FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: BELVEDERE ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Diane Mahar

SAC Chair: Mario Portillo and Sarita Pierre-Louis

Superintendent: E. Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 11/9/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					Principal of Belvedere Elementary in 2011-2012: Grade: C Reading Mastery: 21%, Math Mastery: 29%, Science Mastery: 28%, Writing Mastery: 80%. Principal of Belvedere Elementary in 2010-2011: Grade: B Reading Mastery: 75%, Math Mastery: 68%, Science Mastery: 56%, Writing Mastery: 95%. AYP: 74% of criteria met for AYP. Principal of Belvedere Elementary in 2009-2010: Grade: A Reading Mastery: 70%, Math Mastery: 73%, Science Mastery: 47%, Writing Mastery: 88%. AYP: 82% of criteria met for AYP. Reading Proficiency met for the following subgroups: Total. Hispanic, Economically

Principal	Diane Mahar	Masters Degree in Elementary Education, ESOL Endorsement, Certified in Educational Leadership	6	5	Disadvantaged,ELL, and SWD did not make AYP in Reading. Math Proficiency met for the following subgroups: Total, Economically Disadvantaged. Hispanic, ELL, and SWD subgroups did not make AYP. Principal of Belvedere Elementary in 2008-2009: Grade: C Reading Mastery: 67%, Math Mastery: 63%, Science Mastery: 41%, Writing Mastery: 89%. AYP: 79% of criteria met for AYP. Reading Proficiency met for the following subgroups: Total, Hispanic, Economically Disadvantaged, and ELL. Black and SWD did not make AYP in Reading. No subgroups made AYP in math. Belvedere Elementary, 2007-2008: Grade: B Reading Mastery: 68%, Math Mastery: 73%, Science Mastery: 32%, Writing Mastery: 87%. AYP: 97% of criteria met for AYP. Reading Proficiency was met for all subgroups except Students with Disabilities (SWD). ALL subgroups met AYP in math. Belvedere Elementary, 2006-2007: Grade: A Reading Mastery: 75%, Math Mastery: 72%, Science mastery: 54%, Writing Mastery: 90%. All subgroups met AYP for Reading and Math.
Assis Principal	Janyn Robinson	Masters in Elementary Education, ESOL Endorsement, Specialist Degree Educational Leadership	3	3	Assistant Principal of Belvedere Elementary in 2011-2012: Grade: C Reading Mastery: 21%, Math Mastery: 29%, Science Mastery: 28%, Writing Mastery: 80%. Assistant Principal of Belvedere Elementary in 2010-2011: Grade: B Reading Mastery: 75%, Math Mastery: 68%, Science Mastery: 56%, Writing Mastery: 95%. AYP: 74% of criteria met for AYP. First year at Belvedere Elementary School as Assistant Principal.

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)
					Literacy Coach, K-5 at Belvedere Elementary in 2011-2012: Grade: C Reading Mastery: 21%, Math Mastery: 29%, Science Mastery: 28%, Writing Mastery: 80%. Literacy Coach, Grades K-5 at Belvedere Elementary in 2010-2011: Grade: B Reading Mastery: 75%, Math Mastery: 68%, Science Mastery: 56%, Writing Mastery: 95%. AYP: 74% of criteria met for AYP. Literacy Coach, Grades K-5 at Belvedere Elementary in 2009-2010: Grade: A Reading Mastery: 70%, Math Mastery: 73%, Science Mastery: 47%, Writing Mastery: 88%. AYP: 82% of criteria met for AYP. Reading

Reading	Cynthia Hutchinson	BS in Elementary Education K-6, Reading Endorsement, ESOL Endorsement	21	9	Proficiency met for the following subgroups: Total. Hispanic, Economically Disadvantaged,ELL, and SWD did not make AYP in Reading. Math Proficiency met for the following subgroups: Total, Economically Disadvantaged. Hispanic, ELL, and SWD subgroups did not make AYP. Literacy Coach for grades 3-5 at Belvedere Elementary in 2008-2009: Grade: C Reading Mastery: 67%, Math Mastery: 63%, Science Mastery: 41%, Writing Mastery: 89%. AYP: 79% of criteria met for AYP. Reading Proficiency met for the following subgroups: Total, Hispanic, Economically Disadvantaged, and ELL. Black and SWD did not make AYP in Reading. No subgroups made AYP in math. Belvedere Elementary, 2007-2008: Grade: B Reading Mastery: 68%, Math Mastery: 73%, Science Mastery: 32%, Writing Mastery: 87%. AYP: 97% of criteria met for AYP. Reading Proficiency was met for all subgroups except Students with Disabilities (SWD). ALL subgroups met AYP in math. Belvedere Elementary, 2006-2007: Grade: A Reading Mastery: 75%, Math Mastery: 72%, Science mastery: 54%, Writing Mastery: 90%. All subgroups met AYP for Reading and Math.
Math	Hara Klimantiris	Masters Degree in Elementary & Special Education, BS in Psychology, Certifications: Elementary Education K-6, Exceptional Student Education K-12, ESOL	5	1	Math Coach, K-5 at Belvedere Elementary in 2011-2012: Grade: C Reading Mastery: 21%, Math Mastery: 29%, Science Mastery: 28%, Writing Mastery: 80%.

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	PBCSD Job Fair	Principal	Spring 2012	
2	Educator Support Program	Assistant Principal	2012-2013	
3	Partner new teachers with veteran staff members	Assistant Principal	2012-2013	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
N/A	*Provide information about school district's support with certification exams *Offer academic support to teachers preparing to

								take certification exams (academic support from fellow teachers)	

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
53	1.9%(1)	15.1%(8)	43.4%(23)	39.6%(21)	32.1%(17)	100.0%(53)	5.7%(3)	3.8%(2)	77.4%(41)

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
Marie Gomez	Daniea Sullivan	Both third grade teachers	-Set up classroom -Establish classroom routines -Review schoolwide and district wide procedures -Complete requirements of the Educator Support Program -Model lessons using best practices and research based strategies -Meet monthly to review Reading & Writing Units of Study, as well as other content area curricula

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. Title I funds also support professional development and family involvement initiatives. Students struggling in math, reading, and writing are offered Title I funded Belvedere Honeycomb Tutorial Services. Title I funds also pay the salary for two Supplemental Resource teachers and one Math Coach. Finally, funding this year enables students to receive an additional hour of reading instruction.

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs.

Title III

Services are provided through the district for educational materials and ESOL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide additional daily instruction for Level 1 and Level 2 readers (according to results from 2nd grade Spring Diagnostics and FY12 FCAT 2.0 Reading) in grades 2-4, in addition to retained third graders.

Violence Prevention Programs

The school offers a non-violence, anti-drug, and anti bullying program to students in grades K-5.

District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity.

Nutrition Programs

School Food Service provides free breakfast for all students and also makes available free lunch and breakfast in the summer for students under the age of 18.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

All funds and services provided at the Federal, State, and District level support the School Improvement Plan, including, but not limited to the following: Free Breakfast Program, Health Department Services (vision and hearing screenings) and School Nurse. Title I funding and state grant funds are used in conjunction with private funding from the Pew Foundation to train teachers, develop extensive classroom libraries, and purchase additional instructional materials. The needs of struggling readers in grades 2-4 are addressed through the state funded Supplemental Academic Instruction (SAI) model. State SAI funds are also used to pay for the school district's Summer Reading Academy (SRA), for Belvedere's third grade students who scored Level 1 on FCAT 2.0 Reading. Federal funds received from Medicaid support the work of our Speech and Language Pathologist for eligible students. Belvedere Guidance Counselors integrate and coordinate violence prevention through the Bully Proofing Program, a bullying education program, the Peace Foundation's Conflict Resolution Program, Creative Conflict Solving, and CHAMPS. In addition, the Guidance Counselors offer grief counseling for children who have experienced a significant loss in their lives. The following community agencies support Belvedere Elementary School: The City of West Palm Beach Police Department, The Palm Beach Post, West Palm Beach Chamber of Commerce, Back to Basics, and Aspira.

Required instruction listed in Florida Statute 1003.42(2), as applicable to appropriate grade levels.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school-based RtI Leadership Team is comprised of the following members: Principal, Assistant Principal, ESE contact, Speech Language Pathologist, ESOL Coordinator, School Psychologist, classroom teacher, Academic Coaches, RtI/Inclusion Facilitator, and Guidance staff.
The principal provides a common vision for the use of data-based decision-making to ensure:

*a sound, effective academic program is in place
*a process to address and monitor subsequent needs is created
*the School Based Team (SBT) is implementing RtI processes
*assessment of RtI skills of school staff is conducted
*fidelity of implementation of intervention support is documented
*adequate professional development to support RtI implementation is provided
*effective communication with parents regarding school-based RtI plans and activities occurs.

The RtI/Inclusion Facilitator will assist in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, and offer professional development and technical assistance.

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 school-based RtI Leadership Team meets regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team.
The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.
* Problem Solving Model
The four steps of the Problem Solving Model are:
Problem Identification entails identifying the problem and the desired behavior for the student.
Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.
*Problem Solving & Response to Intervention Project 2008

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?

Members of the school-based RtI Leadership Team will meet with the School Advisory Council (SAC) and will help develop the SY13 SIP. Utilizing the previous year's data, information on Core, Supplemental, and Intensive targets and focus attention on deficient areas will be discussed.
Topics for discussion include, but are not limited to, the following:
*FCAT 2.0 scores and the lowest 25%
*Historically low performing subgroups
*Strengths and weaknesses of intensive programs
*Mentoring, tutoring, and other services

MTSS Implementation

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

Baseline data:
Florida Comprehensive Assessment Test (FCAT 2.0)
Curriculum Based Measurement
Palm Beach County Fall Diagnostics
Palm Beach Writes
K-4 Literacy Assessment System
Florida Assessments for Instruction in Reading (FAIR)

Comprehensive English Language Learning Assessment (CELLA)
Office Discipline Referrals
Retentions
Absences

Midyear data:
Palm Beach County Winter Diagnostics
Palm Beach Writes
K-4 Literacy Assessment System
Florida Assessments for Instruction in Reading (FAIR)
Office Discipline Referrals
Absences

End of year data:
Florida Comprehensive Assessment Test (FCAT 2.0)
FCAT Writes
Comprehensive English Language Learning Assessment (CELLA)
K-4 Literacy Assessment System
Florida Assessments for Instruction in Reading (FAIR)
Office Discipline Referrals
Absences

Describe the plan to train staff on MTSS.

Professional development will be offered to RtI/Inclusion Facilitator by district staff every other Monday during SY13.

The school-based RtI/Inclusion Facilitator will provide in-service to the faculty on designated Learning Team Meetings (LTMs).
These in-service opportunities will include, but are not limited to, the following:
*Problem Solving Model
*Consensus building
*Data-based decision-making to drive instruction
*Progress monitoring
*Selection and availability of research-based intervention
*Tools utilized to identify specific discrepancies in reading

Individual professional development will be provided to classroom teachers, as needed.

Describe the plan to support MTSS.

MTSS is supported by the Principal's vision for Belvedere, School Improvement Plan, Palm Beach County's Department of Safe Schools, and Belvedere's School Based Team. All of these provide clear expectations and a single school culture with regards to MTSS (RtI).

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The members of the Literacy Leadership Team are the Principal, Assistant Principal, K-5 Literacy Coach, SAI Teacher, Reading Resource Teacher, and one grade level representative (K-5, ESOL, & ESE).

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

The LLT plans meets once per month. The agenda, developed prior to each meeting, will focus on the implementation of the SIP's Reading and Writing goals, along with any current topics which are pertinent to Belvedere's literacy achievement. Each member is responsible for disseminating information and providing Professional Development to the faculty. Action plans with timelines are established at each meeting.

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

The major initiatives of the LLT this year will be the successful implementation of Reader's and Writer's Workshop, Fountas & Pinnell's Leveled Literacy Intervention, as well as an additional sixty minutes of reading instruction.

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.

Belvedere Elementary currently has no preschool program on campus. Families with preschool children are directed to Voluntary Pre-Kindergarten (VPK) centers at area schools or private day care centers. The VPK programs are well versed in Kindergarten academic and behavioral expectations.
In addition to the Kindergarten Round Up, parents participate in Kindergarten Curriculum Night. The Kindergarten teachers share "What to Expect" in Kindergarten by informing parents about Common Core Standards, expectations, schedules, and the rigor of the curriculum. During our yearly "Meet and Greet" parents and students visit Kindergarten classrooms. Belvedere does not implement staggered start, due to the high number of families who register their Kindergarteners during the first week of school. This does not support the traditional implementation of staggered start, however the pattern of Kindergarten registrations at Belvedere produces its own type of staggered start.
ESE Contact, Kindergarten representative and/or Speech Language Pathologist participates in transition meetings of ESE students. The ESOL Coordinator and ESOL teachers administer language assessments in order to determine English Language Proficiency for all Kindergarteners who speak a second language at home.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In grades 3-5, 41% (115) of the students will achieve proficiency on the FY13 FCAT 2.0 Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 21% (57) of the students achieved proficiency on the FY12 FCAT 2.0 Reading.	In grades 3-5, 41% (115) of the students will achieve proficiency on the FY13 FCAT 2.0 Reading.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack reading volume and stamina	Implement Reader's Workshop	Principal, Assistant Principal, Literacy Coach	Reading Running Records, Reading Logs, Conferring Notes, Flexible Grouping, Walkthroughs, Lesson Plans, Student Work Samples	Progress of students on a variety of assessments
2	Students often lack fluency, which impedes their comprehension of text	Utilize Reader's Theater in order to increase fluency	Principal, Assistant Principal, Literacy Coach	Lesson Plans, Walkthroughs, Reading Running Records	Progress of students on a variety of assessments
3	Classrooms lack a variety of text at appropriate reading levels	Provide classroom libraries that include books from different genres, at appropriate reading levels (according to the grade level needs)	Principal, Assistant Principal, Literacy Coach	Reading Running Records, Reading Logs, Conferring Notes, Walkthroughs	Progress of students on a variety of assessments
4	Classrooms lack a variety of text at appropriate reading levels	Increase the volume of books in the Resource Room, including books from different genres, at appropriate reading levels (according to the grade level needs)	Principal, Assistant Principal, Literacy Coach	Reading Running Records, Reading Logs, Conferring Notes, Walkthroughs	Progress of students on a variety of assessments
5	Students struggle with the wording of questions on the Reading FCAT 2.0	Include read alouds with accountable talk in daily instruction (K-5), and include FCAT 2.0 question stems throughout the text	Principal, Assistant Principal, Literacy Coach	Conferring Notes, Lesson Plans, Student Work Samples	Progress of students on a variety of assessments
6	Students often lack understanding of how to read an on grade level passage, since most of their reading is devoted to "just right" books	Provide weekly practice with on grade level passages (teacher modeling, partner work, & independent practice), utilizing strategies from the Test Prep Unit	Principal, Assistant Principal, Literacy Coach	Reading Running Records, Lesson Plans, Walkthroughs, data analysis from CORE K12 assessments	Progress of students on a variety of assessments
7	Students sometimes do not understand all of the components of the reading process	Teachers will be trained to continue implementation of Reader's Workshop, using Lucy Calkins' Reading Units of Study	Principal, Assistant Principal, Literacy Coach	Reading Running Records, Lesson Plans, Units of Study, Walkthroughs	Progress of students on a variety of assessments

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In grades 3-5, 41% (115) of the students will achieve proficiency on the FY13 FCAT 2.0 Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 18% (50) of students achieved above proficiency on the FY12 FCAT 2.0 Reading.	In grades 3-5, 28% (79) of students will achieve above proficiency on the FY13 FCAT 2.0 Reading.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students performing above grade level need rigorous instruction, in order to make academic gains	Thirty minutes of each school day is scheduled for enrichment, for students scoring at or above Achievement Level 4	Principal, Assistant Principal, Literacy Coach, Math Coach	Lesson plans, Master Schedule, Walkthroughs	Students progress on a variety of assessments
2	Students performing above grade level need rigorous instruction, in order to make academic gains	Students are grouped together so their schedule and curriculum meet their academic needs	Principal, Assistant Principal, Literacy Coach, Math Coach	Master schedule, Lesson Plans, Walkthroughs, data analysis from LTMs	Students progress on a variety of assessments
3	Students performing above grade level need rigorous instruction, in order to make academic gains	After school enrichment tutoring	Principal, Assistant Principal, Teachers	Lesson plans, Master Schedule, Walkthroughs	Students progress on a variety of assessments

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in	

reading. Reading Goal #2b:			All of the students in grades 3-5 will take the FY13 FCAT 2.0 Math.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
In FY12, 0% (0) of the students achieved at or above Achievement Level 7 in reading on the Florida Alternative Assessment.			All of the students in grades 3-5 will take the FY13 FCAT 2.0 Math.		

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:			In grades 3-5, 41% (115) of the students will achieve proficiency on the FY13 FCAT 2.0 Reading.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
In grades 3-5, 52% (67) made Learning Gains on the FY12 FCAT 2.0 Reading.			In grades 3-5, 60% (118) will make Learning Gains on the FY13 FCAT 2.0 Reading.		

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There is insufficient access to appropriately leveled "just right" books	Implement Reader's Workshop	Principal, Assistant Principal, Literacy Coach	Reading Running Records, Reading Logs, Conferring Notes, Flexible Grouping, Walkthroughs,Lesson Plans, Student Work Samples	Progress of students on a variety of assessments
2	Students lack reading volume and stamina	Implement Reader's Workshop	Principal, Assistant Principal, Literacy Coach	Reading Running Records, Reading Logs, Conferring Notes, Flexible Grouping, Walkthroughs,Lesson Plans, Student Work Samples	Progress of students on a variety of assessments
3	Students need to know their current level of performance as well as attainable goals, in order to improve academically	Conduct data chats on a regular basis	Principal, Assistant Principal, Learning Team Facilitator	Data chat forms, conferring notes, lesson plans, Walkthroughs	Progress of students on a variety of assessments
4	Students need to know their current level of performance as well as attainable goals, in order to improve academically	Conduct data chats on a regular basis	Principal, Assistant Principal, Teachers	Data chat forms, conferring notes, lesson plans, Walkthroughs	Progress of students on a variety of assessments
5	Students lack reading volume and stamina	Increase student's independent reading time	Principal, Assistant Principal, Teachers	Reading Running Records, Reading Logs, Conferring Notes, Flexible Grouping, Walkthroughs,Lesson Plans, Student Work Samples	Progress of students on a variety of assessments

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	All of the 3-5 graders will take the FY13 FCAT 2.0 Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY12, 0% (0) made learning gains on the Florida Alternate Assessment.	All of the 3-5 graders will take the FY13 FCAT 2.0 Reading.

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	In grades 3-5, 41% (115) of the students will achieve proficiency on the FY13 FCAT 2.0 Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 58% of the Lowest 25% made learning gains on the FY12 FCAT 2.0 Reading.	In grades 3-5, 64% of the Lowest 25% will make learning gains on the FY13 FCAT 2.0 Reading.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Sometimes students lack positive connections/relationships within the school	Provide mentors to encourage students to reach their academic goals	Principal, Assistant Principal, Mentor Coordinator	Feedback from mentors and mentees	Progress determined by a variety of assessments
2	Students lack reading volume and stamina	In addition to an SAI teacher, utilize a Supplemental reading resource Teacher to provide focused support for lowest 25%	Principal, Assistant Principal, Literacy Coach	Reading Running Records, Reading Logs, Conferring Notes, Flexible Grouping, Walkthroughs,Lesson Plans, Student Work Samples	Progress of students on a variety of assessments
3	Students performing below grade level need to make more than one year's growth for proficiency, however there is not enough time during the classroom teacher's schedule to provide extra support	Provide after school reading tutorial	Principal, Assistant Principal, Literacy Coach, Tutorial Coordinator	Lesson Plans, Walkthroughs, Student Grouping	Progress of students on a variety of assessments
4	Students need additional reading instruction in a small group setting, outside of the 90 minute	Reading Resource teacher will provide literacy support and small group instruction, using	Principal, Assistant Principal, Literacy Coach	Reading Running Records, Walkthroughs, Student Grouping	Progress of students on a variety of assessments

	Literacy Block	the Fountas & Pinnell Leveled Literacy Intervention Kits			
5	Students struggle with decoding words	Utilize Words Their Way to provide word work instruction	Principal, Assistant Principal, Literacy Coach	Walkthroughs, Reading Running Records, Lesson Plans	Progress of students on a variety of assessments
6	Students need additional reading instruction in a small group setting, outside of the 90 minute Literacy Block	Provide an extended day, dedicated to an additional 60 minutes of reading instruction	Principal, Assistant Principal, Literacy Coach	Walkthroughs, lesson plans, Reading Running Records	Progress of students on a variety of assessments
7	Students often lack fluency, which impedes their comprehension of text	In small, flexible groups, model and practice reading fluently using Reader's Theater scripts (during the extra 60 minutes of reading instruction)	Principal, Assistant Principal, Literacy Coach, Fine Arts Teachers	Walkthroughs, Reading Running Records, Student Grouping	Progress of students on a variety of assessments

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #
	In six years Belvedere will reduce the achievement gap by 50%.
	5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	51%	55%	60%	64%	69%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The following subgroups did not meet 2012 Reading Targets: Black, Hispanic, and White. All subgroups will meet the 2013 Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black 44%, Hispanic 68%, White 17% did not make satisfactory progress on the FCAT 2.0 Reading.	By 2013, 37% Black, 49% Hispanic, and 13% White, will not make satisfactory progress on the FCAT 2.0 Reading.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There is insufficient access to appropriately leveled "just right" books	Implement Reader's Workshop	Principal, Assistant Principal, Literacy Coach	Reading Running Records, Reading Logs, Conferring Notes, Flexible Grouping, Walkthroughs,Lesson Plans, Student Work Samples	Progress of students on a variety of assessments
2	Students lack reading volume and stamina	Implement Reader's Workshop	Principal, Assistant Principal, Literacy Coach	Reading Running Records, Reading Logs, Conferring Notes, Flexible Grouping, Walkthroughs,Lesson Plans, Student Work Samples	Progress of students on a variety of assessments
3	Students need additional reading instruction in a small group setting,	Provide an extended day, dedicated to an additional 60 minutes of	Principal, Assistant Principal, Literacy Coach	Lesson plans, master schedule, Walkthroughs, data analysis from LTMs,	Progress of students on a variety of

outside of the 90 minute Literacy Block	reading instruction		Reading Running Records	assessments

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	All ELL will meet the 2013 Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% ELL not making satisfactory progress on the FCAT 2.0 Reading.	56% ELL will not make satisfactory progress on the FCAT 2.0 Reading.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There is insufficient access to appropriately leveled "just right" books	Implement Reader's Workshop	Principal, Assistant Principal, Literacy Coach	Reading Running Records, Reading Logs, Conferring Notes, Flexible Grouping, Walkthroughs,Lesson Plans, Student Work Samples	Progress of students on a variety of assessments
2	Students lack volume and stamina	Implement Reader's Workshop and increase time reading independent level texts	ESOL Coordinator, Principal, Assistant Principal, Literacy Coach	Reading Running Records, Reading Logs, Conferring Notes, Flexible Grouping, Walkthroughs,Lesson Plans, Student Work Samples	Progress of students on a variety of assessments
3	Many students have not met oral language proficiency	Implement Mondo's Let's Talk About It! oral language development strategy	ESOL Coordinator, Principal, Assistant Principal, Literacy Coach	Reading Running Records, Reading Logs, Conferring Notes, Flexible Grouping, Walkthroughs,Lesson Plans, Student Work Samples	Progress of students on a variety of assessments
4	Many students struggle with decoding words, as well as vocabulary development	Use Secret Stories and Word Ladders to build decoding skills and enhance vocabulary	Principal, Assistant Principal, 5th grade Reading Teachers	Lesson Plans, Walkthroughs, Reading Running Records	Progress of students on a variety of assessments
5	As students become proficient with the English language, they sometimes do not meet reading goals for their grade level	During the 90 minute literacy block, ESOL teachers use Leveled Literacy Intervention (LLI)	Principal, Assistant Principal, Literacy Coach, ESOL Coordinator	Lesson Plans, Walkthroughs, Reading Running Records, School Based Team meetings, data analysis from LTMs	Progress of students on a variety of assessments
6	Many students have not met oral language proficiency	Integrate dramatization within the Literacy Block, during Read Aloud with Accountable Talk	Principal, Assistant Principal, Arts Integration Cadre	Reading Running Records, Reader's Notebooks, Stop and Jots, Walkthroughs, Lesson Plans	Progress of students on a variety of assessments

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	All SWD will meet the 2013 Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
88% SWD did not make satisfactory progress on the FCAT 2.0 Reading.	66% SWD will not meet satisfactory progress on the FCAT 2.0 Reading.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited word attack skills impede reading proficiency	Focused instruction in Wilson Reading and Fundations	Principal, Assistant Principal, Literacy Coach	Reading Running Records, Reading Logs, Conferring Notes, Flexible Grouping, Walkthroughs,Lesson Plans, Student Work Samples	Progress of students on a variety of assessments
2	There is insufficient access to appropriately leveled "just right" books	Implement Reader's Workshop	Principal, Assistant Principal, Literacy Coach	Reading Running Records, Reading Logs, Conferring Notes, Flexible Grouping, Walkthroughs,Lesson Plans, Student Work Samples	Progress of students on a variety of assessments
3	Student lack reading volume and stamina	Implement Reader's Workshop	Principal, Assistant Principal, Literacy Coach	Reading Running Records, Reading Logs, Conferring Notes, Flexible Grouping, Walkthroughs,Lesson Plans, Student Work Samples	Progress of students on a variety of assessments
4	Some teachers have difficulty identifying the specific needs of the students	Utilize the Oral and Written Language Scales (when deemed necessary) after a student is identified as struggling with language skills	Principal, Assistant Principal, Speech Language Pathologist	School Based Team Referral, Walkthroughs, Data from the SLP	Progress of students on a variety of assessments
5	Some SWD need additional reading support with specific strategies, outside of the 90 minute Literacy Block	Schedule iii blocks so some students receive the extra 30 minutes of reading instruction from an ESE certified teacher	Principal, Assistant Principal, ESE Team Leader, Literacy Coach	School Based Team Referrals, Reading Running Records, data analysis from LTMs, Walkthroughs, master schedule	Progress of students on a variety of assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	All Economically Disadvantaged students will meet the 2013 Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% Economically Disadvantaged students did not meet satisfactory progress on the FCAT 2.0 Reading.	48% Economically Disadvantaged students will not meet satisfactory progress on the FCAT 2.0 Reading.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There is insufficient access to appropriately leveled "just right" books	Implement Reader's Workshop	Principal, Assistant Principal, Literacy Coach	Reading Running Records, Reading Logs, Conferring Notes, Flexible Grouping, Walkthroughs,Lesson Plans, Student Work Samples	Progress of students on a variety of assessments
2	Student lack reading volume and stamina	Implement Reader's Workshop	Principal, Assistant Principal, Literacy Coach	Reading Running Records, Reading Logs, Conferring Notes, Flexible Grouping, Walkthroughs,Lesson Plans, Student Work	Progress of students on a variety of assessments

			Samples			

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
Varies	Reading	Department of Curriculum: Elementary Reading	SAI Teacher, Reading Resource Teacher	Once per month	Leadership meetings, Walkthroughs, RtI meetings, grade level meetings, data analysis at LTMs	Principal, Assistant Principal, Literacy Coach
Reading Comprehension & Oral Language Development	Grades K-5	Lenore Kelner Blank	Grade Level Representative from K-5	October 8 & 9, 2012	Lesson Plans, Walkthroughs, Feedback from Arts Integration Cadre	Principal, Assistant Principal, Arts Integration Instructional Specialist
Reading Comprehension	Grades K-5	Melanie Layne	Grade Level Representative from K-5	November 2012	Lesson Plans, Walkthroughs, Feedback from Arts Integration Cadre	Principal, Assistant Principal, Arts Integration Instructional Specialist
Reader's Workshop	Grades K-5	Staff Developer from Teacher's College, NY	Grade level teams	Twice per year for each grade level	Lesson Plans, Walkthroughs, data analysis at LTMs, Units of Study	Principal, Assistant Principal, Literacy Coach
Leveled Literacy Intervention	Grades K-5	Department of Curriculum: Elementary Reading Team	All instructional staff	All trained by December	Walkthroughs, EDW reports, data analysis at LTMs	Principal, Assistant Principal, Literacy Coach
Varies	Reading	Department of Curriculum: Elementary Reading	Literacy Coach	Once per month	Leadership meetings, Walkthroughs, modeling in classes, feedback from teachers, LTMs	Principal, Assistant Principal, Literacy Coach
Reading Running Records	Grades K-5	Department of Curriculum: Elementary Reading Team	All instructional staff	All trained by November	Walkthroughs, EDW reports, data analysis at LTMs	Principal, Assistant Principal, Literacy Coach
Enhancing Fluency through Reader's Theater scripts	Grades 3-5	Arts Integration Specialist for Drama and Literacy	Fine Arts Team	All trained by mid October	Walkthroughs, Reading Running Records, Feedback from Fine Arts Team and classroom teachers	Principal, Assistant Principal, Literacy Coach
Data Analysis	Grades K-5	Learning Team Facilitator	All instructional staff	Every other week	LTM notes and agenda, Walkthroughs, EDW Reports	Principal, Assistant Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will be trained to continue implementation of Reader's Workshop, using Lucy Calkins' Reading Units of Study	Classroom libraries, Reader's/Writer's Workshop materials, LLI Kits	Title I	$13,580.00
			Subtotal: $13,580.00

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
Teachers will be trained to continue implementation of Reader's Workshop, using Lucy Calkins' Reading Units of Study	Salary for Coach/Resource Teacher	Title I	$33,794.00
Teachers will be trained to continue implementation of Reader's Workshop, using Lucy Calkins' Reading Units of Study	Travel out-of-state including registrations	Title I	$6,000.00
Teachers will be trained to integrate dramatization into the Literacy Block through Read Alouds with Accountable Talk	In class coaching from Lenore Kelner Blank, Teaching Artist	Arts Integration Grant	$8,000.00
			Subtotal: $47,794.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
In addition to an SAI teacher, utilize a Supplemental Reading Resource Teacher to provide focused support for Lowest 25%	Salary for classroom/resource teacher	Title I	$31,822.00
In addition to an SAI teacher, utilize a Supplemental Reading Resource Teacher to provide focused support for Lowest 25%	Salary for classroom/resource teacher	Title I	$63,644.00
Students performing below grade level need to make more than one year's growth for proficiency, however there is not enough time during the classroom teacher's schedule to provide extra support	Tutorial	Title I	$3,000.00
			Subtotal: $98,466.00
			Grand Total: $159,840.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	In grades 3-5, 41% (115) of the students will achieve proficiency on the FY13 FCAT 2.0 Reading.
2012 Current Percent of Students Proficient in listening/speaking:	
In FY12, 51% (156) of the students tested achieved proficiency on the listening/speaking portion of the assessment.	

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Some students do not have much opportunity	Implement Mondo's Let's Talk About It! oral	Principal, Assistant	Lesson plans, Walkthroughs,	Listening/speaking section of CELLA

1	to increase their oral language proficiency outside of the school day	language development strategy	Principal, ESOL Coordinator, Literacy Coach	standards based report card	
2	Some students do not have much opportunity to increase their oral language proficiency outside of the school day	Increase student engagement and oral language with "turn and talk"	Principal, Assistant Principal, ESOL Coordinator, Literacy Coach	Lesson plans, Walkthroughs, standards based report card	Listening/speaking section of CELLA

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:	In grades 3-5, 41% (115) of the students will achieve proficiency on the FY13 FCAT 2.0 Reading.

2012 Current Percent of Students Proficient in reading:

In FY12, 25% (77) of the students tested achieved proficiency on the reading portion of the assessment.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional reading instruction in a small group setting, outside of the 90 minute Literacy Block	Provide an extended day, dedicated to an additional 60 minutes of reading instruction	Principal, Assistant Principal, Literacy Coach	Lesson plans, master schedule, Walkthroughs, Reading Running Records, data analysis from LTMs	Reading section of CELLA
2	As students become proficient with the English language, they sometimes do not meet reading goals for their grade level	During the 90 minute Literacy Block, ESOL teacher use the Leveled Literacy Intervention (LLI)	Principal, Assistant Principal, Literacy Coach, ESOL Coordinator	Lesson plans, Walkthroughs, Reading Running Records, data analysis from LTMs	Reading section of CELLA

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	In grades 3-5, 41% (115) of the students will achieve proficiency on the FY13 FCAT 2.0 Reading.

2012 Current Percent of Students Proficient in writing:

In FY 12, 13% (39) of the students testing achieved proficiency on the writing portion of the assessment.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack writing volume	Implement Writer's Workshop	Principal, Assistant Principal, Literacy Coach	Lesson plans, Units of Study, Walkthroughs, data analysis from LTMs, student writing folders/notebooks	Writing section of CELLA

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	In grades 3-5, 40% (112) of the students will achieve proficiency on the FY13 FCAT 2.0 Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 29% (79) of the students achieved proficiency on the FY12 FCAT 2.0 Math.	In grades 3-5, 40% (112) of the students will achieve proficiency on the FY13 FCAT 2.0 Math.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack mathematical fluency	Implement Problem of the Day/Warm-up Activity	Principal, Assistant Principal, Math Coach	Lesson Plans, Walkthroughs, Flexible Grouping, Student Work Samples	Progress of students on a variety of assessments
2	Many students do not demonstrate mastery at the concrete level	Implement CRA (Concrete to Representational to Abstract) Approach/Model to teach math skills	Principal, Assistant Principal, Math Coach	Lesson Plans, Walkthroughs, Flexible Grouping, Student Work Samples	Progress of students on a variety of assessments
3	Students struggle with complex, multi step problems	Implement Math Journals, Grades 3-5	Principal, Assistant Principal, Math Coach	Lesson Plans, Walkthroughs, Flexible Grouping, Student Work Samples	Progress of students on a variety of assessments
4	Students need more time to actively engage with math concepts being taught	Utilize the Workshop Minilesson format during direct instruction	Principal, Assistant Principal, Math Coach	Lesson Plans, Walkthroughs, feedback from Area 5 Math Instructional Specialist	Progress of students on a variety of assessments
5	Students need more time to actively engage with math concepts being taught	Incorporate small groups/centers into the 60 minute math block	Principal, Assistant Principal, Math Coach	Lesson Plans, Walkthroughs, feedback from Area 5 Math Instructional Specialist	Progress of students on a variety of assessments
6	Students lack mathematical fluency	Implement Math Vocabulary	Principal, Assistant Principal,teachers	Lesson Plans, Walkthroughs, Flexible Grouping, Student Work Samples, Word Walls	Progress of students on a variety of assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	All of the students in grades 3-5 will take the FY13 FCAT 2.0 Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY12, 50% (1) of the students achieved proficiency on the Florida Alternate Assessment.	All of the students in grades 3-5 will take the FY13 FCAT 2.0 Math.

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	In grades 3-5, 40% (112) of the students will achieve proficiency on the FY13 FCAT 2.0 Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 17% (47) of the students achieved above proficiency on the FY12 FCAT 2.0 Math.	In grades 3-5, 23% (65) of the students will achieve above proficiency on the FY13 FCAT 2.0 Math.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students performing above grade level need rigorous instruction, in order to make academic gains	Thirty minutes of each school day is scheduled for enrichment, for students scoring at or above Achievement Level 4	Principal, Assistant Principal, Literacy Coach, Math Coach	Lesson plans, Master Schedule, Walkthroughs	Students progress on a variety of assessments
2	Students performing above grade level need rigorous instruction, in order to make academic gains	Students are grouped together so their schedule and curriculum meet their academic needs	Principal, Assistant Principal, Literacy Coach, Math Coach	Master schedule, Lesson Plans, Walkthroughs, data analysis from LTMs	Students progress on a variety of assessments
3	Students lack mathematical fluency	Implement Problem of the Day/Warm-up Activity	Principal, Assistant Principal, Math Coach	Lesson Plans, Walkthroughs, Flexible Grouping, Student Work Samples	Progress of students on a variety of assessments.
4	Students performing above grade level did not make significant Learning Gains	Implement enrichment activities from the Go Math! series	Principal, Assistant Principal, Math Coach	Lesson Plans, Walkthroughs, Flexible Grouping, Student Work Samples	Progress of students on a variety of assessments
5	Students need more time to actively engage with math concepts being taught	Utilize the Workshop Minilesson format during direct instruction	Principal, Assistant Principal, Math Coach	Lesson Plans, Walkthroughs, feedback from Area 5 Math Instructional Specialist	Progress of students on a variety of assessments

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	All of the students in grades 3-5 will take the FY13 FCAT 2.0 Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY12, 0% (0) of the students achieved Level 7 or higher on the Florida Alternate Assessment.	All of the students in grades 3-5 will take the FY13 FCAT 2.0 Math.

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	In grades 3-5, 40% (112) of the students will achieve proficiency on the FY13 FCAT 2.0 Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 65% (83) of the students made Learning Gains on the FY12 FCAT 2.0 Math.	In grades 3-5, 70% of the students will make Learning Gains on the FY13 FCAT 2.0 Math.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack mathematical fluency	Implement Problem of the Day/Warm-up Activity	Principal, Assistant Principal, Math Coach	Lesson Plans, Walkthroughs, Flexible Grouping, Student Work Samples	Progress of students on a variety of assessments
2	Many students do not demonstrate mastery at the concrete level	Implement CRA (Concrete to Representational to Abstract) Approach/Model to teach math skills	Principal, Assistant Principal, Math Coach	Lesson Plans, Walkthroughs, Flexible Grouping, Student Work Samples	Progress of students on a variety of assessments.
3	Students struggle with complex, multi step problems	Implement Math Journals, Grades 3-5	Principal, Assistant Principal, Math Coach	Lesson Plans, Walkthroughs, Flexible Grouping, Student Work Samples	Progress of students on a variety of assessments
4	Students struggle with complex, multi step problems	Implement a school-wide procedure for solving word problems	Principal, Assistant Principal, Math Coach, Math Committee	Lesson Plans, Walkthroughs, data analysis from LTMs	Progress of students on a variety of assessments
5	Students don't always realize how much progress they have made, and how much more is needed and/or possible	Conduct data chats regularly throughout the school year	Principal, Assistant Principal, Math Coach, Learning Team Facilitator, Teachers	Lesson Plans, Walkthroughs, Data Chat forms, LTMs,	Progress of students on a variety of assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	All of the students in grades 3-5 will take the FY13 FCAT 2.0 Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY12, 0% (0) of the students made learning gains in math, according to the Florida Alternate Assessment.	All of the students in grades 3-5 will take the FY13 FCAT 2.0 Math.

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	In grades 3-5, 86% (242) of the students will achieve proficiency on the FY12 FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 61% of the students in Lowest 25% made learning gains on the FY11 FCAT Math Test.	In grades 3-5, 66% of the students in Lowest 25% will make learning gains on the FY12 FCAT Math 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	Sometimes students lack positive connections/relationships within the school	Provide mentors to encourage students to reach their academic goals	Principal, Assistant Principal, Mentor Coordinator	Feedback from mentors and mentees	Progress determined by a variety of assessments
2	Students lack mathematical fluency	Implement Problem of the Day/Warm-up Activity	Principal, Assistant Principal, Math Coach	Lesson Plans, Walkthroughs, Flexible Grouping, Student Work Samples	Progress of students on a variety of assessments
3	Many students do not demonstrate mastery at the concrete level	Implement CRA (Concrete to Representational to Abstract) Approach/Model to teach math skills	Principal, Assistant Principal, Math Coach	Lesson Plans, Walkthroughs, Flexible Grouping, Student Work Samples	Progress of students on a variety of assessments
4	Students performing below grade level need to achieve more than one year's growth to meet proficiency, however more instructional time is needed	Provide after school math tutorial	Principal, Assistant Principal, Math Coach	Lesson Plans, Walkthroughs,Student Grouping	Progress of students on a variety of assessments
5	Students struggle with complex, multi step problems	Provide extra practice and instruction during an after school Math Club	Principal, Assistant Principal, 5th Grade Teacher	Walkthroughs, classroom assessments, teacher observations, attendance records	Progress of students on a variety of assessments
6	Students lack mathematical fluency	Math Mania: before school Math Club using Fast Track computer software program	Principal, Assistant Principal, Music Teacher	Reports from Fast Track, Math Mania daily attendance records	Progress of students on a variety of assessments
7	Students need more time to actively engage with math concepts being taught	Utilize the Workshop Minilesson format for direct instruction	Principal, Assistant Principal, Math Coach	Lesson Plans, Walkthroughs, feedback from Area 5 Math Instructional Specialist	Progress of students on a variety of assessments
8	When students are not actively engaged, they are not able to learn and/or master concepts	Increase academic engagement with Arts Integrated lessons/activities	Principal, Assistant Principal, Math Coach, Arts Integration Resource Teacher	Lesson Plans, Walkthroughs, teacher observations, data analysis at LTMs	Progress of students on a variety of assessments

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #
	In six years Belvedere will reduce the achievement gap by 50%. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	46%	54%	59%	63%	68%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The following subgroups did not meet 2012 Math Targets: Hispanic and White. The following subgroup met 2012 Math Targets: Black. All subgroups will meet the 2013 Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% Hispanic and 17% White students did not make satisfactory progress on the FCAT 2.0 Math.	By 2013, 50% Hispanic and 13% White students will not make satisfactory progress on the FCAT 2.0 Math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack mathematical fluency	Implement Problem of the Day/Warm-up Activity.	Principal, Assistant Principal, Math Coach	Lesson Plans, Walkthroughs, Flexible Grouping, Student Work Samples	Progress of students on a variety of assessments
2	Many students do not demonstrate mastery at the concrete level	Implement CRA (Concrete to Representational to Abstract) Approach/Model to teach math skills.	Principal, Assistant Principal, Math Coach	Lesson Plans, Walkthroughs, Flexible Grouping, Student Work Samples	Progress of students on a variety of assessments
3	Students struggle with complex, multi step problems	Implement Math Journals, Grades 3-5	Principal, Assistant Principal, Math Coach	Lesson Plans, Walkthroughs, Flexible Grouping, Student Work Samples	Progress of students on a variety of assessments
4	Students struggle with mathematical fluency	Math Mania: before school Math Club using Fast Track computer software program	Principal, Assistant Principal, Music Teacher	Fast Track reports, daily attendance reports	Progress of students on a variety of assessments
5	Students need more time to actively engage with math concepts being taught	Utilize the Workshop Minilesson format during direct instruction	Principal, Assistant Principal, Math Coach	Lesson Plans, Walkthroughs, feedback from the Area 5 Math Instructional Specialist	Progress of students on a variety of assessments

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	ELL will meet the 2013 Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% ELL did not make satisfactory progress on the FCAT 2.0 Math.	By 2013, 53% ELL will not make satisfactory progress on the FCAT 2.0 Math.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack mathematical fluency	Implement Problem of the Day/Warm-up Activity.	Principal, Assistant Principal, Math Coach	Lesson Plans, Walkthroughs,Flexible Grouping, Student Work Samples	Progress of students on a variety of assessments
2	Many students do not demonstrate mastery at the concrete level	Implement CRA (Concrete to Representational to Abstract) Approach/Model to teach math skills	Principal, Assistant Principal, Math Coach	Lesson Plans, Walkthroughs,Flexible Grouping, Student Work Samples	Progress of students on a variety of assessments
3	Students struggle with complex, multi step problems	Implement Math Journals, Grades 3-5	Principal, Assistant Principal, Math Coach	Lesson Plans, Walkthroughs,Flexible Grouping, Student Work Samples	Progress of students on a variety of assessments
4	Math lessons do not explicitly include ELL strategies	Implement ELL strategy lessons from the Go Math! series	Principal, Assistant Principal, Math Coach	Lesson Plans, Walkthroughs,Flexible Grouping, Student Work Samples	Progress of students on a variety of assessments
5	Students struggle with complex, multi step problems	Provide extra practice during an after school Math Club	Principal, Assistant Principal, 5th grade teacher	Walkthroughs, classroom assessments, classroom observations, attendance records	Progress of students on a variety of assessments
6	Students struggle with mathematical fluency	Math Mania: before school Math Club using Fast Track computer software program	Principal, Assistant Principal, Music Teacher	Fast Track reports, daily attendance records	Progress of students on a variety of assessments
7	Students need more time to actively engage with math concepts being taught	Utilize the Workshop Minilesson format during direct instruction	Principal, Assistant Principal, Math Coach	Lesson Plans, Walkthroughs, feedback from the Area 5 Math Instructional Specialist	Progress of students on a variety of assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	SWD will meet the 2013 Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81% SWD did not make satisfactory progress on the FCAT 2.0 Math.	By 2013, 66% SWD will not make satisfactory progress on the FCAT 2.0 Math.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need more time to actively engage with math concepts being taught	Utilize the Workshop Minilesson format during direct instruction	Principal, Assistant Principal, Math Coach	Lesson Plans, Walkthroughs, feedback from the Central Area Math Instructional Specialist	Progress of students on a variety of assessments
2	Students lack mathematical fluency	Implement Problem of the Day/Warm-up Activity.	Principal, Assistant Principal, Math Coach	Lesson Plans, Walkthroughs, Flexible Grouping, Student Work Samples	Progress of students on a variety of assessments
3	Many students do not demonstrate mastery at the concrete level	Implement CRA (Concrete to Representational to Abstract)	Principal, Assistant Principal, Math Coach	Lesson Plans, Walkthroughs, Flexible Grouping, Student Work	Progress of students on a variety of

		Approach/Model to teach math skills.		Samples	assessments
4	Students struggle with complex, multi step problems	Implement Math Journals, Grades 3-5	Principal, Assistant Principal, Math Coach	Lesson Plans, Walkthroughs, Flexible Grouping, Student Work Samples	Progress of students on a variety of assessments
5	Students struggle with mathematical fluency	Math Mania: before school Math Club using Fast Track computer software program	Principal, Assistant Principal, Music Teacher	Fast Track reports, daily attendance records	Progress of students on a variety of assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Economically Disadvantaged students will meet the 2013 Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% Economically Disadvantaged students did not make satisfactory progress on the FCAT 2.0 Math.	By 2013, 49% Economically Disadvantaged students will not make satisfactory progress on the FCAT 2.0 Math.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need more time to actively engage with math concepts being taught	Utilize the Workshop Minilesson format during direct instruction	Principal, Assistant Principal, Math Coach	Lesson Plans, Walkthroughs, feedback from the Central Area Math Instructional Specialist	Progress of students on a variety of assessments
2	Students lack mathematical fluency	Implement Problem of the Day/Warm-up Activity.	Principal, Assistant Principal, Math Coach	Lesson Plans, Walkthroughs, Flexible Grouping, Student Work Samples	Progress of students on a variety of assessments
3	Many students do not demonstrate mastery at the concrete level	Implement CRA (Concrete to Representational to Abstract) Approach/Model to teach math skills.	Principal, Assistant Principal, Math Coach	Lesson Plans, Walkthroughs, Flexible Grouping, Student Work Samples	Progress of students on a variety of assessments
4	Students struggle with complex, multi step problems	Implement Math Journals, Grades 3-5	Principal, Assistant Principal, Math Coach	Lesson Plans, Walkthroughs, Flexible Grouping, Student Work Samples	Progress of students on a variety of assessments
5	Students struggle with complex, multi step problems	Provide extra practice during an after school Math Club	Principal, Assistant Principal, 5th grade teacher	Walkthroughs, classroom assessments, classroom observations, attendance records	Progress of students on a variety of assessments
6	Students struggle with mathematical fluency	Math Mania: before school Math Club using Fast Track computer software program	Principal, Assistant Principal, Music Teacher	Fast Track reports, daily attendance records	Progress of students on a variety of assessments

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Rotational Model of Instruction	Grades 3-5	Seth Groveman, Area 5 Math Instructional Specialist	All math teachers in grades 3-5	August 30, 2012	Lesson Plans, Walkthroughs, data analysis at LTMs	Principal, Assistant Principal, Math Coach
Varies	Math	Department of Curriculum: Elementary Math	Math Coach	Once per month	Leadership meetings, modeling in classrooms, grade level meetings, feedback from grade levels, Walkthroughs	Principal, Assistant Principal, Math Coach
Data Analysis	Grades K-5	Learning Team Facilitator	All instructional staff	Every other week	Walkthroughs, EDW reports, LTM minutes	Principal, Assistant Principal

Mathematics Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
In grades 3-5, 40% (112) of the students will achieve proficiency on the FY13 FCAT 2.0 Math.	Plastic sleeves for center/rotational work	Title I	$250.00
			Subtotal: $250.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
In grades 3-5, 40% (112) of the students will achieve proficiency on the FY13 FCAT 2.0 Math.	eInstruction Remote Response Devices (Clickers)	Title I	$1,500.00
			Subtotal: $1,500.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
In grades 3-5, 40% (112) of the students will achieve proficiency on the FY13 FCAT 2.0 Math.	Salary for classroom/resource teacher	Title I	$63,644.00
			Subtotal: $63,644.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
Students performing below grade level need to achieve more than one year's growth to meet proficiency, however more instructional time is needed	Tutorial	Title I	$3,000.00
			Subtotal: $3,000.00
			Grand Total: $68,394.00

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:	In fifth grade, 38% (37) of the students will achieve proficiency on the FY13 FCAT 2.0 Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:

28% (22) of the students achieved proficiency on the FY12 FCAT 2.0 Science.			38% (37) of the students will achieve proficiency on the FY13 FCAT 2.0 Science.	

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There is insufficient opportunity for hands on learning opportunities	Implement the 5E model (Engage, Explore, Explain, Evaluate, Elaborate) for science	Principal, Assistant Principal	Lesson Plans, Walkthroughs, Flexible Grouping, Student Work Samples, Science Notebooks	Progress of students on a variety of assessments
2	Students are not properly reflecting on science concepts and investigations	Implement science notebooks, Grades 3-5	Principal, Assistant Principal	Lesson Plans, Walkthroughs, Flexible Grouping, Student Work Samples, Science Notebooks	Progress of students on a variety of assessments
3	Students need a deeper understanding of the scientific process	Conduct a school-wide Science Fair and participate in the District Science Fair	Science Committee	Rubrics used to score science projects	Progress of students on a variety of assessments
4	Students and their families do not always recognize the many science concepts that exist in their daily lives	During Family Game Night, include science activities/games in order to reinforce concepts	Science Committee	Feedback from students, families, and teachers	Progress of students on a variety of assessments
5	Students need a variety of resources that contain content in a user friendly way	Reinforce concepts taught with ScienceSaurus Handbooks	Principal, Assistant Principal	Lesson Plans, Walkthroughs, Science Notebooks	Progress of students on a variety of assessments
6	Students need to increase content knowledge by reading books at their independent reading level	Increase the volume of nonfiction leveled text for grades K-5 (Nonfiction Book Buggies)	Principal, Assistant Principal, Literacy Coach	Walkthroughs, reading logs, student work samples	Progress of students on a variety of assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:
2a. FCAT 2.0: Students scoring at or above

Achievement Level 4 in science. Science Goal #2a:			In fifth grade, 38% (37) of the students will achieve proficiency on the FY13 FCAT 2.0 Science.		

2012 Current Level of Performance:	2013 Expected Level of Performance:
6% (5) of the students achieved above proficiency on the FY12 FCAT 2.0 Science.	12% (11) of students will achieve above proficiency on the FY13 FCAT 2.0 Science.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There is not a variety of formative assessments to help determine which students are working at or above proficiency.	Utilize Core K12 as formative assessments, to determine student proficiency.	Principal, Assistant Principal	Lesson Plans,Walkthroughs, Science Notebooks, Student Work Samples	Progress of students on a variety of assessments
2	The number of science enrichment activities is limited	Implement science enrichment activities	Principal, Assistant Principal	Lesson Plans,Walkthroughs, Science Notebooks, Student Work Samples	Progress of students on a variety of assessments
3	Students need a variety of resources that contain content in a user friendly way	Provide leveled non-fiction books arranged in text sets, according to the Science concepts	Principal, Assistant Principal, Literacy Coach	Lesson Plans, Walkthroughs, Science Notebooks, Reading Logs	Progress of students on a variety of assessments

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	N/A

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science	5th grade	Department of Curriculum: Elementary Science	5th grade Science teacher	August 2012	Lesson Plans, Walkthroughs, data analysis at LTMs, Core K12 Assessments	Principal, Assistant Principal
Data Analysis	Grades K-5	Learning Team Facilitator	All instructional staff	Every other week	Walkthroughs, EDW reports, LTM minutes	Principal, Assistant Principal

Science Budget:

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	90% (90) of the 4th grade students will achieve proficiency on the FY13 FCAT 2.0 Writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (74) of the students achieved FCAT Level 3.0 and higher on the FY12 FCAT 2.0 Writing.	90% (90) of the 4th grade students will achieve proficiency on the FY13 FCAT 2.0 Writing.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Students lack writing volume and stamina	Implement Writer's Workshop	Principal, Assistant Principal, Literacy Coach	Lesson Plans, Walkthroughs, Conferring Notes, Student Work Samples	Progress of students on a variety of assessments
2	Most students are English Language Learners, and struggle with English spelling and conventions	Utilize the Harcourt Language Series to create minilessons and strategy groups when deficiencies with conventions arise in student writing	Principal, Assistant Principal, Literacy Coach	Lesson Plans, Walkthroughs, Conferring Notes, Student Work Samples	Progress of students on a variety of assessments
3	Students lack writing volume and stamina	Increase the volume of writing during Writer's Workshop	Principal, Assistant Principal, Literacy Coach	Lesson plans, Units of Study, student folders/notebooks	Progress of students on a variety of assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writer's Workshop	Grades K-5	Staff Developers from Teacher's College, NY	All teachers from grades K-5	Twice per year for each grade level	Lesson Plans, Walkthroughs, data analysis at LTMs, Units of Study	Principal, Assistant Principal, Literacy Coach
Assessment Rubric	Grades K-5	Literacy Coach	All instructional staff	Every other month	LTM minutes and agenda, data analysis, EDW reports (4th grade only), Walkthroughs, student portfolios	Principal, Assistant Principal
Data Analysis	Grades K-5	Learning Team Facilitator	All instructional staff	Every other week	Walkthroughs, EDW reports, LTM minutes	Principal, Assistant Principal

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Belvedere's Attendance Rate for FY13 will be 90% (506 students).
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
Belvedere's Attendance Rate for FY12 is 82% (604 students).	Belvedere's Attendance Rate for FY13 will be 90% (506 students).
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
18% (111) Students with Excessive Absences (10 or more) in the FY12 school year.	The 2013 Expected Number of Students with Excessive Absences (10 or more) will decrease by 50% (56 students).
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
9% (58) Students with Excessive Tardies (10 or more) in the the FY12 school year.	The 2013 Expected Number of Students with Excessive Tardies (10 or more) will decrease by 50% (29 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	Faculty and staff are usually not aware of student absences in advance, so it is hard to prevent them	Written and oral communication addressing the importance of consistent attendance	Principal, Assistant Principal	Monthly discussions with grade levels regarding student absences	TERMS
2	Less than half of the total student population use Palm Beach County Transportation for morning arrival	Offer breakfast from 7:15am until 8:00am, so all students have time to eat and arrive in class on time	Classroom Teachers, Attendance Clerk, Principal, Assistant Principal	Monthly discussions with grade levels regarding student tardiness	TERMS
3	With a large student population it is often difficult to identify patterns of absenteeism with individual students	Monitor truancy reports to address concerns with excessive absences	Assistant Principal, Attendance Clerk	Monthly EDW reports	TERMS

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Belvedere's FY13 Suspension Rate will be 1%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
FY12 total number of In School Suspensions were 7.	FY13 expected number of In School Suspensions will be 5.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
FY12 total number of students Suspended In School were 6.	FY13 expected number of Students Suspended in School will be 5.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
FY12 total number of Out-of-School Suspensions were 4.	FY13 expected number of Out-of-School Suspensions will be 2.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
FY12 total number of students suspended Out-of-School were 4.	FY13 expected number of students suspended Out-of-School will be 2.

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	Occasionally students make poor choices	Implement School-wide Positive Behavior Support	Principal, Assistant Principal, PBS Team	Feedback from faculty, staff, students, and parents, track number of student referrals submitted, PBS Team Meeting Minutes	TERMS, Faculty and Staff district survey results
2	Occasionally students make poor choices	Provide character education to all students	Guidance Counselors, Principal, Assistant Principal	Feedback from faculty, staff, students, and parents, track number of student referrals submitted	TERMS

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	FY13 Parental Involvement at Belvedere will be 80%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
FY12 Level of Parent Involvement is 50%.	FY13 Parental Involvement at Belvedere will be 80%.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Books from libraries and stores do not typically include tips for building meaning from text	Partners In Print	Literacy Committee	Parent feedback given to teachers through written and oral communication, and at parent/teacher conferences	Parent Sign-In Sheets

2	Many parents are not aware of the activities they can do at home to enhance learning	Provide a Family Game Night with all academic games. The games will cover content from Math, Science, and Reading	Principal, Assistant Principal, Academic Coaches, Science Committee	Attendance at the event, distribution of take home activities and resources, feedback from students (do they engage in activities at home)	Parent sign-in sheets, parent feedback forms
3	Proficiency Percentages alone do not inform parents of a school's objectives, goals, and plans for improvement	Provide parent trainings, including a Title I Parent Meeting, to inform parents of current data, SIP, and strategies to support their children	Principal, Assistant Principal	Attendance rates, types of questions asked, feedback forms, minutes from meeting	Parent sign-in sheets, parent feedback forms
4	Not all families can come to the school to volunteer and/or provide their input	Distribute yearly parent survey and use the results to improve strategies for Parental Involvement	Principal, Assistant Principal	Surveys in 3 different languages	Survey Results
5	The School Improvement Plan is incomplete without input from parents	Use School Advisory Council Meetings to review SIP (as well as any current data) at least three times each year	Principal, Assistant Principal, SAC Chairpersons	Attendance sheets, Meeting Minutes, Agenda	School Improvement Plan, FCAT 2.0 (Reading, Math, Science), Writing FCAT
6	Not all families can come to the school to volunteer and/or provide their input	-Grade levels distribute monthly newsletters in all three languages. The newsletters address upcoming events, curriculum updates, and tips for student success -A school-wide newsletter is distributed each month in all three languages. The newsletter addresses Title I information, tips for student success, and upcoming events -EDLINE is updated regularly with Title I, PTA, SAC, and other school-wide information	Grade level teams, Principal, CLFs	Parent feedback	Title I Survey results
7	Often parents cannot afford to provide their child with the necessary uniforms and undergarments for school	Business Partnership with Back to Basics provides uniforms, underwear, and socks to students in need	ESOL Coordinator, Data Processor	Back to Basics Information Sheet for each Homeroom Teacher	Title I Survey results, parent feedback, number of classes with 100% Uniform compliance each day
8	Often parents cannot afford to provide their child with the necessary school supplies	Business Partnership with the Chamber of Commerce provides school supplies to students in need	Principal, Homeroom Teachers,	Parent and student feedback	Title I Survey results
9	Parents cannot support their child at home if they do not have frequent communication with the teacher(s)	Provide Nicky's Take Home Folders for daily communication between school and home	Principal, Homeroom Teachers	Parent feedback, Walkthroughs	Title I Survey results
10	Students cannot be successful without a strong connection between the home and school	Elicit parent input when developing the Family Involvement Policy/Plan and School-Parent Compact	Principal, Assistant Principal, Teachers	SAC Meeting minutes, Title I Annual Parent Meeting minutes, signed samples of the School-Parent Compact and Family Involvement Policy/Plan drafts	Title I Survey results, parent feedback, SAC sign in sheet, Title I Annual Parent Meeting sign in sheet
	Parents will not be active in the school if they do not feel welcomed and	Ongoing parent training for staff, which includes conducting conferences,	Principal, Assistant Principal	Parent feedback	Title I Survey results

11	comfortable	communication about the report card and assessments, effectively presenting and utilizing the School-Parent Compact			
12	Sometimes parents of struggling students do not realize the variety of ways they can extend learning at home	Conduct an SAI Parent Training in order to help the parents understand the reading support offered at school, as well as provide them with tips to support their child at home	SAI Teachers	Parent feedback	Title I Survey results, parent feedback, sign in sheet

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
Effective Connections between School and Home	K-5	Principal	School-wide	At least one time each trimester		Principal, Assistant Principal

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide Nicky's Take Home Folders for daily communication between school and home	Home School Communication folders	Title I	$600.00
Provide parent trainings, including a Title I Parent Meeting, to inform parents of current data, SIP, and strategies to support their children	Copy paper, printer cartridges, take home books, food for trainings, toner, postage, and chart paper	Title I	$1,583.00
			Subtotal: $2,183.00

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
Ongoing parent training for staff, which includes conducting conferences, communication about the report card, EDW Reports and assessments, effectively presenting and utilizing the School-Parent Compact	paper, printer cartridges, toner, chart paper, copy paper	Title I	$1,000.00
			Subtotal: $1,000.00

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

	Subtotal: $0.00
	Grand Total: $3,183.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	
Problem-Solving Process to Increase Student Achievement	

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

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

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

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

STEM Budget:

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

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teachers will be trained to continue implementation of Reader's Workshop, using Lucy Calkins' Reading Units of Study	Classroom libraries, Reader's/Writer's Workshop materials, LLI Kits	Title I	$13,580.00
Mathematics	In grades 3-5, 40% (112) of the students will achieve proficiency on the FY13 FCAT 2.0 Math.	Plastic sleeves for center/rotational work	Title I	$250.00
Parent Involvement	Provide Nicky's Take Home Folders for daily communication between school and home	Home School Communication folders	Title I	$600.00
Parent Involvement	Provide parent trainings, including a Title I Parent Meeting, to inform parents of current data, SIP, and strategies to support their children	Copy paper, printer cartridges, take home books, food for trainings, toner, postage, and chart paper	Title I	$1,583.00
				Subtotal: $16,013.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	In grades 3-5, 40% (112) of the students will achieve proficiency on the FY13 FCAT 2.0 Math.	eInstruction Remote Response Devices (Clickers)	Title I	$1,500.00
				Subtotal: $1,500.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teachers will be trained to continue implementation of Reader's Workshop, using Lucy Calkins' Reading Units of Study	Salary for Coach/Resource Teacher	Title I	$33,794.00
Reading	Teachers will be trained to continue implementation of Reader's Workshop, using Lucy Calkins' Reading Units of Study	Travel out-of-state including registrations	Title I	$6,000.00
Reading	Teachers will be trained to integrate dramatization into the Literacy Block through Read Alouds with Accountable Talk	In class coaching from Lenore Kelner Blank, Teaching Artist	Arts Integration Grant	$8,000.00
Mathematics	In grades 3-5, 40% (112) of the students will achieve proficiency on the FY13 FCAT 2.0 Math.	Salary for classroom/resource teacher	Title I	$63,644.00
Parent Involvement	Ongoing parent training for staff, which includes conducting conferences, communication about the report card, EDW Reports and assessments, effectively presenting and utilizing the School-Parent Compact	paper, printer cartridges, toner, chart paper, copy paper	Title I	$1,000.00
				Subtotal: $112,438.00

Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	In addition to an SAI teacher, utilize a Supplemental Reading Resource Teacher to provide focused support for Lowest 25%	Salary for classroom/resource teacher	Title I	$31,822.00
Reading	In addition to an SAI teacher, utilize a Supplemental Reading Resource Teacher to provide focused support for Lowest 25%	Salary for classroom/resource teacher	Title I	$63,644.00
Reading	Students performing below grade level need to make more than one year's growth for proficiency, however there is not enough time during the classroom teacher's schedule to provide extra support	Tutorial	Title I	$3,000.00
Mathematics	Students performing below grade level need to achieve more than one year's growth to meet proficiency, however more instructional time is needed	Tutorial	Title I	$3,000.00
				Subtotal: $101,466.00
				Grand Total: $231,417.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

ſℎ Priority	ſℎ Focus	ſℎ Prevent	ſℎ NA

Are you a reward school: ſℎ Yes ſℎ No

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

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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
Classroom libraries, instructional materials	$500.00

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

* Review Title I program, requirements, and budget
* Review School Improvement Plan
* Obtain educational tips to support their child's schooling
* Review SEQ Surveys and discuss plans for improvement
* Discuss and vote on budgetary decisions that support the School Improvement Plan

AYP DATA

SCHOOL GRADE DATA

No Data Found

Palm Beach School District
BELVEDERE ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	75%	68%	95%	56%	294	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	62%	49%			111	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?	52% (YES)	61% (YES)			113	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					518	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District
BELVEDERE ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	70%	73%	88%	47%	278	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	70%	73%			143	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?	76% (YES)	67% (YES)			143	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					564	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested