intervention.	FCAT, as well as district implemented progress monitoring and assessment tools

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 # Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), BTES will decrease the achievement gap between black and white subgroups by at least 50% by the year 2016-2017. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	27%	24%	21%	18%	15%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The percentage of Asian and Hispanic students decreased for satisfactory progress in reading on the 2012 Reading FCAT. Asian SY 10/11 73% SY 11/12 60% Hispanic SY 10/11 67% SY 11/12 63%

2012 Current Level of Performance:	2013 Expected Level of Performance:
Percentage of student subgroups not making satisfactory progress in reading for SY 11/12: 40% Asian 38% Black/African American 37% Hispanic 23% White 0% American Indian	All students in all subgroups will perform at or above grade level in reading on the 12-13 FCAT

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	Limited access to small group tutoring before and after school.	Implement mentoring program, FCAT Saturday tutoring	Administration, Denise Gabriel, Reading Coach	Progress Monitoring of FAIR, Harcourt Theme Tests, FCAT scores	FCAT scores

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:	The percentage of students scoring satisfactory on the 2012 reading FCAT decreased from 38% in SY 10/11 to 26% SY 11/12. This is a decrease of 12%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
74%(16) of ELL students are not making satisfactory progress in Reading.	29% of ELL students will make 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	Lack of support personnel, limited ESOL endorsed teachers	continue to encourage teachers to become endorsed, encourage teacher collaboration and peer tutoring	Administration	progress monitoring data, Rosette Stone performance	CELLA 2013, 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 subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	An increase in 10 percentage points (52% SY 10/11 to 62% in SY 11/12) of students with disabilities not making satisfactory progress in Reading.

2012 Current Level of Performance:	2013 Expected Level of Performance:
In SY 11/12, 62% (82) of SWD did not make satisfactory progress in reading.	At least 40% of SWD will make 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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Loss of rigor because of delivery and process may be different.	Direct support from Reading Coach, modeling of lessons.	Administration and Reading Coach	Monitoring progress monitoring and outcome data for this subgroup	Progress Monitoring Data, FCAT Data
2	Learning disability with language delay impacting the success of higher level questioning	Integrating sight vocabulary in context and oral questioning techniques daily	ASD and ESE Teachers	progress monitoring	Florida Alternative Assessment 2013
3	Loss of rigor because delivery and process may be different.	Direct support from Reading Coach, modeling of lessons.	Administration, Reading Coach	Monitoring progress monitoring and outcome data for this subgroup	Progress monitoring data, FCAT data
4	Learning disability with language delay impacting the success of higher level questioning	Integrating sight vocabulary in context and oral questing techniques daily	ASD and ESE teachers	progress monitoring	Florida Alternative Assessment 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 subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	An increase of 13 percentage points (19% SY 10-11 to 32% SY 11-12) of economically disadvantaged students did not make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (177 out of 549) of economically disadvantaged students did not make satisfactory progress in Reading.	70% of economically disadvantaged students will make 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	lack of home support	FCAT Saturdays, after school tutoring	classroom teacher, guidance counselors, Reading Coach	increase in student performance, completion of at home study activities	FCAT 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
Reading Workshop Instructional Model	K-6	Kristin Raffo, Reading Coach	K-6 School Wide	11/12 Summer	Monitoring Instructional Tools, Student Work Sample	Curriculum Team
Student Reading Achievement	K-6	Administration, Reading Coach, Guidance Counselor	K-6 school wide	Quarterly Meetings	Use of school wide progress monitoring data such as FAIR, Performance Matters data, and district developed monitorings	Administration
Book Studies: Studies with Comprehensions (K), Comprehension Going	K-6	Reading Coach	K-6 School Wide	6 weeks each	Use of school wide progress monitoring data and instructional	Curriculum Team

Forward (K-6), Integrating Reading into Content Areas (K-6)					models implemented in classrooms	
Super Six Independent Work Stations	K-3	Reading Coach	K-3 classroom teachers	Early Release	Use of quality independent work activities that are differentiated to individual student needs	Curriculum Team
Increase Text Complexity and Higher Order Thinking Skills	K-6	Administration, Reading Coach	K-6 School Wide	Quarterly Meetings	Use of school wide progress monitoring	Curriculum Team

Reading Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Supplemental Reading Program	SRA Reading Mastery	NA	$0.00
Nonfiction Supplemental Text	Time for Kids, National Geographic	General Funds	$5,566.59
		Subtotal: $5,566.59	

Technology

Strategy	Description of Resources	Funding Source	Available Amount
Kid's College	Computer Assisted Reading Program	Technology	$5,000.00
FCAT Explorer	Computer Assisted Reading Program	N/A	$0.00
Performance Matters	Online Assessments and Data Collection	Race to the Top Grant	$2,800.00
SAM - Scholastic Reading Inventory, Reading Counts	Computer Based Reading Comprehension Program	General Fund	$2,000.00
BookFlix	Online Reading Program	General Fund	$1,259.00
		Subtotal: $11,059.00	

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
Book Studies	Starting with Comprehension, Integrating Reading into Content Areas	PTO	$600.00
		Subtotal: $600.00	

Other

Strategy	Description of Resources	Funding Source	Available Amount
GRade Pre-Test	Pretest for progress monitoring	General Fund	$5,400.00
		Subtotal: $5,400.00	
		Grand Total: $22,625.59	

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.

		27 out of 55 students scored proficient in listening and speaking.
CELLA Goal #1:		

2012 Current Percent of Students Proficient in listening/speaking:

49% of our ELL students scored proficient in listening and speaking on the Spring 2012 CELLA

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	The anticipated barrier is any student who does not speak any English	differentiated collaborative groups according to language acquisition level	ESOL Paraprofessional	progress monitoring data	CELLA 2013

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:	20 out of 55 ELL students tested scored proficient in Reading

2012 Current Percent of Students Proficient in reading:

36% of students scored proficient in Reading on the CELLA 2012

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 that speak no or limited English	Differentiated instruction using learning stations	Classroom teacher	lexile assessment scores, reading assessment scores	CELLA 2013

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

3. Students scoring proficient in writing. CELLA Goal #3:	15 out of 55 students tested scored proficient in Writing

2012 Current Percent of Students Proficient in writing:

27% of students scored proficient in writing on the 2012 CELLA

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	limited English vocabulary	weekly writing experiences and monthly writing prompts	Classroom teachers	writing prompt scores	CELLA 2013

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:	The percentage of students achieving proficiency in math decreased 9 percentage points (from 25% SY 10/11 to 32% SY11/12).
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% of students achieved proficiency (FCAT Level 3) in mathematics.	At least 37% of students will achieve proficiency (FCAT Level 3) in mathematics.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Highest SES population ever for the school	Implementation of Pearson Math series with Fidelity	Administration and Math Committee	Increase in student achievement as well as identification of students in need of intervention	FCAT, as well as district implemented progress monitoring tools
2	Loss of focus on progress monitoring and individual student achievement in math	Quarterly progress monitoring meetings will be held with all grade level teachers to determine progress of students.	Administration	Same as above	Same as above
3	Unfamiliarity of new math series for new teachers and teachers new to teaching math.	Ongoing professional development provided math committee members.	administration, math committee members, teachers	Student achievement on benchmark assessments.	Benchmark assessments provided by Pearson

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:	64% of students taking the FAA math portion in SY 11/12 scored a 4, 5, or 6.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Grade 3 70% (7/10 students) Grade 4 50% (2/4 students) Grade 5 25% (1/4 students) Grade 6 100% (4/4 students)	70% of students will score levels 4-6 in mathematics on the Florida Alternate Assessment in SY 12/13.

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	Decreased focus on progress monitoring and individual student achievement in mathematics	. Quarterly grade level progress monitoring meetings to ensure student learning gains	Math Committee and Administrative Team	Student response to targeted intervention and student learning gains	Curriculum based assessments, district implemented progress monitoring tools,

					FCAT
2	Challenges of working with students who come from a low SES background	Implementation of Vennlogic strategies and numeracy centers for spiral review	Administrative Team	Increased student learning gains	Curriculum based assessments, district implemented progress monitoring tools, FCAT
3	. Need for increased focus on fractions, decimals and statistics	Ongoing professional development	Math Committee	Student outcomes	Pearson benchmark 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:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The percentage of students achieving above proficiency at level 4 and 5 in math increased 1 percentage points (from 43% SY 09/10 to 44% SY 10/11).
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% of the students achieved above proficiency (FCAT Levels 4 & 5) in math.	At least 50% of students will score above proficiency (FCAT Levels 4 & 5) in math.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Loss of focus on progress monitoring and individual student achievement in math.	Quarterly progress monitoring meetings will be held with all grade level teachers to determine progress of students.	administration	Increase in student achievement as well as identification of students in need of intervention.	FCAT, as well as district implemented progress monitoring tools
2	Highest SES population school has ever had.	Use of Vennlogic strategies and numeracy centers for spiral review.	administration	Increase in student achievement as well as identification of students in need of intervention	FCAT, as well as district implemented progress monitoring tools
3	Unfamiliarity of new math series for new teachers and teachers new to teaching math.	Ongoing professional development provided math committee members.	administration, math committee members, teachers	Student achievement on benchmark assessments.	Benchmark assessments provided by Pearson

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:	18 (4/22 students) scored at or above achievement Level 7 in mathematics on Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Grade 3 40% (4/10 students) Grade 4 0% (0 students) Grade 5 0% (0 students) Grade 6 0% (0 students)	21% of students will score at or above achievement level 7 in mathematics on Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement				
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Highest SES population ever for the school	Implementation of Pearson Math series with fidelity	Administration, ESE Department, Rti Coach, math committee	Review of student achievement data, identification of students in need of intervention.	Classroom assessments and progress monitoring
2	Loss of focus on progress monitoring and individual student achievement in math	quarterly progress monitoring meetings will be held with all grade level teachers to determine progress of students	administration, RtI coordinator, classroom teachers	same as above	same as above
3	unfamiliarity of new math series for new teachers and teachers new to teaching math.	ongoing professional development provided by math committee members	administration, math committee members, teachers	student achievement on benchmark assessments	benchmark assessments provided by Pearson

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:	An increase of 4% (from 63% SY 09/10 to 67% SY 10/11) of students making learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% of students made learning gains in math.	At least 70% of students will make learning gains in math.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	A loss of focus on progress monitoring data and individual student achievement	Quarterly progress monitoring meetings will be held with all grade level teachers to determine progress of students.	administration	Increase in student achievement as well as identification of students in need of intervention.	FCAT, as well as district implemented progress monitoring tools.
2	Unfamiliarity of new math series for new math teachers.	Ongoing professional development provided math committee members.	administration, math committee members, teachers	Student achievement on benchmark assessments	Benchmark assessments provided by pearson

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:	68.3% of the students made learning gains in mathematics on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68.3% of the students made learning gains in mathematics on the FAA.	The goal is that 100% of the students make learning gains in mathematics on the FAA.

Problem-Solving Process to Increase Student Achievement					
1			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Highest SES population ever for the school	Implementation of Pearson Math series with fidelity	Administration and math committee, teachers	Increase in student achievement as well as identification of students in need of intervention	FCAT, as well as district implemented progress monitoring goals
2	loss of focus on progress monitoring and individual student achievement in math	quarterly progress monitoring meetings will be held with all grade level teachers to determine progress of students.	administration, RtI coordinator	Same as above	Same as above
3	Unfamiliarity of new math series for new teachers and teachers new to teaching math	ongoing professional development provided by math committee members	District math curriculum specialist, administration, math committee members, teachers	students achievement on benchmark assessments	Benchmark assessments provided by Pearson

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:	A 19% increase (from 62% SY 10/11 to 81% SY 11/12) in students in the lowest 25% making learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% of students in lowest 25% made learning gains in math.	At least 72% of students in lowest 25% will make learning gains in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Decreased focus on progress monitoring, student achievement, and targeted intervention	Quarterly, grade level progress monitoring meetings to analyze student achievement data, identification of students in need of targeted intervention and student response to targeted intervention	Math Committee and Administrative Team	Student learning outcomes and student response to targeted intervention	FCAT, as well as district implemented progress monitoring tools
2	Unfamiliarity of new math series for new teachers and teachers new to teaching math.	Ongoing professional development	District math curriculum specialist and administration	Progress on benchmark assessments provided by Pearson	Benchmark assessments

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # The goal is to decrease the achievement gap between black and white subgroups by at least 50% by the end of the year 2016-2017. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	38	35	32	29	26	

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:	The goal for BTES is that all subgroups will make satisfactory progress. The percentage of all student subgroups achieving at or above proficiency in mathematics will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The following subgroups did not make satisfactory progress in mathematics on the 2012 Math FCAT: White: 24% Black: 50% Hispanic: 33% Asian: 27% American Indian: N/A	The expected performance would be that 100% of all subgroups would make satisfactory progress on the 2013 FCAT Math Test. The more attainable goal would be that the following student subgroups (by ethnicity) will make satisfactory progress in mathematics on the FCAT Math Test: White: 79% Black: 53% Hispanic: 70% Asian: 76% American Indian: 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	. Percentage of student subgroups not making satisfactory progress in mathematics SY 11/12. White: 23% Black: 38% Hispanic: 37% Asian: 40% American Indian: N/A	. Identification of students in need of specific, targeted intervention; implementation of targeted intervention with fidelity; analysis student learning outcomes for formative instruction	Administrative Team	Analysis of student achievement during monthly data monitoring meetings	Performance Matters assessments, benchmark assessments, and Envision topic assessments
2	Identification of students in AYP cells	Attentiveness to the progress of students listed in these cells by all stakeholders Ongoing communication among staff in reference to the progress of these students	Teachers, administrators, guidance counselors, and parents	Monthly progress monitoring	. Performance Matters assessments, Envision topic assessments, and benchmark assessments
3	Identification of students in AYP cells	Attentiveness to the progress of students listed in these cells by all stakeholders Ongoing communication among staff in reference to the progress of these students	Teachers, administrators, guidance counselors, and parents	Monthly progress monitoring	. Performance Matters assessments, Envision topic assessments, and benchmark assessments
4	small group instruction provided in math	Ongoing professional development	administration	walk through, and lesson plans	performance matters assessments, envision topic tests, and benchmark assessments
5	Identification of students in specific cells	Attentiveness to the progress of students listed in these cells by all stakeholders. Ongoing communication among staff in reference to the progress of these students.	Teachers, Resource teachers, administration, guidance counselors, and parents	monthly progress monitoring	performance matters assessments, envision topic tests, and benchmark 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:	47% of ELL students made satisfactory progress in mathematics for SY 11/12.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% of ELL students did not make satisfactory progress in mathematics for SY 11/12.	At least 56% of ELL students will be proficient in Math for the 12/13 SY.

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 vocabulary is below age/grade level norms	Provide experiential lessons according to student skill level to foster vocabulary understanding	Administrative Team and Classroom Teachers	Ongoing Student Outcomes	Curriculum Based Assessments, FCAT
2	Consistent differentiation of instruction	Implementation of active student rigor and differentiation in classroom	Administrative Team and Classroom Teachers	Ongoing student outcomes	Curriculum Based Assessments, FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The percentage of Students with Disabilities making satisfactory progress in mathematics declined 44% in SY 10/11 to 42% in SY 11/12.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% of SWD for SY 11/12 did not make satisfactory progress in mathematics.	45% or more of SWD for SY 12/13 will score at or above grade level in math.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Loss of rigor because of delivery and process may be different.	Direct support from Reading Coach, modeling of lessons.	Administration and Reading Coach	Monitoring progress monitoring and outcome data for this subgroup	Progress Monitoring Data, FCAT Data
2	Learning disability with language delay impacting the success of higher level questioning	Integrating sight vocabulary in context and oral questioning techniques daily	ASD and ESE Teachers	progress monitoring	Florida Alternative Assessment 2013
3	Increasing the rigor of instruction.	Provide teachers with the same curriculum pieces as the general ed classroom teacher, for all students not on alternative assessment.	District math specialist, administration	Monitoring progress monitoring and outcome data for this subgroup.	progress monitoring data
4	Loss of rigor because delivery and process may be different.	Direct support and training from administration and master teachers	administration	Monitoring progress monitoring and outcome data for this subgroup.	progress monitoring data

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Economically Disadvantaged students increased the percentage of students making satisfactory progress in mathematics from 65% in SY 10/11 to 68% in SY 11/12.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% of Economically Disadvantaged students did not make satisfactory progress in mathematics during the 11/12 SY.	At least 71% of our Economically Disadvantaged students will make satisfactory progress in mathematics during the 12/13 SY.

	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	Teacher's identifying these students and providing small group instruction	support to teacher for identifying students to ensure rigorous interventions are in place, as prescribed in the RtI process	administration	Assessment data and progress monitoring	FCAT
2	Increasing the rigor of instruction	Provide Exceptional Student Education (ESE) teachers with the same curriculum pieces as the general education classroom teacher, for all students not on alternative assessments	District Math Specialist and Administrative Team	Student outcome data and progress monitoring	Progress monitoring data
3	Consistent differentiation of instruction	Implementation of active student instruction and rigor in the classroom	Administrative Team, General Education and Exceptional Student Education Teachers	Ongoing student outcomes based on formative assessments	Progress on Individual Education Plan goals, Pearson Learning benchmark assessments, Performance Matters assessments

End of Elementary School Mathematics Goals

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

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

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

Mathematics Budget:

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

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

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Assessments	Performance Matters	Race to the Top Grant	$12,000.00
Instruction/Intervention/Enrichment	Kinds College	School Funding	$4,500.00
Instruction/Enrichment/Intervention	Successmaker	District Funding	$2,500.00
			Subtotal: $19,000.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Dr. Chew Inquiry Model	Workshop	Title II	$2,500.00
			Subtotal: $2,500.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $21,500.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The percentage of students achieving proficiency in Science (Levels 3) remained decreased 4% for the SY 11/12 (SY 10/11 40% - SY 11/12 36%).
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% of the students in grade 5 scored at Achievement Level 3 (FCAT level 3) in science for the 11/12 SY.	An increase of at least 5% of the students will score at proficiency (FCAT Level 3) in science for the 12/13 SY (from 36% to 41%).

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Loss of focus on individual student achievement.	Implement science progress monitoring. Quarterly progress meetings will be held with all grade level teachers to determine progress of students.	Administration	Increase in student achievement as well as identification of students in need of intervention.	FCAT, as well as district implemented progress monitoring tools.
2	Challenges of working with students who come from a low SES background	Identification of students in need of intervention Differentiation of instruction Ongoing progress monitoring	Administrative Team and Classroom Teachers	Increase in student achievement as well as identification of students in need of intervention, student outcomes	FCAT, as well as district implemented progress monitoring tools.
	School time	Infuse science content	Teacher,	Benchmark test	FCAT and district

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3	constraints impact science instruction.	reading materials (Science Weekly) into the reading block, and encourage teachers to integrate science into other subjects.	administration, reading coach		implemented progress monitoring tools.
4	Lack of background knowledge of science concepts and hands on experiences.	Utilize Discovery Science curriculum which will provide real world science experiences and engaging activities with technology. The series also provides a "background knowledge" section for the teacher to review prior to instruction providing more support for the teacher.	Teachers, administration	Grade level teachers will review science assessment data to determine progress.	FCAT and district implemented progress monitoring.
5	Consistent focus on student achievement and rigor of science instruction	Implementation of active student learning and instructional rigor Ongoing progress monitoring Quarterly grade level progress monitoring meetings	Administrative Team	Student outcomes	District implemented progress monitoring tools, FCAT
6	Students are not proficient in content specific vocabulary	Provide experiential content area lessons to foster increased vocabulary understanding	Administrative Team and Classroom Teachers	Student outcomes	District implemented progress monitoring tools, FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	14% of students achieved above proficiency (FCAT Level 4 and 5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percentage of students achieving above proficiency (FCAT Level 4 and 5) in science decreased by 2 percentage points for the 11/12/SY (from 16% SY 10/11 to 14% SY 11/12).	Students achieving above proficiency (FCAT Level 4 and 5) will increase by 5% to 19% for SY12/13.

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	Utilization of online science series	Technical teacher support at each grade level Periodic professional development for teachers	Administrative Team, Technology Team	Bi-weekly grade level meetings held to determine comfort level of teachers navigating the series	Feedback from teachers regarding comfort of navigating the science series and professional development needs
2	Consistent use of resources for teachers to use when differentiating instruction	Differentiation of instruction based on student performance Implement Discovery Science Lessons	Administrative Team, Reading Coach, Classroom Teachers	Benchmark assessments, Discovery Science unit tests, classroom visits, lesson plans, and observation of students during science instruction	Performance Matters assessments, Discovery Science weekly and unit assessments

				Benchmark assessments	Performance Matters assessments, Discovery Science weekly and unit assessments
3	Incorporate science extension activities across content areas	Integrate science content materials into other core subjects	Administrative Team, Classroom Teachers		

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 proficiency in Science (Levels 4 and 5) decreased 2% for the 11/12 SY (SY 10/11 16%- SY 11/12 14%). 14% of students achieved above proficiency (FCAT Level 4 and 5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percentage of students achieving above proficiency (FCAT Level 4 and 5) in science decreased by 2 percentage points for the 11/12/SY (from 16% SY 10/11 to 14% SY 11/12)	Students achieving above proficiency (FCAT Level 4 and 5) will increase by 5%. At least 26% of students will achieve at or above proficiency (FCAT Levels 3-5) in science.

<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>utilization of online science series.</td><td>Tech support at each grade level and periodic professional developments offered to faculty.</td><td>Administration,Technology Team</td><td>Biweekly grade level meetings held to determine comfort level of teachers navigating the series.</td><td>Feedback from teachers regarding comfort of navigating the series and professional development needs.</td></tr>
<tr><td>2</td><td>School time constraints impact science instruction.</td><td>Integrate science content reading materials into other core subjects.</td><td>Administration,reading coach, teachers</td><td>Benchmark tests</td><td>Performance Matters benchmark tests, weekly student formative assessments, unit tests</td></tr>
<tr><td>3</td><td>Lack of resources for teachers to utilize when differentiating instruction.</td><td>Utilize the Discovery Science lessons and the specific lessons that differentiate based on student performance.</td><td>Administration,teachers</td><td>Benchmark tests, Discovery Science unit tests, classroom visits, lesson plans, and observations of students during science instruction.</td><td>Performance Matters assessments, weekly and unit assessments from Discovery Science.</td></tr>
<tr><td>4</td><td>Incorporate science extension activities across content areas</td><td>Integrate science content materials into other core subjects</td><td>Administrative Team, Classroom Teachers</td><td>Benchmark assessments</td><td>Performance Matters assessments, Discovery Science weekly and unit assessments</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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	0% or 4 students did not score at or above Achievement Level 7 in science.

2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0/4) of students scored at or above achievement level 7 in science on the 2012 Alternate Assessment.	100% of students taking the 2013 Alternate Assessment will score at or above Achievement Level 7 in science.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with disabilities	Implementation of Inquiry Method coupled with implementation of Unique Learning Systems (ULS) program	Administration	Review of student achievement data	classroom assessments and progress monitoring

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
Instruction	Discovery Science Materials	School Budget	$2,500.00
		Subtotal: $2,500.00	
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Progress Monitoring	Performance Matters Grades 3-6	Race to the Top Grant	$8,500.00
		Subtotal: $8,500.00	
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Instruction	Dr. Chew	Title II	$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: $11,000.00	

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:	The percentage of students achieving proficiency (level 3 or higher) in FCAT writing decreased by 10 percentage points from SY10/11 (FCAT) to SY 11/12 (FCAT 2.0).
2012 Current Level of Performance:	2013 Expected Level of Performance:
86% of students scored a 3.0 or higher (164 students) in writing on the 2012 Writing FCAT.	90% of students will score a 3.0 or higher. An increase of at least 4% of 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	Highest percentage of low SES ever enrolled in BTES.	Teachers will incorporate writing into all content areas.	Administration	Examples of writing will be evident in classrooms.	FCAT Writing and Write Score progress monitoring.
2	Alignment of school wide expectations for writing to the updated state scoring emphasis on grammar, spelling, and elaborated detail	Ensure that all teachers receive collaborative instructional development related to effective instructional strategies in writing,, the FCAT writing rubric, and grade level expectations for writing.	Writing Committee Members and Administrator	Ongoing monthly monitoring of formative assessments and teacher observation by administrator	School wide writing assessments and FCAT results
3	Increasing student understanding of the writing rubric	. Instruct students on the FCAT writing rubric, include modeling, peer review, self-grading.	Writing Committee Members and Administrator	Ongoing monitoring of classroom instruction in writing	School-wide writing assessments and FCAT results
4	Time for teacher analysis of data and collaboration with 4th grade teachers, writing committee and administration.	Provide for uninterrupted data analysis meetings for grade 4 teachers, writing committee and administrator.	Administration	Ongoing monitoring of collaboratively scored essays	Student outcomes and FCAT results
5	Alignment of school wide expectations for writing to the updated state scoring emphasis on grammar, spelling.	Ensure that all teachers receive collaborative instructional development related to effective instructional strategies in writing,, the FCAT writing rubric, and grade level expectations for writing	Writing Committee Members and Administrator	Ongoing monthly monitoring of formative assessments and teacher observation by administrator	School wide writing assessments and FCAT results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	50% of students (2/4) did not score proficiency (level 4 or higher) on the Florida Alternate Writing Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	50% (2/4) of students scoring at 4 or higher in writing:	100% of students will score a level 4 or higher on the 2013 Florida Alternate Assessment for Writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Alignment of school wide expectations for writing to the updated state scoring emphasis on grammar, spelling.	Ensure that all teachers receive collaborative instructional development related to effective instructional strategies in writing,, the FCAT writing rubric, and grade level expectations for writing	Writing Committee Members and Administrator	Ongoing monthly monitoring of formative assessments and teacher observation by administrator	School wide writing assessments and FCAT results
2	Increasing student understanding of grammar conventions and spelling.	Provide students will meaningful instruction on conventions of grammar, BTES grammar rubric, and spelling (phonetic patterns, Greek and Latin roots, prefixes and suffixes)	Writing Committee Members and Administrator	Ongoing monitoring of classroom instruction in writing across content areas	Student performance on district word study spelling lists and FCAT results
3	Time for teacher analysis of data and collaboration with 4th grade teachers, writing committee	Provide for uninterrupted data analysis meetings for grade 4 teachers, writing committee and administrator.	Administration	1B.3. Ongoing monitoring of collaboratively scored essays 1B.3. Student outcomes and FCAT results	Student outcomes and FCAT results

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
Grade level writing process expectations	K-6	Writing Committee and Administrator	Faculty	August 2012	Classroom Observation	Administrator
Staff Instruction on writing models and scoring rubric	K-6	Writing Committee and Administrator	Faculty	August 2012	Classroom Observation and Review of Teacher Rubricated Essays	Administrator
Instruction in process writing (elaborated detail, spelling, grammar) utilizing results from the 2011-2012 FCAT	4	Writing Committee and Administrator	Teachers Grade 4	August 2012	Observation	Writing Committee and Administrator

Rubric Scoring	3 & 4	Jill Lively, District Office	3rd and 4th grade teachers	September 2012	Review of rub ricked papers	Administrator

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Progress Monitoring	Write Score for Grades 3-4	District Funding	$2,500.00
			Subtotal: $2,500.00
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: $2,500.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Belle Terre's average daily percent of enrollment remained the same for SY 10/11 and SY 11/12. School personnel will continue to monitor students who show a pattern of absences and tardies. The team will continue to work with parents to understand the importance of students being in school. The goal is to increase the current attendance rate by 3% (97.2).
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The current attendance rate for K-6 for the 11/12 SY was 94.2%.	Expected attendance rate is 97%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
6% of students had 10 or more absences in the 11/12 SY.	3% of students or less will have 10 or more absences in the 12/13 school year.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
6.66% of students had excessive tardies in the 11/12 school year.	3% of students or less will have excessive tardies in the 12/13 school year.

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
				Problem-Solving Process to Increase Student Achievement	
1	Parent/student apathy regarding attending school and being on time.	Provide incentives for attending school through PBS and the attendance committee.	Administration,PBS committee, attendance committee	Quarterly reports and overall percentages	Skyward reports
2	Same as above	Provide phone calls home after a certain number of absences and tardies.	Administration,attendance clerk, attendance committee, teachers	quarterly reports and overall percentages	Skyward reports

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

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

PD Content /Topic and/or PLC Focus	Grade 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:	Belle Terre Elemenatry will decrease the number of suspensions in and out of school by 10%. We will identify the number of students that are the "repeat offenders" and provide teachers and students support with RTI and PBS process.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
There were a total of 68 full day in school suspensions served for grades k-6 during the 11/12 SY.	We will expect to have 61 or less full day in school suspensions. A 10% decrease from previous year.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
At BTES there were a total of 42 students that received full day in school suspension.	BTES will expect to have 38 students (or less) receive in school suspension as a consequence for inappropriate behavior. A 10% decrease from previous year.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
There were a total of 65 full day out of school suspensions for grades k-6.	We will expect to have 58 (or less) out of school suspensions for grades k-6. A 10% decrease from previous year.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
At BTES there were a total of 29 students that were suspended out of school for the 11/12 SY.	We will expect to have 26 students (or less) suspended out of school. A 10% decrease from previous 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	Highest percentage of low SES school has ever had in attendance. Inability to get parents involved in student behavior plans.	Continue issuing Positive Behavior Referrals for students caught going above and beyond to be model students both in and out of the classroom as a means of rewarding good behavior. Prizes like coupons for free food at local eating establishments are also awarded for positive behavior.	Administration,PBS team members, teachers, discipline coordinator	We will compare our data from the 2011-2012 school year to determine the effectiveness of our current interventions and make any necessary changes.	Total number of referrals per grade level.
2	Using our RTI process to correct any needed behaviors	Meeting with teachers through grade level meetings and periodically conducting additional training as needed to help teachers understand the RTI for behavior process.	Administration,RTI Specialist, teachers, Core RTI team, discipline coordinator	Reduction of referrals	We will meet as a team to help put interventions in place that may help with student behavior.

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	BTES offers several opportunities for parent involvement including a back to school "meet and greet" where students and parents come in to meet their assigned teacher. We also offer at least two opportunities for parents to come in and have fact to fact conferences with teachers. The first conference period is held after the first nine week grading period and the second conference period is held after the third interim report. In addition, an open house where teachers share their expectations with parents is held during September. Other forms of communication used within the school as a means to encourage parental involvement include a school web page that is updated periodically with school information, teacher web pages, newsletters sent home,

SAC, and PTO meetings.

2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
76% percent of parents were involved in parent teacher conferences during the 2011-2012 school year.	We will encourage 100% parent involvement during the 2012-2013 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	Parents scheduled work time may be the same as the operational hours of the school.	Alternate conference times will be held, as a means to accommodate work schedules of parents.	Administration, teachers, guidance	Attendance logs will be collected from conferences and tabulated.	paper/pencil
2	Access to parent resources	Parent Student Math Nights will be held	Leadership Team	Attendance Logs	paper/pencil
3	Families belonging to specific subgroups are not participating in family nights offered at the school.	Provide opportunities to parents of children served by the school through: curriculum nights, parent conferences, FBBR, Math nights, ELL parent night, science night, utilization of Phone Master, and Game nights.	Administration,teachers, SAC, PTO, Literacy Team	Collect participation data and survey families, review minutes from meetings.	Increased parent involvement as indicated by sign in sheets.
4	Inability to reach parents due to nonworking phone numbers.	Parent contact is expected to be continuous. Before soliciting help from an administrator with a student, teachers are expected to have already made a home/school connection.	Administration	Increase in parent attendance at activities held by the school.	Sign in sheets to all events. Information collected regarding communication and parent involvement taken from Parent Survey.

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:	The STEAM goal is to raise the percent of students scoring at or above proficiency in science by at least 30%.

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	Increased SES population and high mobility rate	Teachers will attend Dr. Chew (UCF Professor) Science and Math Inquiry Workshop Training	Administration	Review of Lesson Plans; classroom walk throughs	Classroom assessments and progress monitoring
2	Increased SES population and high mobility rate	Teachers in k-6 will focus science instruction on Physical Science and Nature of Science with K-2 following Common Core Standards	Administration	Review Lesson Plans; classroom walk throughs	Classroom assessments and progress monitoring
3	Increased SES population and high mobility rate	Training in Text Structure, Text Complexity and Text Features for all Science Teachers	Administration, Reading Coach	Review of Lesson Plans; Classroom Walkthroughs	Classroom assessments and progress monitoring

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
Inquiry Based Learning with Dr. Chew	2-6	Jose Nunez	2-6 Science and Math Teachers	September 2012	Classroom Walkthroughs and Lesson Plans	Administration
Using Science Text to Teach Information	K-6	Kristen Raffo	K-6 Teachers	July 2012 SY 2012-2013	Classroom Walkthroughs and Lesson Plans	Administration and Reading Coach

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Supplemental Reading Program	SRA Reading Mastery	NA	$0.00
Reading	Nonfiction Supplemental Text	Time for Kids, National Geographic	General Funds	$5,566.59
Science	Instruction	Discovery Science Materials	School Budget	$2,500.00
Writing	Progress Monitoring	Write Score for Grades 3-4	District Funding	$2,500.00
				Subtotal: $10,566.59

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Kid's College	Computer Assisted Reading Program	Technology	$5,000.00
Reading	FCAT Explorer	Computer Assisted Reading Program	N/A	$0.00
Reading	Performance Matters	Online Assessments and Data Collection	Race to the Top Grant	$2,800.00
Reading	SAM - Scholastic Reading Inventory, Reading Counts	Computer Based Reading Comprehension Program	General Fund	$2,000.00
Reading	BookFlix	Online Reading Program	General Fund	$1,259.00
Mathematics	Assessments	Performance Matters	Race to the Top Grant	$12,000.00
Mathematics	Instruction/Intervention/Enrichment	Kinds College	School Funding	$4,500.00
Mathematics	Instruction/Enrichment/Intervention	Successmaker	District Funding	$2,500.00
Science	Progress Monitoring	Performance Matters Grades 3-6	Race to the Top Grant	$8,500.00
				Subtotal: $38,559.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Book Studies	Starting with Comprehension, Integrating Reading into Content Areas	PTO	$600.00
Mathematics	Dr. Chew Inquiry Model	Workshop	Title II	$2,500.00
Science	Instruction	Dr. Chew	Title II	$0.00
				Subtotal: $3,100.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	GRade Pre-Test	Pretest for progress monitoring	General Fund	$5,400.00
				Subtotal: $5,400.00
				Grand Total: $57,625.59

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

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
If BTES is awarded money, SAC funds will be used in the way that the SAC committee sees fit.	$0.00

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

The activities of the SAC for the 2012-2013 school year will be to support the school as the school sees fit. SAC will meet at least four times during the school year and will include all stakeholders in their meetings.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Flagler School District
BELLE TERRE ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	89%	84%	96%	60%	329	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	73%	67%			140	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?	70% (YES)	62% (YES)			132	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					601	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Flagler School District
BELLE TERRE ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	87%	82%	90%	57%	316	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%	63%			132	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?	65% (YES)	52% (YES)			117	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					565	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested