

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: BRYCEVILLE ELEMENTARY SCHOOL

District Name: Nassau

Principal: Misty Mathis

SAC Chair: Latashia Davis

Superintendent: Dr. John Ruis

Date of School Board Approval: October 25, 2012

Last Modified on: 10/15/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
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325 West Gaines Street
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Misty Mathis	Highest Degrees: Master of Education Degree/Elementary Education Master of Education Degree/Educational Leadership (All Levels) Professional Certificate Elementary Education 1st-6th Educational Leadership (All Levels) School Principal Certification (All Levels) Florida Certificate Number: 802698	7	7	"A" School all seven years. (For a complete listing of the prior performance record of BES while Mrs. Mathis has been principal, including prior School Grades, FCAT Achievement Levels, Learning Gains, and Lowest 25%, please refer to the live links in the Student Achievement Data portion of our SIP.) NO AYP status reported for 2011-2012. AYP met in 2010-2011, 2008-2009 and 2006-2007. AYP not met in 2009-2010, 2007-2008, and 2005-2006. The AMO information for 2011-2012 is that the target of 66% was met in reading, but the target of 72% was not met in mathematics.

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)
Please note:	We do not have any instructional coaches at BES.	N/A			N/A

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Professional Learning Communities-At BES, we have what are called "Terrific Tuesdays" where we set a yearly calendar of PLC time together as a group of high quality, effective teachers. This professional learning time helps to retain the high quality, effective teachers because the teachers are able to experience constant growth and improvement.	Principal and Leadership Team	August 2012-May 2013 (The Terrific Tuesday strategy will take place for the entire 2012-2013 school year.)	

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
We do not have any instructional staff nor paraprofessionals that are teaching out-of-field. We did not have any teachers receive a less than effective rating.	No strategies are needed at this time.

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
15	0.0%(0)	0.0%(0)	46.7%(7)	53.3%(8)	40.0%(6)	100.0%(15)	0.0%(0)	0.0%(0)	20.0%(3)

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
We do not have a need for a mentor program at Bryceville Elementary School.	N/A	N/A	Even though we do not have an actual teacher mentor program, we do have established and functioning Professional Learning Communities which serve the purpose of collegiality, collaboration, and professional growth for all of our teachers.

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

This section is not applicable because Bryceville Elementary School is not a Title I school.

Title I, Part C- Migrant

This section is not applicable because Bryceville Elementary School is not a Title I school.

Title I, Part D

This section is not applicable because Bryceville Elementary School is not a Title I school.

Title II

This section is not applicable because Bryceville Elementary School is not a Title I school.

Title III

This section is not applicable because Bryceville Elementary School is not a Title I school.

Title X- Homeless

This section is not applicable because Bryceville Elementary School is not a Title I school.

Supplemental Academic Instruction (SAI)

This section is not applicable because Bryceville Elementary School is not a Title I school.

Violence Prevention Programs

This section is not applicable because Bryceville Elementary School is not a Title I school.

Nutrition Programs

This section is not applicable because Bryceville Elementary School is not a Title I school.

Housing Programs

This section is not applicable because Bryceville Elementary School is not a Title I school.

Head Start

This section is not applicable because Bryceville Elementary School is not a Title I school.

Adult Education

This section is not applicable because Bryceville Elementary School is not a Title I school.

Career and Technical Education

This section is not applicable because Bryceville Elementary School is not a Title I school.

Job Training

This section is not applicable because Bryceville Elementary School is not a Title I school.

Other

This section is not applicable because Bryceville Elementary School is not a Title I school.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Bryceville Elementary School's MTSS Leadership Team includes:

- Parent(s)
- School Counselor
- Classroom Teacher
- ESE Teacher
- K-1, 2-3, or 4-5 RtI Teacher Contact/Resource/Support Person
- Principal
- Support Service Personnel
- Community Liaison
- Staffing Specialist
- School Psychologist

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 leadership team is responsible for ensuring that the school has in place a system that provides increasingly intense and individualized interventions, resources and supports needed to meet the unique needs of its students. In order to identify those needs, the team must analyze data to determine deficits and other areas in need of improvement. The team looks at academic, attendance and behavior related data. As the team disaggregates the data, it is identifying which students are meeting grade level expectations and which are not. It is looking for patterns and trends in the data. Leading questions: Are certain groups of students failing to meet expectations in certain subjects? Or, are there certain groups who have other non-academic barriers to achievement that must be addressed before they will be able to meet academic success? Are there trends in achievement within specific subgroups that need to be addressed?

Once those areas of need have been identified, the leadership team disseminates this information to the grade level, specific teacher, literacy teams, and other school based teams. They will assist in determining appropriate research based interventions to remediate specific deficits and identify other available resources to meet individual student needs. The grade level teams oversee the implementation of the interventions and monitor student progress through regularly scheduled meetings. The progress monitoring information will be shared with the grade level teams together will monitor the effectiveness of interventions through student progress monitoring data and fidelity checks.

Our MTSS Leadership Team utilizes the tiered approach. Tier I services all students. Tier II students have progress monitoring plans with individual classroom interventions. Tier III students receive more intensive interventions and accommodations based on student achievement data, specific academic and behavioral needs, and team recommendations. Tier IV students require individualized education plans in order to meet their needs, which often include ESE or 504 services. A student would move through the tiers based on the level of support services needed.

The school counselor takes care of all of the following: scheduling the meetings, facilitating the meetings, preserving a written report, scheduling a follow-up, determining the agenda.

Meetings are held on an as-needed basis in the Student Services Building. The agendas are written based on the individual needs of the student. Parents are always invited.

Our principal attends all meetings as available. The role of the principal is one of advocate, providing legal expertise, and determining the feasibility of recommended services.

The principal and school counselor serve on the MTSS Leadership Team as well as the SAC.

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?

Due to the redundancy of the membership that sits on the leadership team and also sits on the SAC, the ability to provide a seamless flow of data analysis, student performance, strategy development, priority of need, and priority of expenditures is a built-in bridge to make the SIP reflective of the academic focus needed.

The synchronization of the two student-centered processes enables the SIP to be a document that is meaningful from the community, parent, administrative, and instructional perspectives. All stakeholders are able to develop ownership of the SIP and able to assist in the successful implementation of the identified strategies.

The MTSS problem solving process provides the framework for developing the SIP. This framework requires each school to identify problems within the general population of students and within subgroups of students, analyze why the problems are occurring and formulate an intervention plan and then measure the effectiveness of the interventions through regular progress monitoring. The school plans then address and remediate areas of deficit becomes the basis for the school improvement plan. Bryceville Elementary School makes sure to follow this framework.

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.

Data management is accomplished by utilizing several sources and systems. During the summer, the data provided in reports generated by the Florida Department of Education (FCAT disaggregated reports), Stanford 10 disaggregated data provided by Pearson, and the AMO reports provided by FLDOE are disseminated in order to implement necessary curricular planning at the district and school level. This planning must be in place prior to the first day of school. Subsequent to this initial data collection and analysis, the LEA utilizes the FAIR assessment data as reported by the PMRN, the FCAT Data Star system, locally generated data from locally developed benchmark assessments utilizing the IDMS testing system, the Focus Student Information System, locally developed rubrics, and teacher-generated informal assessment systems.

Describe the plan to train staff on MTSS.

The Nassau School District has identified a cadre of district level trainers, led by an MTSS District Specialist. This cadre of trainers provides the mechanism to train school site staff. This cadre developed a training component and district MTSS manual, purchased resources to support the training component, and scheduled training sessions for all sites, grades K-5. We had two days of district training last summer with follow-up training offered whenever it is needed. We also had an on-site training offered at the beginning of this school year. Our District MTSS Specialist also offered additional training to our school whenever we request or show a need.

Describe the plan to support MTSS.

Bryceville Elementary School adopts the same plan to support MTSS that our district does, which is listed as follows: District Problem Solving/Response to Intervention/MTSS Process Implementation Guide

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Our school-based Literacy Leadership Team (LLT) includes:
Principal
Professional Learning Community Facilitators from K-1,2-3, and 4-5 PLCs
Media Specialist
Teacher Representative
District Office Representative (LEA Representative/Director of Elementary Education)

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

The role and overall goal of our school-based LLT is to research, develop, and implement effective/research based/best practice instructional approaches, curriculum, and strategies in reading in order to meet our goal of increasing student achievement to 100%. Our school-based LLT has a meeting calendar set for the entire school year. Our LLT analyzes our data, notices strengths and weaknesses in our data, and researches data trends in order to assist with the overall problem solving of increasing student achievement in reading. The team also analyzes and edits our School Improvement Plan in order

to make sure that our strategies are effective and helping to increase student achievement. Our LLT meets together with our District Representative/Director of Elementary Education for Fidelity Checks up to four times a year. These Fidelity Checks provide opportunities to share our data analysis, research, curriculum, instructional approach, and strategies with our leadership in order to ensure we are on track toward achieving our goal for improving student achievement in reading. When new mandates/programs/initiatives arise, the LLT interprets and disseminates information to the entire faculty from the state and federal government.

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

The major initiative of the Literacy Leadership Team at Bryceville Elementary School will be to help our faculty increase student achievement in reading through research, data analysis, and collaboration. We are focusing on maintaining and exceeding the AMO reading target for all students, as well as our Economically Disadvantaged subgroup. At the same time, focusing on our overall goal of 100% of our students meeting high standards in reading. For this school year, the instructional focus of the LLT is on Common Core Standards, Text Complexity, Comprehension Strategies, supporting literacy instruction through integration with STEM instruction, Content Literacy, while always keeping a continued focus on rigor, relevance, and high standards/expectations for our students.

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.

We currently do not have any preschool or VPK providers in the Bryceville area. However, we believe a best practice would be to meet with the preschools and VPK providers in the Callahan/Baldwin/Whitehouse areas to collaborate and plan for the transition of any of our Bryceville students to kindergarten. Bryceville Elementary School works with the local preschool providers, Episcopal Children's Services, and other preschool assistance agencies to help the preschool age students transition from early childhood programs to our elementary school through the use of kindergarten orientation, communication, and collaboration to ensure a smooth and welcoming transition. The FAIR/FLKRS is administered during the first weeks of school. The test results are used to differentiate instruction for our students.

*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.

This section is not applicable for Bryceville Elementary School because we are a K-5th grade school.

*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?

This section is not applicable for Bryceville Elementary School because we are a K-5th grade school.

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?

This section is not applicable for Bryceville Elementary School because we are a K-5th grade school.

Postsecondary Transition

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

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

This section is not applicable for Bryceville Elementary School because we are a K-5th grade school.

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:	To maintain within 5 percentage points or increase the percentage of students meeting high standards in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3rd-5th, 70% (83) of students scored 3 or higher on the reading portion of the FCAT. In grades 3rd-5th, 31% (36) of students scored a Level 3 on the reading portion of the FCAT.	In grades 3rd-5th, 65% - 75%(77-89) of students will score 3 or higher on the reading portion of the FCAT. In regards to our Level 3 students, we have a goal that they advance to a level 4 or 5. However, we would also like for Level 1s and 2s to become Level 3s, so we did not set a goal for Level 3 students specifically because we felt as if this would not be accurate for us to track. We want some students to become Level 3s, while hoping that others advance to a Level 4 or 5. At BES, we will track the percentage of students scoring Level 3 and higher.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Wide spectrum of students' performance level	Fully implement research based whole group instruction and differentiated small grouping	Teachers and principal	Reading Series Theme and Mid Year tests	FCAT
2	Wide spectrum of students' performance level-Some students exhibit significant deficits in reading skills and are working below grade level	Utilize FAIR assessment to monitor student progress, Small group instruction will be used during the 90 minute reading block to meet the learning needs of individual students. Additional tutoring services are offered to the students who are showing the greatest need.	Teachers and principal	FAIR reports, Baseline and Mid-Year Progress Monitoring Data, Progress Monitoring Plans, RTI/MTSS logs and information, FCAT results	FCAT RTI/MTSS Plans Benchmark Testing Data AR Reading Data After School Tutoring Information and Documentation
3	Insufficient time spent on independent reading	Utilize Accelerated Reader Program Increase the level of motivation within the Accelerated Reader Program	Teachers and principal	Accelerated Reader reports Student response through surveys	FCAT AR Reading Data
4	Lack of parental knowledge and/or capabilities in helping students master the reading process through practice. It is sometimes hard for our parents to participate in school activities and monitor the progress of their child.	Continue to keep our parents informed about our expectations. Make sure parents are aware of the current progress of their student. Provide parents with tools which will help them better assist their children. Provide opportunities for our parents to learn about the reading process.	Teachers and principal	Parent surveys and input, Informal reports from teachers through conferencing, Families Building Better Readers Parent Workshop	Parent feedback, classroom newsletters, school/home communication folders, parent activity documentation
5	Some of our students who struggle with reading, also struggle with regular attendance at school.	School Reach call sent with every absence, individual/personal phone calls made from guidance counselor/ADEO/Principal/Teacher, offer increased attendance incentives, Truancy process followed, home visits when necessary	Teachers, principal, guidance counselor, and ADEO	Attendance reports	Attendance Reports FCAT FAIR Reading Series Theme and Mid-Year Tests STAR

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:	We do not have any students who took the Florida Alternative Assessment at BES.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable to BES.	Not applicable to BES.

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	Not applicable to BES.				

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:	To maintain within 5 percentage points or increase the percentage of students achieving above proficiency in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3rd-5th, 39% (46) of students scored at levels 4 and 5 on the FCAT.	In grades 3rd-5th, 34%-44% (40-52)of students will score at levels 4 and 5 on the 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	Wide spectrum of students' performance level-Students who are struggling in reading require a lot of attention and focus from the teacher, which makes it difficult to provide the enrichment activities that these students need to grow.	Enrichment materials will be made available, Small group instruction during the 90 minute reading block will be used on a daily basis where the teachers will challenge and motivate these students to achieve high standards.	Teachers and principal	Teacher observation of time students are engaged in learning, lesson plans, classroom walk-through documentation, and data analysis discussions and documentation	FCAT Lesson Plans Teacher Observations Data Analysis Meeting Documentation
2	Lack of leadership opportunities	Implement Peer tutoring and buddy reading program	Teachers and principal	Student interviews	FCAT
3	Insufficient time spent on independent reading	Utilize Accelerated Reader Program Increase the level of motivation within the Accelerated Reader Program	Teachers and principal	Accelerated Reader reports Student Motivation gauged by informal surveys and response to AR participation	FCAT AR Reading 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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:		We do not have any students who took the Florida Alternative Assessment at BES.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Not applicable to BES		Not applicable to BES			
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	Not applicable to BES				

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:		To maintain within 5 percentage points or increase the percentage of students making learning gains.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
In grades 4th and 5th, 72% (56) of students made learning gains on the FCAT.		In grades 4th and 5th, 67% - 77% (52-60) of students will make learning gains on the 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	Wide spectrum of students' performance level-Our goal is to meet the needs of all students at all levels, but a barrier is the varying levels of ability in each classroom	Fully implement the research based whole group instruction and differentiated small groups during the 90 minute reading block to ensure that all of these students are receiving the individualized instruction they need	Teachers and principal	Reading Series Theme and Mid Year tests	FCAT
2	Wide spectrum of students' performance level and the need to track individual students' data in order to be prescriptive with a diagnosis, develop a solid plan of instruction, and monitor the success of our instruction	Utilize FAIR assessment to monitor student progress Utilize STAR to monitor student progress	Teachers and principal	FAIR reports STAR reports	FCAT STAR
3	Insufficient time spent on independent reading	Utilize Accelerated Reader program	Teachers and principal	Accelerated Reader	FCAT
	Time required to plan for and deliver the researched based, highly effective differentiated	Provide time for planning and collaboration during our Terrific Tuesdays, Review and analyze our	Teachers and principal	Review and discussion of curriculum maps, lesson plans, and small group instructional strategies	FCAT Lesson Plans Grade Buddy Collaborative

4	instruction to meet the individual needs of these students	data during data analysis meetings Provide time for peer coaching and observing other teachers	during collaborative planning- Classroom observations verifying the full implementation of the 90 minutes language arts block with small group differentiated learning occurring	Planning Notes RTI/MTSS Logs Classroom Observation Documentation
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	We do not have any students who took the Florida Alternative Assessment at BES.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable to BES	Not applicable to BES

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	Not applicable to BES				

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:	To maintain within 5 percentage points or increase the percentage of students making learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 4th and 5th, 72% (22) of students in lowest 25% made learning gains on the FCAT.	In grades 4th and 5th, 67%-77%(20-23) of students in lowest 25% will make learning gains on the 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	Wide spectrum of students' performance level	Fully implement research based whole group instruction, followed by differentiated small groups during the 90 minute reading block to ensure that all students are receiving the individualized instruction that they need.	Teachers and principal	Reading Series Theme and Mid Year tests	Reading Series tests, FAIR assessments, FCAT
2	Wide spectrum of students' performance level	Utilize computer programs such as FCAT Explorer, FOCUS, Lexia, and Academy of Reading	Teachers and principal	Computer reports	Reading Series tests, FAIR assessments, FCAT

3	Wide spectrum of students' performance level	Utilize Peer tutoring and buddy reading	Teachers and principal	Fluency reports	Reading Series tests, FAIR assessments, FCAT
4	Students in our lowest quartile tend to be working below grade level and often times we see a large reading gap between these students and the reading level average of the class. Students in our lowest quartile require additional time to master the required skills.	Students will be screened at the beginning of the year using several screening instruments to help inform our teachers in order to properly diagnose a specific area of reading difficulty. These screeners are FAIR, STAR, previous years FCAT data, and any RTI/MTSS paperwork.	Teachers and principal	FAIR Data STAR Reports FCAT Data	FAIR STAR
5	Time required to plan for and deliver the research based, highly effective differentiated instruction to meet the individual needs of these students	Provide time for planning and collaboration during our Terrific Tuesdays, Review and analyze our data during data analysis meetings	Teachers and principal	Review and discussion of curriculum maps, lesson plans, and small group instructional strategies during collaborative planning- Classroom observations verifying the full implementation of the 90 minute language arts block with small group differentiated learning occurring	FCAT Lesson Plans Grade Buddy Collaborative Planning Notes RTI/MTSS Logs Classroom Observation Documentation

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 # Target Reading AMO starts at 66%. We met this target. Our goal is to meet/exceed each reading performance target every year for the next five years, making sure to reach the final goal of 82% or more of our students scoring					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	11=63% / 70%	69%	72%	75%	78% / 17=82%	

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:	We do not have any subgroups by ethnicity who are not making satisfactory progress in reading at BES at this time.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable to BES	Not applicable to BES

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	No additional strategies are needed at this time. Please refer to other objectives and strategies				

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	We do not have any ELL students at BES at this time.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable to BES	Not applicable to BES

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	Not applicable to BES				

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:	We do not have a subgroup of Students with Disabilities not making satisfactory progress at this time.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable to BES	Not applicable to BES

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	Not applicable to BES at this time				

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:	In grades 3rd-5th, 79% (37) or more of our economically disadvantaged students will score at or above grade level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3rd-5th, 70% (33) of our economically disadvantaged students scored at or above grade level on the FCAT.	In grades 3rd-5th, 79% (37) of our economically disadvantaged students will score at or above grade level on the 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	Insufficient resources at home	Provide students with opportunities for additional resources such as after school tutoring programs, Shop with Cops, District's breakfast and lunch programs, and other community resources	Teachers and principal	Increased performance on all assessments	FCAT

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards-Unpacking the Standards and Training all faculty on the information learned at the Common Core Summer Institutes	K-5th All Grade Levels	Principal Grade Level Chairs Science Lead Teacher Writing/LA Lead Teacher	School-Wide	September 2012 January 2013 February 2013 Our PD Calendar is set for the year using our Terrific Tuesday PLC format which is every Tuesday. We have a PD/Instructional Focus Calendar in place for the entire 2012-2013 school year.	Collaborative Planning Notes and Documentation Classroom Walk-through Information Lesson Plans PLC Notes	Teachers Grade Level Chairs Principal
Technology Training-How to Improve Your Instruction Through the Use of Technology	K-5th All Grade Levels	Principal	School-Wide	September 2012	Collaborative Planning Notes and Documentation Classroom Walk-through Information Lesson Plans PLC Notes	Principal
Text Complexity and Common Core Standards	K-5th All Grade Levels	Joan Warrick	School-Wide	October 2012	Collaborative Planning Notes and Documentation Classroom Walk-through Information Lesson Plans PLC Notes	Teachers Grade Level Chairs Principal
AR/STAR	K-5th All Grade Levels	Writing/LA Lead Teacher	School-Wide	October 2012	AR Reports STAR Reports MTSS Documentation Student Performance Data	Writing/LA Lead Teacher Guidance Counselor Principal
					Collaborative Planning Notes and Documentation	

K-5th Common Core Curriculum Maps	K-5th All Grade Levels	Grade Level Chair	School-Wide	October 2012	Classroom Walk- through Information Lesson Plans PLC Notes	Grade Level Chairs Principal
Common Core Beacon Course- Common Core Standards: An Overview	K-5th All Grade Levels	Principal	School-Wide	October 2012	Collaborative Planning Notes and Documentation Classroom Walk- through Information Lesson Plans PLC Notes	Grade Level Chairs Principal
Worksheets Don't Grow Dendrites	K-5th All Grade Levels	Grade Level Chair Teacher Leader Writing/LA Lead Teacher	School-wide	November 2012	Collaborative Planning Notes and Documentation Classroom Walk- through Information Lesson Plans PLC Notes	Teachers Grade Level Chairs Principal
Marzano Art and Science of Teaching- Domains, Design Questions, and Elements (This is an ongoing training for BES. We are in our 7th year of looking at Marzano's work.)	K-5th All Grade Levels	Grade Level Chair Principal	School-wide	November 2012	Collaborative Planning Notes and Documentation Classroom Walk- through Information Lesson Plans PLC Notes	Teachers Grade Level Chairs Principal
Continuous Improvement Model for Teachers	K-5th All Grade Levels	Grade Level Chair	School-Wide	March 2013	Reflection Notes from Training Documentation of Understanding of Continuous Improvement for Teachers	Grade Level Chair Principal
Parental Involvement Ideas and Suggestions (PTO/Parent Involvement Conference Training Information)	K-5th All Grade Levels	Science Lead Teacher	School-Wide	March 2013	Curriculum Committee Conference Notes Parent Night Documentation	Principal
Brain Summit	K-5th All Grade Levels	Writing/LA Lead Teacher	School-Wide	March 2013	Reflection Notes from Training Documentation of Understanding of How the Brain Works, etc.	Writing/LA Lead Teacher Principal
STEM Education	K-5th All Grade Levels	Principal	School-Wide	April 2013	Classroom STEM Project Information Collaborative Planning Notes and Documentation Classroom Walk- through Information Lesson Plans PLC Notes	Grade Level Chairs Principal

Formative Assessments	K-5th All Grade Levels	Principal	School-Wide	April 2013	Collaborative Planning Notes and Documentation Classroom Walk-through Information Lesson Plans PLC Notes	Grade Level Chairs Principal
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Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Fully implement research based whole group instruction and differentiated small grouping and center activities	Curriculum materials needed for small groups and center based literacy materials/resources	Internal Funds-Please note...This is a recurring budget item for BES. We have spent approximately \$10,000.00 over the past seven years to enrich our reading centers. This budget item is listed again because we support maintaining those materials/resources and updating or replacing them whenever is necessary.	\$0.00
Continue to keep our parents informed about our expectations	Bryceville Elementary School's 2013-2013 Policies and Procedures	District Funds	\$115.83
Make sure parents are aware of the current progress of their student	Student Planners	Internal Funds	\$300.00
Additional tutoring services are offered to the students who are showing the greatest need	After-School Tutoring Program Personnel to Tutor Materials Needed	Internal Funds SAI Funds Recognition Funds	\$6,000.00
Fully implement research based whole group instruction and differentiated small grouping and center activities	Saxon Phonics Curriculum to support our basal curriculum	District Textbook Supplemental Funds	\$1,500.00
Utilize Accelerated Reader and STAR Reading Programs	Substitute needed for lead teacher to attend a training workshop on AR and STAR	Internal Funds	\$162.00
Enrichment materials/opportunities will be made available...teachers will motivate these students to achieve high standards.	Enrollment fee for the 2013 spelling bee	Internal Funds	\$105.50
Fully implement research based whole group instruction and differentiated small grouping and center activities	Common Core Curriculum Materials needed for whole group and center based instruction	District Textbook Supplemental Funds	\$598.00
			Subtotal: \$8,781.33
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize Accelerated Reader and STAR Reading Programs	AR/STAR Licenses from Renaissance Place	District Funds-This is listed as \$0.00 because we are unaware of the actual cost of each program.	\$0.00
Small Group Instruction will be used during the 90 minute reading block to meet the learning needs of individual students	Software and Hand-held technology devices needed for center activities	Technology Incentive Grant	\$705.00
Enrichment materials will be made available to help teachers challenge and motivate their students to achieve high standards	Brain Pop Licenses	Technology Incentive Grant	\$965.00
Enrichment materials will be made available to help teachers challenge and motivate their students to achieve high standards	Enchanted Learning Membership	Technology Incentive Grant	\$125.00
Fully implement research based whole group instruction and differentiated small grouping	Think Central Academy of Reading Lexia	District Funds- This is listed as \$0.00 because we are unaware of the actual cost of each program.	\$0.00
			Subtotal: \$1,795.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide time for peer coaching and observing in order to help our teachers deliver the research based, highly effective differentiated instruction to meet the individual needs of our students	Subs Needed for Teachers to be able to Peer Coach and Observe	Staff Development	\$750.00
			Subtotal: \$750.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize Accelerated Reader Program Increase the level of motivation within the Accelerated Reader Program	Items needed for AR Store	Internal Funds	\$1,000.00
Enrichment opportunities will be made available...these students will be motivated to achieve high standards.	Honor Roll and Award Incentives	Internal Funds	\$800.00
			Subtotal: \$1,800.00
Grand Total: \$13,126.33			

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:			This area is not applicable to BES for this school year.		
2012 Current Percent of Students Proficient in listening/speaking:					
Not applicable to BES					
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	Not applicable to BES				

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:			This area is not applicable to BES.		
2012 Current Percent of Students Proficient in reading:					
Not applicable to BES					
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	Not applicable to BES				

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

3. Students scoring proficient in writing. CELLA Goal #3:	This area is not applicable to BES
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2012 Current Percent of Students Proficient in writing:

Not applicable to BES

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	Not applicable to BES				

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

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:	To maintain within 5 percentage points or increase the percentage of students meeting high standards in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3rd-5th, 66% (78) of students scored 3 or higher on the FCAT. In grades 3rd-5th, 36% (43) of students scored a Level 3 on the mathematics portion of the FCAT.	In grades 3rd-5th, 61%-71%(72-84) of students will score a 3 or higher on the FCAT. In regards to our Level 3 students, we have a goal that they advance to a Level 4 or 5. However, we would also like for Level 1s and 2s to become Level 3s, so we did not set a goal for Level 3 students specifically because we felt as if this would not be accurate for us to track. We want some students to become Level 3s, while hoping that others advance to a Level 4 or 5. At BES, we will track the percentage of students scoring Level 3 and higher.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Gaps in previous learning	Specific instruction with emphasis on vocabulary and problem solving strategies	Teachers and administration	Monitor progress on all Math assessments	Math Chapter tests, baseline tests
2	Wide spectrum of students' performance level	Provide research based, highly effective small group instruction while implementing math centers in order to provide differentiated instruction in the small groups/centers	Teachers and administration	Monitor progress on all Math assessments	Math Chapter tests, baseline tests
3	Wide spectrum of students' performance level	Utilize technology such as Harcourt Math, FCAT Explorer, IXL, and FOCUS	Teachers and administration	Data reports	Math Chapter tests, baseline tests

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	We did not have any students take the Florida Alternative Assessment at BES.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable to BES	Not applicable to BES

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Not applicable to BES			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	To maintain within 5 percentage points or increase the percentage of students meeting high standards in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3rd-5th, 28% (33) of students scored at Levels 4 or 5 on the FCAT.	In grades 3rd-5th, 23%-33% (27-39)of students will score at Levels 4 or 5 on the 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	Wide spectrum of students' performance level	Enrichment materials will be made available	Teachers and administration	Progress on all assessments	Math Chapter tests, baseline tests
2	Wide spectrum of students' performance level	Peer mentoring and tutoring	Teachers and administration	Progress on all assessments	Math Chapter tests, baseline tests
3	Wide spectrum of students' performance level	Provide differentiated instruction in small groups/centers	Teachers and administration	Progress on all assessments	Math Chapter tests, baseline tests

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	We do not have any students who took the Florida Alternative Assessment at BES.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable to BES	Not applicable to BES

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	Not applicable to BES				

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:	To maintain within 5 percentage points or increase the percentage of students making learning gains in math.

2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 4th and 5th, 75% (89) of students made learning gains on the FCAT.	In grades 4th and 5th, 70%-80%% (59-68) of students will make learning gains on the 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	Students' gaps in previous learning	Specific instruction with emphasis on vocabulary and problem solving strategies	Teachers and administration	Progress on all assessments	Math chapter tests, Unit tests, baseline tests
2	Wide spectrum of students' performance level	Implement math centers	Teachers and administration	Progress on all assessments	Math chapter tests, Unit tests, baseline tests
3	Wide spectrum of students' performance level	Utilize various computer programs such as Harcourt Math, FCAT Explorer, and FOCUS	Teachers and administration	Data reports from programs	Data reports from programs

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:	We do not have any students who took the Florida Alternative Assessment at BES.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable to BES	Not applicable to BES

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	Not applicable to BES				

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:	To maintain within 5 percentage points or increase the percentage of students in lowest 25% making learning gains in math.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 4th and 5th, 75% (23) of students in lowest 25% made learning gains on the FCAT.	In grades 4th and 5th, 70%-80%%(21-24) of students in lowest 25% will make learning gains on the FCAT.

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students not performing on grade level	Use manipulatives in math instruction	Teachers and administration	Frequent analysis of progress on all assessments	Math chapter tests, Unit tests, baseline tests
2	Students not performing on grade level	Analyze FCAT and baseline data to organize differentiated instruction in small groups	Teachers and administration	Frequent analysis of progress on all assessments	Math chapter tests, Unit tests, baseline tests
3	Students not performing on grade level	Peer mentoring/tutoring	Teachers and administration	Frequent analysis of progress on all assessments	Math chapter tests, Unit tests, baseline tests
4	Some students exhibit significant deficits in their mathematics skills	Use math diagnostic testing to identify specific areas of weakness in order to inform prescriptive instruction during differentiated small group work	Teachers and administration	PMPs RTI/MTSS Logs and documentation Progress Monitoring Process FCAT Results	Math chapter tests, Unit tests, baseline tests, math diagnostic information
5	Some students exhibit significant deficits in their mathematics skills and are working below grade level	Additional tutoring services are offered to the students with the greatest need	Teachers and administration	PMPs RTI/MTSS Logs and documentation Progress Monitoring Process FCAT Results Tutoring Program	FCAT RTI/MTSS Plans Benchmark Testing Data After School Tutoring Information and Documentation

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 # Our Target AMO in Mathematics started at 72%. We did not meet this target. Our goal is to meet or exceed each mathematics performance target every year for the next five years, making sure to reach the final goal of 85% or more				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	11=69%/ 66%	74%	77%	79%	82%/ 17=85%	

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:	We do not have any subgroups by ethnicity who are not making satisfactory progress in mathematics at BES at this time.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable to BES	Not applicable to BES

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	No additional strategies are needed at this time. Please refer to the other objectives and strategies to see our goals for				

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	We do not have any ELL students at BES at this time.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable to BES	Not applicable to BES

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	Not applicable to BES				

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:	We do not have a subgroup of Students with Disabilities not making satisfactory progress at BES at this time.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable to BES	Not applicable to BES

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	Not applicable to BES at this time				

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	In grades 3rd-5th, 81% (38) or more of our economically disadvantaged students will score at or above grade level on the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3rd-5th, 81% (38) of economically disadvantaged students scored 3 or above on the FCAT.	In grades 3rd-5th, 81%(38) of our economically disadvantaged students will score 3 or above on the 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	Students not performing on grade level	Use manipulatives in math instruction	Teachers and administration	Progress on all assessments	Math chapter tests, Unit tests, baseline tests
2	Students not performing on grade level	Analyze FCAT & baseline data to organize differentiated instruction in small groups	Teachers and administration	Progress on all assessments	Math chapter tests, Unit tests, baseline tests
3	Students not performing on grade level	Peer mentoring/tutoring	Teachers and administration	Progress on all assessments	Math chapter tests, Unit tests, baseline tests

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards- Unpacking the Standards and Training all faculty on the information learned at the Common Core Summer Institutes	K-5th All Grade Levels	Principal Grade Level Chairs Science Lead Teacher Writing/LA Lead Teacher	School-Wide	September 2012 January 2013 February 2013 Our PD Calendar is set for the year using our Terrific Tuesday PLC format which is every Tuesday. We have a PD/Instructional Focus Calendar in place for the entire 2012-2013 school year.	Collaborative Planning Notes and Documentation Classroom Walk-through Information Lesson Plans PLC Notes	Teachers Grade Level Chairs Principal
Technology Training-How to Improve Your Instruction Through the Use of Technology	K-5th All Grade Levels	Principal	School-Wide	September 2012	Collaborative Planning Notes and Documentation Classroom Walk-through Information Lesson Plans PLC Notes	Principal
Text Complexity and Common Core Standards	K-5th All Grade Levels	Joan Warrick	School-Wide	October 2012	Collaborative Planning Notes and Documentation Classroom Walk-through Information Lesson Plans PLC Notes	Teachers Grade Level Chairs Principal
AR/STAR	K-5th All Grade Levels	Writing/LA Lead Teacher	School-Wide	October 2012	AR Reports STAR Reports MTSS Documentation Student Performance Data	Writing/LA Lead Teacher Guidance Counselor Principal
					Collaborative Planning Notes and	

K-5th Common Core Curriculum Maps	K-5th All Grade Levels	Grade Level Chair	School-Wide	October 2012	Documentation Classroom Walk-through Information Lesson Plans PLC Notes	Grade Level Chairs Principal
Common Core Beacon Course-Common Core Standards: An Overview	K-5th All Grade Levels	Principal	School-Wide	October 2012	Collaborative Planning Notes and Documentation Classroom Walk-through Information Lesson Plans PLC Notes	Grade Level Chairs Principal
Worksheets Don't Grow Dendrites	K-5th All Grade Levels	Grade Level Chair Teacher Leader Writing/LA Lead Teacher	School-Wide	November 2012	Collaborative Planning Notes and Documentation Classroom Walk-through Information Lesson Plans PLC Notes	Teachers Grade Level Chairs Principal
Marzano Art and Science of Teaching-Domains, Design Questions, and Elements (This is an ongoing training for BES. We are in our 7th year of looking at Marzano's work.)	K-5th All Grade Levels	Grade Level Chair Principal	School-Wide	November 2012	Collaborative Planning Notes and Documentation Classroom Walk-through Information Lesson Plans PLC Notes	Teachers Grade Level Chairs Principal
Continuous Improvement Model for Teachers	K-5th All Grade Levels	Grade Level Chair	School-Wide	March 2013	Reflection Notes from Training Documentation of Understanding of Continuous Improvement Model for Teachers	Grade Level Chair Principal
Parental Involvement Ideas and Suggestions (PTO/Parent Involvement Conference Training Information)	K-5th All Grade Levels	Science Lead Teacher	School-Wide	March 2013	Curriculum Committee Conference Notes Parent Night Documentation	Principal
Brain Summit	K-5th All Grade Levels	Writing/LA Lead Teacher	School-Wide	March 2013	Reflection Notes from Training Documentation of Understanding of How the Brain Works, etc.	Writing/LA Lead Teacher Principal
STEM Education	K-5th All Grade Levels	Principal	School-Wide	April 2013	Classroom STEM Project Information Collaborative Planning Notes and Documentation Classroom Walk-through Information Lesson Plans PLC Notes	Grade Level Chairs Principal
					Collaborative Planning Notes and Documentation	

Formative Assessment	K-5th All Grade Levels	Principal	School-Wide	April 2013	Classroom Walk-through Information Lesson Plans PLC Notes	Grade Level Chairs Principal
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Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Additional tutoring services are offered to the students who are showing the greatest need	After-School Tutoring Program Personnel to Tutor Materials	Internal Funds SAI Funds Recognition Funds (\$6,000.00 total already noted in reading budget)	\$0.00
Make sure parents are aware of the current progress of their student	Student Planners	Internal Funds (\$300.00 already noted)	\$0.00
Provide research based, highly effective small group instruction while implementing math centers in order to provide differentiated instruction in the small groups/centers	Curriculum Materials needed for small groups and center based mathematics materials/resources	Internal funds-Please note...This is a recurring budget item for BES. We have spent approximately \$8,000.00 over the past three years to enrich our mathematics centers. This budget item is listed again because we support maintaining those materials/resources and updating or replacing them whenever necessary.	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize IXL Programs	IXL Licenses	District Funds-This is listed as \$0.00 because we are unaware of the actual cost to the district.	\$0.00
Small group instruction will be used while the teachers are implementing their differentiated instruction	Software and hand-held technology devices needed for center activities	Technology Incentive Grant	\$705.00
			Subtotal: \$705.00
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: \$705.00

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:

Bryceville Elementary School has a goal that 100% of our students will achieve proficiency in science. While we work towards that goal, we would like to maintain within 5 percentage points or increase the percentage of students meeting high standards in Science.

2012 Current Level of Performance:		2013 Expected Level of Performance:			
The 2012 Current Level of Performance states that 81% (32) of students scored a 3 or higher on the science portion of the FCAT.		In grades 3rd-5th, 76%-86% (30-34) of students will score a 3 or higher on the 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	Students' lack of prior knowledge and critical thinking skills	Correlate NGSSS to the curriculum with emphasis on vocabulary and inquiry based instruction	Teachers and administration	Lesson plans, classroom walk-throughs	FCAT, chapter tests
2	Lack of background knowledge	Increased use of DEN to provide varied science instruction; non-fiction texts	Teachers and administration	Lesson plans, classroom walk-throughs	FCAT, chapter tests
3	Students' reading level	Utilize SRA Science Lab Kits for differentiated instruction in 4th and 5th grades	Teachers and administration	SRA assessments	FCAT, chapter tests, baseline tests, SRA pre and post tests

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:			We do not have any students who took the Florida Alternative Assessment at BES.		
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Not applicable to BES		Not applicable to BES			
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	Not applicable to BES				

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:			To maintain within 5 percentage points or increase the percentage of students meeting high standards in Science.		
2012 Current Level of Performance:		2013 Expected Level of Performance:			
On the 2012 science portion of the FCAT, 44% (17) of students scored at levels 4 and 5.		On the 2013 science portion of the FCAT, it is expected that 39%-49% (15-19) of students will score at levels 4 and 5 on the 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	Lack of in depth content knowledge	Use FCAT Explorer and FOCUS website in grades 3rd-5th	Teachers and administration	Data reports	FCAT
2	Need for increased critical thinking skills	Provide more opportunities for hands on learning	Teachers and administration	Lesson plans	Rubrics for experiments
3	Lack of motivation	Utilize SRA Science Labs	Teachers and administration	SRA 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 group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	We do not have any students who took the Florida Alternative Assessment at BES.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable to BES	Not applicable to BES

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	Not applicable to BES				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards-Unpacking the Standards and Training all faculty on the information learned at the Common Core Summer Institutes	K-5th All Grade Levels	Principal Grade Level Chairs Science Lead Teacher Writing/LA Lead Teacher	School-Wide	September 2012 January 2013 February 2013 Our PD Calendar is set for the year using our Terrific Tuesday PLC format which is every Tuesday. We have a PD/Instructional Focus Calendar in place for the entire 2012-2013 school year.	Collaborative Planning Notes and Documentation Classroom Walk-through Information Lesson Plans PLC Notes	Teachers Grade Level Chairs Principal
Technology Training-How to Improve	K-5th				Collaborative Planning Notes and Documentation	

Your Instruction Through the Use of Technology	All Grade Levels	Principal	School-Wide	September 2012	Classroom Walk-through Information Lesson Plans PLC Notes	Principal
Text Complexity and Common Core Standards	K-5th All Grade Levels	Joan Warrick	School-Wide	October 2012	Collaborative Planning Notes and Documentation Classroom Walk-through Information Lesson Plans PLC Notes	Teachers Grade Level Chairs Principal
AR/STAR	K-5th All Grade Levels	Writing/LA Lead Teacher	School-Wide	October 2012	AR Reports STAR Reports MTSS Documentation Student Performance Data	Writing/LA Lead Teacher Guidance Counselor Principal
K-5th Common Core Curriculum Maps	K-5th All Grade Levels	Grade Level Chair	School-Wide	October 2012	Collaborative Planning Notes and Documentation Classroom Walk-through Information Lesson Plans PLC Notes	Grade Level Chairs Principal
Common Core Beacon Course-Common Core Standards: An Overview	K-5th All Grade Levels	Principal	School-Wide	October 2012	Collaborative Planning Notes and Documentation Classroom Walk-through Information Lesson Plans PLC Notes	Grade Level Chairs Principal
Worksheets Don't Grow Dendrites	K-5th All Grade Levels	Grade Level Chair Teacher Leader Writing/LA Lead Teacher	School-Wide	November 2012	Collaborative Planning Notes and Documentation Classroom Walk-through Information Lesson Plans PLC Notes	Teachers Grade Level Chairs Principal
Marzano Art and Science of Teaching-Domains, Design Questions, and Elements (This is an ongoing training for BES. We are in our 7th year of looking at Marzano's work.)	K-5th All Grade Levels	Grade Level Chair Principal	School-Wide	November 2012	Collaborative Planning Notes and Documentation Classroom Walk-through Information Lesson Plans PLC Notes	Teachers Grade Level Chairs Principal
Continuous	K-5th				Reflection Notes from Training	Grade Level

Improvement Model for Teachers	All Grade Levels	Grade Level Chair	School-Wide	March 2013	Documentation of Understanding of Continuous Improvement for Teachers	Chair Principal
Parental Involvement Ideas and Suggestions (PTO/Parent Involvement Conference Training Information)	K-5th All Grade Levels	Science Lead Teacher	School-Wide	March 2013	Curriculum Committee Conference Notes Parent Night Documentation	Principal
Brain Summit	K-5th All Grade Levels	Writing/LA Lead Teacher	School-Wide	March 2013	Reflection Notes from Training Documentation of Understanding of How the Brain Works, etc.	Writing/LA Lead Teacher Principal
STEM Education	K-5th All Grade Levels	Principal	School-Wide	April 2013	Classroom STEM Project Information Collaborative Planning Notes and Documentation Classroom Walk-through Information Lesson Plans PLC Notes	Grade Level Chairs Principal
Formative Assessment	K-5th All Grade Levels	Principal	School-Wide	April 2013	Collaborative Planning Notes and Documentation Classroom Walk-through Information Lesson Plans PLC Notes	Grade Level Chairs Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide more opportunities for hands-on learning; Correlate NGSSS to the curriculum with an emphasis on vocabulary and inquiry based instruction	Materials/Resources needed to support science instruction in the classroom	Internal Funds	\$167.86
			Subtotal: \$167.86
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

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:		To maintain within 5 percentage points or increase the percentage of students meeting high standards in Writing.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
In grade 4, 87% (34) of students scored 3.0 or higher on FCAT Writing Test		In grade 4, 82% -92% (29-32)of students will score 3.0 or higher on FCAT Writing Test			
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	Need for individualized instruction	All day program to pull-out all students for intensive individualized remediation 2 times a year	Teachers and administration	Monitor progress on classroom assessments	FCAT Writing scores
2	Students' gaps in previous learning	Utilize baseline assessment data to identify areas of need and focus instruction	Teachers and administration	Monitor progress on baseline assessments	Baseline assessment data
3	Students not performing on grade level	Implement a grade-level-specific expectation of writing skills mastery; writing expectation handbook	Teachers and administration Writing Curriculum Committee	Monitor progress on classroom assignments Monitor progress on writing expectation handbook	Baseline assessment data Teacher expectations Writing Expectation Handbook

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:		We do not have any students who took the Florida Alternative Assessment at BES.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Not applicable to BES		Not applicable to BES			
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	Not applicable to BES			
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards-Unpacking the Standards and Training all faculty on the information learned at the Common Core Summer Institutes	K-5th All Grade Levels	Principal Grade Level Chairs Science Lead Teacher Writing/LA Lead Teacher	School-Wide	September 2012 January 2013 February 2013 Our PD Calendar is set for the year using our Terrific Tuesday PLC format which is every Tuesday. We have a PD/Instructional Focus Calendar in place for the entire 2012-2013 school year.	Collaborative Planning Notes and Documentation Classroom Walk-through Information Lesson Plans PLC Notes	Teachers Grade Level Chairs Principal
Technology Training-How to Improve Your Instruction Through the Use of Technology	K-5th All Grade Levels	Principal	School-Wide	September 2012	Collaborative Planning Notes and Documentation Classroom Walk-through Information Lesson Plans PLC Notes	Principal
Text Complexity and Common Core Standards	K-5th All Grade Levels	Joan Warrick	School-Wide	October 2012	Collaborative Planning Notes and Documentation Classroom Walk-through Information Lesson Plans PLC Notes	Teachers Grade Level Chairs Principal
AR/STAR	K-5th All Grade Levels	Writing/LA Lead Teacher	School-Wide	October 2012	AR Reports STAR Reports MTSS Documentation Student Performance Data	Writing/LA Lead Teacher Guidance Counselor Principal
K-5th Common Core Curriculum Maps	K-5th All Grade Levels	Grade Level Chair	School-Wide	October 2012	Collaborative Planning Notes and Documentation Classroom Walk-through Information Lesson Plans PLC Notes	Grade Level Chairs Principal
					Collaborative Planning Notes	

Common Core Beacon Course-Common Core Standards: An Overview	K-5th All Grade Levels	Principal	School-Wide	October 2012	and Documentation Classroom Walk-through Information Lesson Plans PLC Notes	Grade Level Chairs Principal
Worksheets Don't Grow Dendrites	K-5th All Grade Levels	Grade Level Chair Teacher Leader Writing/LA Lead Teacher	School-Wide	November 2012	Collaborative Planning Notes and Documentation Classroom Walk-through Information Lesson Plans PLC Notes	Teachers Grade Level Chairs Principal
Marzano Art and Science of Teaching-Domains, Design Questions, and Elements (This is an ongoing training for BES. We are in our 7th year of looking at Marzano's work.)	K-5th All Grade Levels	Grade Level Chair Principal	School-Wide	November 2012	Collaborative Planning Notes and Documentation Classroom Walk-through Information Lesson Plans PLC Notes	Teachers Grade Level Chairs Principal
Continuous Improvement Model for Teachers	K-5th All Grade Levels	Grade Level Chair	School-Wide	March 2013	Reflection Notes from Training Documentation of Understanding of Continuous Improvement Model for Teachers	Grade Level Chair Principal
Parental Involvement Ideas and Suggestions (PTO/Parent Involvement Conference Training Information)	K-5th All Grade Levels	Science Lead Teacher	School-Wide	March 2013	Curriculum Committee Conference Notes Parent Night Documentation	Principal
Brain Summit	K-5th All Grade Levels	Writing/LA Lead Teacher	School-Wide	March 2013	Reflection Notes from Training Documentation of Understanding of How the Brain Works, etc.	Writing/LA Lead Teacher Principal
STEM Education	K-5th All Grade Levels	Principal	School-Wide	April 2013	Classroom STEM Project Information Collaborative Planning Notes and Documentation Classroom Walk-through Information Lesson Plans PLC Notes	Grade Level Chairs Principal
Formative Assessment	K-5th All Grade	Principal	School-Wide	April 2013	Collaborative Planning Notes and Documentation Classroom Walk-through	Grade Level Chairs

	Levels				Information	Principal
					Lesson Plans	
					PLC Notes	

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
All day program to pull-out all students for intensive individualized instruction and remediation 2 times a year	Substitutes needed for eight days so that the writing teacher can work with students one-on-one	SAC Funds	\$520.00
			Subtotal: \$520.00
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: \$520.00

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:	Bryceville Elementary School takes pride in promoting and supporting regular school attendance. Our attendance rate goal for the 2012-2013 school year is to remain within 2 percentage points of our current rate.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The student attendance rate for the 2011-12 school year was 94.83%.	Based on our goal the expected attendance rate for the 2012-2013 school year will be a range of 92.83%-96.83%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
The current number of students with excessive unexcused absences of 10 or more for the 2011-12 school year is sixteen students.	The expected number of students with excessive unexcused absences of 10 or more for the 2012-2013 school year is a range of fourteen to eighteen students. We have an internal goal of zero students having excessive absences.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
The current number of students with excessive tardies of 10 or more for the 2011-2012 school year is thirty-eight	The expected number of students with excessive tardies of 10 or more for the 2012-2013 school year is a range of thirty to forty students. We were proud that our number

students.	of students with excessive tardies decreased from 66 to 38 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	Parental Support of Current Attendance Laws, Requirements, and Policies	*School Reach Calls *Explanation of the laws and requirements *Explanation of the promotion/retention requirements *Rewards and incentives for perfect attendance *Home visits	Principal, teachers, data entry operator, district office support personnel	Student attendance rate data from our FOCUS system utilizing the Average Daily Attendance Report.	2012-2013 Attendance Rate

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
District Provided Attendance Meeting at BES	All Grade Levels (K-5th)	Marion O'Neal	Principal ADEO Guidance Counselor (All regular members of the Attendance Intervention Team)	Once a year- This meeting is held in the first couple of weeks of each school year.	Monitoring to make sure that all members of the Attendance Intervention Team are following all policies, procedures, and laws correctly.	Principal

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
Offer increased attendance incentives--Perfect Attendance Field Trip	Limo Ride Lunch	Internal Funds	\$374.23
			Subtotal: \$374.23

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:		Bryceville Elementary School is proud to report that we have very few discipline problems which would require suspension. We have a Cooperative Discipline Program in place which encourages intervening on behaviors before suspension occurs.			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
The 2012 total number of in-school suspensions is three.		We would like to keep a low number of in-school suspensions this school year, so we have a goal of less than five occurrences.			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
The 2012 total number of students suspended in-school is three students.		We would like to keep a low number of students who are suspended in-school, so we have a goal of less than five students being suspended in-school.			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
The 2012 number of out-of-school suspensions is five.		We would like to keep a low number of out-of-school suspensions this school year, so we have a goal of less than five occurrences.			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
The 2012 total number of students suspended out-of-school is three students.		We would like to keep a low number of students who are suspended out-of-school, so we have a goal of less than five students being suspended out-of-school.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some students exhibit behaviors which make us think they are not intrinsically or extrinsically motivated to have good citizenship.	Citizenship Award Field Trip Classroom Management Plans must contain rewards Praise and Reward Students for Good Behavior	Principal Guidance Counselor Teachers	Student Surveys Field Trip Attendance Classroom Walk-throughs Decrease of In-School and Out-of-School Suspensions	We will use the FOCUS system to help monitor the number of in-school and out-of-school suspensions, as well as, Discipline Notices to help intervene when necessary.

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
Citizenship Field Trip to the Bryceville Community Club	Cost for travel	Internal Funds	\$150.00
			Subtotal: \$150.00
			Grand Total: \$150.00

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:	
<p>1. Parent Involvement</p> <p>Parent Involvement Goal #1:</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p>The mission of the Nassau County School District and Bryceville Elementary School is to involve our parents in regular, two-way, and meaningful communication involving student academic learning, as well as, other school activities.</p>
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
The reported volunteer hours for the 2011-2012 school year were 2,472 hours.	While we are proud of the current level of parental involvement at BES, we would always like to improve. Therefore, we would like to see a 1% increase in the number of volunteer hours, which would be 2,497 hours.
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	Some of our parents might not feel comfortable being in the school setting.	We will host several family night events in which the family members come to school with their student in a fun and educational setting to hopefully help with parents feeling more comfortable about the school setting and the learning process as a whole.	Curriculum Committee Chairs and Committee Members Teachers Volunteer Coordinator Principal	Parent Participation Parent Feedback	Parent Surveys
2	Some of our parents might not be able to know everything that is going on around campus because of work obligations, etc.	We will strive to maintain positive communication with our parents on a regular basis. We will utilize multiple methods for keeping parents informed of their child's progress and school activities.	Principal Teachers Guidance Counselor	Parent Participation Parent Feedback	Parent Surveys

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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
We will strive to maintain positive communication with our parents on a regular basis. We will utilize multiple methods for keeping parents informed of their child's progress and school activities.	School Reach Phone System FOCUS	District Funds (Please note: The amount is listed as \$0.00 because we are unaware of the actual cost of each program.)	\$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
We will strive to maintain positive communication with our parents on a regular basis. We will utilize multiple methods for keeping parents informed of their child's progress and school activities.	Resources/materials, meals, and door prizes for family nights	Internal Funds	\$700.00
We will strive to maintain positive communication with our parents on a regular basis. We will utilize multiple methods for keeping parents informed of their child's progress and school activities.	Motivational/positive postcards Postage for postcards being mailed home to parents	Internal Funds	\$291.83
We will strive to maintain positive communication with our parents on a regular basis. We will utilize multiple methods for keeping parents informed of their child's progress and school activities.	Magnetic School Calendar containing other important school information	Internal Funds	\$206.62
We will strive to maintain positive communication with our parents on a regular basis. We will utilize multiple methods for keeping parents informed of their child's progress and school activities.	Honor Roll Cards	Internal Funds	\$146.00
			Subtotal: \$1,344.45
			Grand Total: \$1,344.45

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	The STEM Goal for Bryceville Elementary School is to provide quality instruction that promotes opportunities for problem solving, discovery learning, collaboration, communication, and critical thinking skills threaded throughout the science, mathematics, technology, and engineering curriculum.				
STEM Goal #1:					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	BES is in the initial implementation of threading a STEM minded philosophy throughout our instructional focus calendar. We need to continue to increase the rigor of the curriculum by adding quality STEM instruction.	Provide curriculum driven by problem solving, discovery, and exploratory learning that requires students to actively engage in a situation in order to find its solution.	Teachers Principal	Lesson Plans Observation Information Student Performance Outcomes	Lesson Plans Classroom Observation
	Time for adequate planning with articulation	Provide professional development opportunities for	Teachers Principal	Establishment of PD workshops and opportunities within our	Results of Professional Development

2	grades/communities	teachers that change instructional practice as it relates to effective integration of STEM across the curriculum.		Terrific Tuesday framework	Classroom Observation
3	Need to continually maximize the current infrastructure in order to better implement Stem instruction.	Help teachers to translate difficult STEM topics into interesting and engaging grade-level appropriate curriculum. Design the delivery of content that best suits the teacher's instructional needs and captures students' attention.	Teachers Principal	Lesson Plans Classroom Walkthroughs	Lesson Plans Classroom Observation Information

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Text Complexity	K-5th	Joan Warrick	School-wide	October 2012	Lesson Plans Classroom Walkthroughs	Teachers Principal
Common Core Summer Institutes-- (Along with the follow up Terrific Tuesday, PLC Workshops, on our PD Calendar)	K-5th	State of Florida	Grade Level Representatives and Teacher Leaders	June 2012	PLC Agendas	Teachers Principal

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

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	Fully implement research based whole group instruction and differentiated small grouping and center activities	Curriculum materials needed for small groups and center based literacy materials/resources	Internal Funds-Please note...This is a recurring budget item for BES. We have spent approximately \$10,000.00 over the past seven years to enrich our reading centers. This budget item is listed again because we support maintaining those materials/resources and updating or replacing them whenever is necessary.	\$0.00
Reading	Continue to keep our parents informed about our expectations	Bryceville Elementary School's 2013-2013 Policies and Procedures	District Funds	\$115.83
Reading	Make sure parents are aware of the current progress of their student	Student Planners	Internal Funds	\$300.00
Reading	Additional tutoring services are offered to the students who are showing the greatest need	After-School Tutoring Program Personnel to Tutor Materials Needed	Internal Funds SAI Funds Recognition Funds	\$6,000.00
Reading	Fully implement research based whole group instruction and differentiated small grouping and center activities	Saxon Phonics Curriculum to support our basal curriculum	District Textbook Supplemental Funds	\$1,500.00
Reading	Utilize Accelerated Reader and STAR Reading Programs	Substitute needed for lead teacher to attend a training workshop on AR and STAR	Internal Funds	\$162.00
Reading	Enrichment materials/opportunities will be made available...teachers will motivate these students to achieve high standards.	Enrollment fee for the 2013 spelling bee	Internal Funds	\$105.50
Reading	Fully implement research based whole group instruction and differentiated small grouping and center activities	Common Core Curriculum Materials needed for whole group and center based instruction	District Textbook Supplemental Funds	\$598.00
Mathematics	Additional tutoring services are offered to the students who are showing the greatest need	After-School Tutoring Program Personnel to Tutor Materials	Internal Funds SAI Funds Recognition Funds (\$6,000.00 total already noted in reading budget)	\$0.00
Mathematics	Make sure parents are aware of the current progress of their student	Student Planners	Internal Funds (\$300.00 already noted)	\$0.00
Mathematics	Provide research based, highly effective small group instruction while implementing math centers in order to provide differentiated instruction in the small groups/centers	Curriculum Materials needed for small groups and center based mathematics materials/resources	Internal funds-Please note...This is a recurring budget item for BES. We have spent approximately \$8,000.00 over the past three years to enrich our mathematics centers. This budget item is listed again because we support maintaining those materials/resources and updating or replacing them	\$0.00

whenever necessary.

Science	Provide more opportunities for hands-on learning; Correlate NGSSS to the curriculum with an emphasis on vocabulary and inquiry based instruction	Materials/Resources needed to support science instruction in the classroom	Internal Funds	\$167.86
Writing	All day program to pull-out all students for intensive individualized instruction and remediation 2 times a year	Substitutes needed for eight days so that the writing teacher can work with students one-on-one	SAC Funds	\$520.00

Subtotal: \$9,469.19

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Utilize Accelerated Reader and STAR Reading Programs	AR/STAR Licenses from Renaissance Place	District Funds-This is listed as \$0.00 because we are unaware of the actual cost of each program.	\$0.00
Reading	Small Group Instruction will be used during the 90 minute reading block to meet the learning needs of individual students	Software and Hand-held technology devices needed for center activities	Technology Incentive Grant	\$705.00
Reading	Enrichment materials will be made available to help teachers challenge and motivate their students to achieve high standards	Brain Pop Licenses	Technology Incentive Grant	\$965.00
Reading	Enrichment materials will be made available to help teachers challenge and motivate their students to achieve high standards	Enchanted Learning Membership	Technology Incentive Grant	\$125.00
Reading	Fully implement research based whole group instruction and differentiated small grouping	Think Central Academy of Reading Lexia	District Funds- This is listed as \$0.00 because we are unaware of the actual cost of each program.	\$0.00
Mathematics	Utilize IXL Programs	IXL Licenses	District Funds-This is listed as \$0.00 because we are unaware of the actual cost to the district.	\$0.00
Mathematics	Small group instruction will be used while the teachers are implementing their differentiated instruction	Software and hand-held technology devices needed for center activities	Technology Incentive Grant	\$705.00
Parent Involvement	We will strive to maintain positive communication with our parents on a regular basis. We will utilize multiple methods for keeping parents informed of their child's progress and school activities.	School Reach Phone System FOCUS	District Funds (Please note: The amount is listed as \$0.00 because we are unaware of the actual cost of each program.)	\$0.00

Subtotal: \$2,500.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide time for peer coaching and observing in order to help our teachers deliver the research based, highly effective differentiated instruction to meet the individual needs of our students	Subs Needed for Teachers to be able to Peer Coach and Observe	Staff Development	\$750.00

Subtotal: \$750.00				
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Utilize Accelerated Reader Program Increase the level of motivation within the Accelerated Reader Program	Items needed for AR Store	Internal Funds	\$1,000.00
Reading	Enrichment opportunities will be made available...these students will be motivated to achieve high standards.	Honor Roll and Award Incentives	Internal Funds	\$800.00
Attendance	Offer increased attendance incentives- -Perfect Attendance Field Trip	Limo Ride Lunch	Internal Funds	\$374.23
Suspension	Citizenship Field Trip to the Bryceville Community Club	Cost for travel	Internal Funds	\$150.00
Parent Involvement	We will strive to maintain positive communication with our parents on a regular basis. We will utilize multiple methods for keeping parents informed of their child's progress and school activities.	Resources/materials, meals, and door prizes for family nights	Internal Funds	\$700.00
Parent Involvement	We will strive to maintain positive communication with our parents on a regular basis. We will utilize multiple methods for keeping parents informed of their child's progress and school activities.	Motivational/positive postcards Postage for postcards being mailed home to parents	Internal Funds	\$291.83
Parent Involvement	We will strive to maintain positive communication with our parents on a regular basis. We will utilize multiple methods for keeping parents informed of their child's progress and school activities.	Magnetic School Calendar containing other important school information	Internal Funds	\$206.62
Parent Involvement	We will strive to maintain positive communication with our parents on a regular basis. We will utilize multiple methods for keeping parents informed of their child's progress and school activities.	Honor Roll Cards	Internal Funds	\$146.00
Subtotal: \$3,668.68				
Grand Total: \$16,387.87				

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school: Yes No

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

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
A strategy in our School Improvement Plan is to provide additional after-school tutoring services to the students who are showing the greatest need. This strategy requires paying the personnel for services rendered as well as providing any resources/materials that are needed to help make the tutoring time as successful as possible.	\$652.85
A strategy in our School Improvement Plan is to provide all day programs to pull-out all students for intensive individualized remediation and differentiated instruction two times a year. This strategy requires the use of substitutes so that our writing teacher can work one-on-one with our students during their writing conference.	\$520.00

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

The School Advisory Council shall have the following duties and functions for the upcoming school year:

- a. Review the results of any needs assessments conducted by the school administration.
- b. Assist in the development of the school improvement plan and provide recommendations on specific components of the plan, such as, the goals of the school, indicators of school and student progress, strategies and evaluation procedures to measure student performance, budget, training, instructional materials, technology, staffing, student support services and other matters of resource allocations.
- c. Define adequate progress for each school goal; obtain public input when defining adequate progress for school goals; negotiate the definition of adequate progress with the School Board; and notify and request assistance from the School Board when the school fails to make adequate progress in any single area. Within this area also fall the requirement of the school and SAC to monitor the progress for each AMO goal set by the state.
- d. Monitor students' and the school's progress in attaining goals and evaluate the appropriateness of the indicators of student progress, strategies, and evaluation procedures which are selected to measure student performance.
- e. Prepare and distribute information to the public to report the status of implementing the school improvement plan, the performance of students and educational programs, and progress in accomplishing the school goals.
- f. Serve as a resource for the principal and advise the principal in matters pertaining to the school program.
- g. Assist the principal in the preparation of the school budget and approve the expenditure of school improvement funds according to Nassau County School Board administrative rule 1.19.
- h. Make recommendations on the waiver of School Board policies, which will allow school personnel to establish innovative educational practices and methods.
- i. Inquire about school matters, identify problems, propose solutions to problems, suggest changes, and inform the community about the school.
- j. Act as a liaison between the school and the community.
- k. Serve as the final decision making body at the school for issues relating to school improvement.
- l. Identify other duties and functions of the school advisory council.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Nassau School District BRYCEVILLE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	81%	87%	72%	68%	308	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	61%	64%			125	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	60% (YES)	63% (YES)			123	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					556	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Nassau School District BRYCEVILLE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	87%	77%	58%	307	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	69%	55%			124	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?	63% (YES)	59% (YES)			122	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					553	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested