FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: BLOUNTSTOWN ELEMENTARY SCHOOL

District Name: Calhoun

Principal: Pam Bozeman

SAC Chair: Wendy Guilford

Superintendent: Wilson T. McClellan

Date of School Board Approval: October 11, 2012

Last Modified on: 11/6/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Pam Bozeman	BS-Elementary Education, Florida State University; Masters Degree Educational Leadership, Florida Agricultural and Mechanical University; Certification- Primary Education, Elementary Education, and Educational Leadership-State of Florida	3	11	Principal of Blountstown Elementary School - 2011-2012: Grade B, Reading Mastery 60%, Math Mastery 69%, Writing Mastery 72%, Science Mastery 67% Principal of Blountstown Elementary School - 2010-2011: Grade A, Reading Mastery 83%, Math Mastery 86%, Writing Mastery 82%, Science Mastery 65%, AYP - No Principal of Blountstown Elementary School - 2009-2010: Grade B, Reading Mastery 84%, Math Mastery 84%, Writing Mastery 82%, Science Mastery 59%, AYP - No Principal of Blountstown Elementary School in 2008 – 2009: Grade: A, Reading Mastery: 90%, Math Mastery 89%, Writing Mastery 79%, Science Mastery 57%. AYP: 100% of criteria satisfied. Assistant Principal of Blountstown High School in 2007 – 2008: Grade: B, Reading Mastery: 56%, Math Mastery 79%, Writing Mastery 82%,

					Science Mastery 43%
Assis Principal	Tracie Taylor	BS – Elementary Education, Troy State University; Masters Degree Educational Leadership, Florida Agricultural and Mechanical University; Certification – Elementary Education,and Educational Leadership – State of Florida	1	1	RtI Coach at Blountstown Middle School - 2011-2012: Grade B, Reading Mastery 61%, Math Mastery 57%, Writing Mastery 76%, Science Mastery RtI Coach at Blountstown Middle School - 2011-2012: Grade B, Reading Mastery 61%, Math Mastery 57%, Writing Mastery 77%, and Sciency Mastery 47%, 63% Made Learning Gains in Reading, 65% Made Learning Gains in Math,64% of the Lowest 25% Made Learning Gains in Reading, 47% of the Lowest 25% Made Learning Gains in Math RtI Coach at Blountstown Middle School, 2010-2011: Grade A, Reading Mastery 83%, Math Mastery 76%, Writing Mastery 83%, and Science Mastery 70%, 65% Made Learning Gains in Reading, 70% Made Learning Gains in Math, 66% of Lowest 25% Made Learning Gains in Reading, 69% of Lowest 25% made Learning Gains in Math, AYP - No RtI Coach at Blountstown Middle School, 2009-2010: Grade A, Reading Mastery 85%, Math Mastery 81%, Writing Mastery 91%, and Science Mastery 60%, 68% Made Learning Gains in Reading, 63% Made Learning Gains in Math, 67% of Lowest 25% Made Learning Gains in Reading, 55% of Lowest 25% made Learning Gains in Math, AYP - No

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)
RtI	Deborah VanLierop	Elementary Education, Music, Math 5 -9, Reading Endorsement, Middle Grades Endorsement	13	9	2011-2012: Grade B,Reading Mastery 60%, Math Mastery 69%, Writing Mastery 72%, Science Mastery 67% 2010-2011: Grade A, Reading Mastery 83%, Math Mastery 86%, Writing Mastery 82%, Science Mastery 65%, AYP - No 2009-2010: Grade B, Reading Mastery 84%, Math Mastery 84%, Writing Mastery 82%, Science Mastery 59%, AYP - No 2008-2009 Grade: A, Reading Mastery: 90%, Math Mastery 89%, Writing Mastery 79%, Science Mastery 57%. AYP: 100% of criteria satisfied. 2007 – 2008: Grade: A, Reading Mastery: 84%, Math Mastery 91%, Writing Mastery 49%, Science Mastery 62%. AYP: African American students and SWD did not make AYP in math. SWD did not make AYP in Math. ED students did not make AYP in Writing.
Writing Coach	Mary Reid	Elementary Education, Reading Endorsement, National Board Certified	16	6	2011-2012: Grade B, Reading Mastery 60%, Math Mastery 69%, Writing Mastery 72%, Science Mastery 67% 2010-2011: Grade A, Reading Mastery 83%, Math Mastery 86%, Writing Mastery 82%, Science Mastery 65%, AYP - No 2009-2010: Grade B, Reading Mastery 84%, Math Mastery 84%, Writing Mastery 82%, Science Mastery 59%, AYP - No 2008-2009 Grade: A, Reading Mastery: 90%, Math Mastery 89%, Writing Mastery 79%, Science Mastery 57%. AYP: 100% of criteria satisfied. 2007 – 2008: Grade: A, Reading Mastery: 84%, Math Mastery 91%, Writing Mastery

					49%, Science Mastery 62%. AYP: African American students and SWD did not make AYP in math. SWD did not make AYP in Math. ED students did not make AYP in Writing.

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	1. The district and school will recruit and retain highly qualified reading teachers by advertising for available positions on the internet, providing reading endorsement training, providing reading professional development to all teachers, and providing support through reading coaches.	Wilson T. McClellan, Superintendent Vicki Davis, Assistant Superintendent Kay Tipton, Director of Curriculum and Instruction	Ongoing	
2	2. A teacher who is hired and not considered highly qualified must sign a letter of intent to become highly qualified within three academic years	Teacher		
3	3. New teachers will be given a mentor teacher with a similar teaching assignment if possible. The mentor will provide guidance as the beginning teacher goes through the beginning teacher training program.	Principal	On-going	
4	The RtI Coach and the Writing Coach will also mentor any beginning teachers. They will be available to assist with curriculum issues as well as classroom management.	RtI Coach, Writing Coach	On-going	

Non-Highly Effective Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Not Applicable for the 2012-2013 school year.	Not Applicable for the 2012-2013 school year.

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
52	9.6%(5)	15.4%(8)	32.7%(17)	42.3%(22)	28.8%(15)	100.0%(52)	51.9%(27)	7.7%(4)	51.9%(27)

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

Amanda Dehn	Jordan Burke	Mrs. Dehn is a highly qualified teacher. Mrs. Dehn also teaches first grade with Miss Burke.	The mentor and mentee meet weekly to discuss strategies to improve instruction. The mentor is given release time to observe the mentee. The mentor gives the mentee feedback, coaches, and helps the mentee plan.
Melody Frye	Kathyrn Nichols	Mrs. Frye is Nationally Board Certified and has taught second grade for the last three years.	The mentor and mentee meet weekly to discuss strategies to improve instruction. The mentor is given release time to observe the mentee. The mentor gives the mentee feedback, coaches, and helps the mentee plan.
Janet Tomlinson	Kayla Bailey	Mrs. Tomlinson is a highly qualified teacher. Mrs. Tomlinson also teaches first grade with Mrs. Bailey.	The mentor and mentee meet weekly to discuss strategies to improve instruction. The mentor is given release time to observe the mentee. The mentor gives the mentee feedback, coaches, and helps the mentee plan.
Cathy Kimbrel	Drew Stallworth	Mrs. Kimbrel is a highly qualified teacher. Mrs. Kimbrel is a special area teacher that often works closely with P.E..	The mentor and mentee meet weekly to discuss strategies to improve instruction. The mentor is given release time to observe the mentee. The mentor gives the mentee feedback, coaches, and helps the mentee plan.
Sherri Shuler	Michelle Blackburn	Mrs. Shuler is a highly qualified teacher. Mrs. Shuler also teaches kindergarten with Ms. Blackburn.	The mentor and mentee meet weekly to discuss strategies to improve instruction. The mentor is given release time to observe the mentee. The mentor gives the mentee feedback, coaches, and helps the mentee plan.

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 the availability of resource teachers, software remediation and required hardware, and before-school and after-school programs and summer school.

Title I, Part C- Migrant

Region I/PAEC Migrant Education Program's goal is to link migrant families to services and programs that support the well being and education of their children. The Migrant Services staff coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D

The District does not receive these funds.

Title II

Part A
Funds are used to provide professional development activities for teachers, principals, and paraprofessionals to meet the mandates of becoming highly qualified under NCLB and to provide training in areas that caused the school not to make AYP.

Part D

Funds are used to provide and upgrade technology in classrooms. Professional development activities include the implementation of new software products and integration of technology products into the classroom to enhance student engagement and motivation.

Title III

The District does not receive these funds.

Title X- Homeless

The District Homeless Liaison provides school supplies and social services referrals for students identified as homeless under the McKinney-Vento act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds are coordinated with Title I, Part A funds to provide summer school for Level 1 3rd grade students. SAI funds are also used to provide remediation as needed during the regular school year.

Violence Prevention Programs

The District receives funds for programs that support prevention of violence in and around the school. Programs include Too Good for Drugs and Life Skills Training. Bullying prevention activities are also provided. These programs help to prevent the use of alcohol, tobacco, drugs, while fostering a safe, drug free learning environment supporting student achievement.

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

Head Start funds will be blended with VPK funds to provide additional educational services for preschool students.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal/Assistant Principal: Provide a common vision for the use of data-based decision-making, ensure that the school-based team is implementing RtI, conduct assessment of RtI skills of school staff, ensure implementation of intervention support and documentation, ensure professional development to support RtI implementation, and communicate with parents regarding school-based RtI plans and activities.
Problem Solving Team Chair/Facilitator (Student Services Coordinator): Ensure that appropriate data are provided by the classroom teacher before proceeding with PST (Problem Solving Team) meeting, schedule the PST meeting and invite all relevant professionals, send letter inviting the parent to the PST meeting, manage the case file throughout the PST process, provide referral packet, log relevant dates, schedule future meetings as appropriate, call meeting to order, introduce team members, review purpose of meeting, summarize problem areas, support referring teacher throughout the process, follow-up within the first week to ensure the intervention implementation, record problem solving process, note contributions made by all members, allot specified amount of time per agenda item, monitor team progress, re-direct discussion, as necessary.
Select General Education Teachers (Primary and Intermediate): Provide information about core instruction, participate in student data collection, advise/deliver Tier 1 instruction, and collaborate with other staff to implement Tier 2/3 interventions.
Select Exceptional Student Education Teachers: Participate in student data collection, integrate core instructional

activities/materials into Tier 3 instruction, and collaborate with general education teachers.

Instructional Coaches: Provide guidance on scientifically based curriculum/behavior assessment and intervention approaches, identify patterns of student need, assist with whole school screening programs, assist in design and implementation of progress monitoring, data collection, and data analysis, participate in design and delivery of professional development, provide guidance on K-12 reading plan, support the implementation of Tier 1, 2, and 3 intervention plans.

Invited Specialists: Provide expertise in specific areas of concern (academics, health, and behavior) and collaborate with team to solve problems.

Referring Teacher: initiate contact with parent, collaborate with other professionals to clarify the nature of the problem and to seek solutions, implement Tier 1 and 2 interventions and Tier 3 as necessary, collect data through frequent progress monitoring, state concerns in observable and measurable terms, state expected behavior, collaborate with team to problem solve solutions.

Parent: Share perspective on developmental history, contributing factors, share interventions implemented in the home, share student's concerns and perceptions, collaborate with team to problem solve solutions.

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 team will meet as needed based on current student data. Once it is determined that all school wide and targeted supports, which have been implemented with integrity and fidelity, have been exhausted and data indicate insufficient response to intervention, the PST will meet and will focus on 4 steps:
Problem Identification (What is the problem?)
Analyze the Problem (Why is it occurring?)
Intervention Design and Implementation (What can we do about it?)
Response to Intervention (Is the plan working?)
The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementations.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The RtI Leadership Team provided the RtI Plan to the SAC to help develop the SIP. The plan outlines expectations for achievement and the process for addressing the areas which are not meeting expectations. This process includes data collection, parent contacts and resource consultations, staff input and observations, and a decision making rubric for school-wide screening.

┌─ 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: When a teacher has a significant concern relating to academics or behavior, it is important to learn as much as possible about the student in order to determine possible causes of the difficulty. Performance Matters, NWR, FOCUS and/or the cumulative records should be reviewed to determine if there is a history of concerns in the following areas: attendance, enrollment history, vision, hearing, speech, language, health, academic deficits, behavior difficulties, limited English proficiency, etc. In addition the cumulative record will reveal if there is a history of assistance, whether a psychoeducational evaluation has been previously completed, whether the student has an IEP, or whether the student has a 504 plan. FAIR results can be accessed on the PMRN. FCAT results are also on Performance Matters, and the teacher will have the beginning of the year benchmark assessment results in reading, math, and science. STAR reading and math will also establish a baseline.
Progress Monitoring (3 times per year): FAIR, STAR Reading and Math, benchmark assessment for reading, math, and science
Progress Monitoring (weekly or every two weeks): Curriculum Based Measures; STAR
Diagnostic: FAIR or ERDA and DAR as needed,Benchmark Tests
End of Year: FAIR, STAR Reading and Math, Dr. O's Test, Ms. Walker's Test, FCAT, Benchmark Assessments

Describe the plan to train staff on MTSS.

Professional development will be provided during teachers'common planning time. County staff and the school-based RtI Coach or Student Services Coordinator will deliver the professional development.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

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

Pam Bozeman, Tracie Taylor, Terri Reid, Deborah VanLierop, Megan Barrett, Ashley Everett, Amanda Dehn, Renee Wallace, DeAnna Forsberg, Sandy Rogers, Melody Frye, Janice Lilly, and Debbie Stone

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

The purpose of the Literacy Leadership Team is to create a capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The Literacy Leadership Team will meet once a month to discuss things that are going well in the area of reading as well as any weaknesses that may need addressing. Instructional focus calendars will be discussed at each meeting to identify strengths and weaknesses across grade levels. Common Core implementation will be discussed throughout the year as well as ways to begin implementing some of the vocabulary gradually in grades 2 - 5.

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

The major initiative of the LLT this year will be to implement a school mentor program, Teen Trendsetters. The team will identify third grade students in the lowest 25% and match each student with a mentor. The Volunteer USA Association will have a workshop to train the mentors in research based strategies to use with mentees. There will be approximately 30 mentors from Blountstown High School that will be working with our students. Progress monitoring will be done on the students to monitor the students and the program.

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.

When Children's Home Society makes a referral, the ESE Department and the possible receiving school meet with Children's Home Society and the child's parent(s) to review records and determine eligibility. If necessary, we reevaluate and if the child qualifies, we try to staff them into the program as soon as possible.

The ESE Department holds at least four screenings a year in conjunction with FDLRS Childfind in order to help identify children with special needs. Individual screenings are also held when needed. Children are screened using the Dial 3. If any delay is noted, the children will be further evaluated in the area(s) showing the deficiency. Tests include but are not limited to: Vineland Adaptive, Developmental Profile, Goldman Fristo for articulation, PLS-4 for language, and the Stanford Binet. Several evaluations are completed on each child, results compared, and the percentages of delay are calculated.

The staff responsible for the evaluation include: SLP, psychologists, guidance counselors, ESE teachers and staff. The staff responsible for the implementation of the appropriate programs is Pre-K handicapped teachers. The ESE director and principal are responsible for ensuring that evaluations and staffing occur in a timely manner as required by law and that the Pre-K programs are quality programs.

Blountstown Elementary School has a Voluntary Prekindergarten Program (VPK) for four year olds. Pre-K handicapped students and VPK students are in classes. Funding for the preschool and VPK program comes from the State and from Federal Entitlement Projects/IDEA and Title I.

Parents are involved by participating in the Part C to Part B Children's Home Society meetings, the screenings, staffings, and IEP meetings - as well as other parent activities. Teachers and staff meet with pre-k parents on a regular basis for activities such as parent training night, family day at preschool and transition/IEP meetings.

Calhoun County has agreed to be a Pilot for the TATS program. A plan has been written to evaluate the effectiveness of the pre-k and transition programs. Teachers have been trained to do self (classroom) evaluations.

*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.

*High Schools Only

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

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

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

Postsecondary Transition

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

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

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:	At Blountstown Elementary School, 60%(267) of students met high standards in reading, while 61% (162) of students made learning gains. 54% of struggling students made adequate progress in reading. At least 70% of students will be reading at or above grade level as evidenced by Florida's target AMO goal for 2012-2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT data, 23% (61 students) students achieved Level 3 proficiency	33%(88 students) will score a level 3 or higher on the 2013 FCAT Reading 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	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading problems, and attendance issues.	Analyze FCAT Reading data.	Teacher, RtI Coach, Student Services Coordinator, and Principal	Review FCAT Reading Data in Performance Matters to determine strenghts and weaknesses on specific tested benchmarks	Benchmark Assessments, FAIR, Star Reading Test
2	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading problems, and attendance issues.	Administer and analyze FAIR and Benchmark Assessments 3 times a year for progress monitoring.	RtI Coach, Teachers, Principal	RtI Coach will review data and monitor classroom strategies, and maintain a data notebook.	FAIR data and Benchmark Assessment data will be analyzed and shared with teachers and principal.
3	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading problems, and attendance issues.	RtI Coach will demonstrate/model effective reading lessons to mentor colleagues.	RtI Coach, Teachers, Principal	Weekly meetings with the RtI Coach and various grade levels to discuss effectiveness.	Principal, Teachers, and RtI Coach will discuss effectiveness based on weekly tests results.
4	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading problems, and attendance issues.	Grades 2-5 Curriculum Guide	RtI Coach, Principal, Reading Consultant	Weekly meetings with the RtI Coach.	Lesson plans and Curriculum Guides
5	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading problems, and attendance issues.	Inclusion Teachers and Resource teachers will provide differentiated instruction using interventions and accomodations as needed.	Principal, RtI Coach	The RtI Team will meet weekly to discuss effectiveness of interventions.	The Problem Solving Team will meet weekly to evaluate effectiveness.
	Anticipated barriers are	Provide funds for a	Assistant Principal	Benchmark assessments	Benchmark

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
6	low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading problems, and attendance issues.	summer school program to target at-risk students who need additional reading support during the summer.		and FCAT scores will be analyzed to determine who is eligible for additional reading support.	Assessments, FCAT scores
7	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading problems, and attendance issues.	Teachers in grades 3-5 will analyze FCAT Reading data and Progress Monitoring data to determine at-risk students. Teachers will create an instructional focus calendar to meet the academic needs of these students.	Teachers, RtI Coach, District Reading Coach, Assittant Principal, and Principal	Formal and informal assessments will be given throughout the year to determine mastery on specific benchmarks as identified in the instructional focus calendar as being an academic need.	FCAT data, Formal and Informal Assessments
8	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading problems, and attendance issues.	Teachers will use information based on data analysis to make informed decisions in order to differentiate instruction.	RtI Coach, Principal, Assistant Principal	Review data notebooks and differentiated instructional strategies.	Data Notebooks, Progress Monitoring, Benchmark Assessments
9	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading problems, and attendance issues.	The District Reading Coach will meet with the Principal, Assistant Principal, and the RtI Coach weekly to discuss data, curriculum concerns, and to ensure alignment of instruction.	District Reading Coach, Principal, Assistant Principal, RtI Coach	Classroom Walkthroughs, Data Analysis, and Lesson Plans	Lesson Plans, STAR Test scores, FAIR test scores, and Progress Monitoring tests will be analyzed to evaluate effectiveness.
10	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific reading problems, and attendance issues.	Provide a Reading Consultant to work with kindergarten and first grade teachers on ways to implement Common Core in their classrooms.	Reading Consultant, RtI Coach, Principal, Assistant Principal	Classroom Walkthroughs, and Lesson Plans	Lesson plans and Classroom Walkthroughs with specifice attention to exemplar reading lessons focused on Common Core

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	At Blountstown Elementary School, 60%(267) of students met high standards in reading, while 61% (162) of students made learning gains. 54% of struggling students made adequate progress in reading. At least 70% of students will be reading at or above grade level as evidenced by Florida's target AMO goal for 2012-2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT data, 35% (93 students) achieved above Level 3 proficiency on FCAT reading	45% (120 students) will score a level 4 or 5 on the 2013 FCAT.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Anticipated barriers are low socioeconomic levels, lack of parental support,effectively matching interventions to reading problems, attendance issues and lack of motivation.	Teachers in grades 3-5 will analyze FCAT data and Progress Monitoring data to determine at-risk students. These students will receive extra support through small group instruction each day.	RtI Coach, Teachers, Principal, District Reading Coach	Progress Monitoring data, STAR Test results, FAIR data, and informal assessments given by the teacher	Performance Matters data report to determine if at-risk students are making progress after each benchmark assessment.
2	Anticipated barriers are low socioeconomic levels, lack of parental support,effectively matching interventions to reading problems, attendance issues and lack of motivation.	Administer Progress Monitoring assessments 3 times to determine progress made in each benchmark	RtI Coach, Teachers, Principal	RtI Coach will review data and monitor classroom strategies.	Progress Monitoring data will be analyzed and shared with teachers and principal.
3	Anticipated barriers are low socioeconomic levels, lack of parental support,effectively matching interventions to reading problems, attendance issues and lack of motivation.	RtI Coach will demonstrate/model effective reading lessons to mentor colleagues.	RtI Coach, Principal, Teachers	RtI Coach will meet weekly with teachers to discuss effectiveness.	Principal, Teachers, and RtI Coach will discuss effectiveness based on weekly tests results.
4	Anticipated barriers are low socioeconomic levels, lack of parental support,effectively matching interventions to reading problems, attendance issues and lack of motivation.	Utilize Reading Curriculum Guides	RtI Coach, Principal, Reading Consultant	Weekly meetings with the RtI Coach	Lesson plans and copy of Reading Curriculum Guides.
5	Anticipated barriers are low socioeconomic levels, lack of parental support,effectively matching interventions to reading problems, attendance issues and lack of motivation.	Teachers in grades 3-5 will analyze FCAT Reading data and Progress Monitoring data to determine at-risk students. Teachers will create an instructional focus calendar to meet the academic needs of these students.	Teachers, RtI Coach, District Reading Coach, Assistant Principal, and Principal	Formal and informal assessments will be given throughout the year to determine mastery on specific benchmarks as identified in the instructional focus calendar as being an academic need.	FCAT data, Formal and Informal 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:	

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

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

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

| 3a. FCAT 2.0: Percentage of students making learning gains in reading.

Reading Goal #3a:	At Blountstown Elementary School, 60%(267) of students met high standards in reading, while 61% (162) of students made learning gains. 54% of struggling students made adequate progress in reading. At least 70% of students will be reading at or above grade level as evidenced by Florida's target AMO goal for 2012-2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT data, 61% (267) of students made learning gains in reading.	75%(267)of students will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, attendance issues, and student motivation.	Administer and analyze FAIR and Benchmark Assessment data 3 times a year for progress monitoring.	RtI Coach, Teachers, Principal	RtI coach will review data and monitor classroom strategies.	FAIR data and Benchmark Assessment data will be analyzed and shared with teachers and principal.
2	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, attendance issues, and student motivation.	RtI Coach will demonstrate/model effective reading strategies to mentor colleagues.	RtI Coach, Teachers, Principal	Weekly meetings with RtI Coach and various grade levels to discuss effectiveness.	Principal, Teachers,and RtI Coach will discuss effectiveness based on weekly tests.
3	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, attendance issues, and student motivation.	Utilize the Reading Curriculum Guides	RtI Coach, Principal, Reading Consultant	Weekly meetings with the RtI Coach.	Lesson plans and copy of Reading Curriculum Guides
4	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching	Inclusion Teachers and Resource teachers will provide differentiated instruction using interventions and	RtI Coach, Inclusion Teachers,Student Services Coordinator, and	The RtI team will meet weekly to discuss effectiveness of interventions.	The Problem Solving Team will meet weekly to evaluate effectiveness.

	interventions with specific reading problems, attendance issues, and student motivation.	accomodations as needed.	Principal		
5	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, attendance issues, and student motivation.	Implement System 44 with lowest achieving students.	RtI Coach, Inclusion Teacher, Principal	RtI Coach and Inclusion Teacher will review System 44 data.	System 44 Reports
6	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, attendance issues, and student motivation.	Provide funds for a summer school program to target at-risk who need additional reading support during the summer.	Assistant Principal	Review FCAT and progress monitoring data	Benchmark Assessments, FAIR, Star Reading Test
7	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, attendance issues, and student motivation.	Teachers in grades 3-5 will analyze FCAT Reading data and Progress Monitoring data to determine at-risk students. Teachers will create an instructional focus calendar to meet the academic needs of these students.	Teachers, RtI Coach, District Reading Coach, Assittant Principal, and Principal	Formal and informal assessments will be given throughout the year to determine mastery on specific benchmarks as identified in the instructional focus calendar as being an academic need.	FCAT data, Formal and Informal 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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	At Blountstown Elementary School, 60%(267) of students met high standards in reading, while 61% (162) of students made learning gains. 54% of struggling students made adequate progress in reading. At least 70% of students will be reading at or above grade level as evidenced by Florida's target AMO goal for 2012-2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:

Based on the 2012 FCAT Data, 54% of students in lowest 25% made learning gains in reading.			60% of students in lowest 25% will make learning gains in reading.		

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, attendance issues, and student motivation.	Administer reading benchmark assessments 3 times a year to show growth.	Teacher, RtI Coach, Principal	Review reading assessment results each time to ensure that progress is being made in the areas of concern with individual students as well as an entire class	Benchmark Assessment Data reports
2	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, attendance issues, and student motivation.	Administer and analyze FAIR and Benchmark Assessments 3 times a year for progress monitoring.	RtI Coach, Teachers, Principal	RtI Coach will review data and monitor classroom strategies.	FAIR and Benchmark Assessment data will be analyzed and shared with teachers and principal.
3	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, attendance issues, and student motivation.	RtI Coach will demonstrate/model effective reading strategies to mentor colleagues.	RtI Coach, Teachers, Principal	Weekly meetings with RtI Coach and various grade levels to discuss effectiveness.	RtI Coach, Principal, and Teachers will discuss effectiveness based on weekly tests.
4	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, attendance issues, and student motivation.	Utilize the Reading Curriculum Guides	RtI Coach, Principal	Weekly meetings with the RtI coach	Lesson plans and Reading Curriculum Guides
5	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, attendance issues, and student motivation.	Inclusion Teachers and Resource teachers will provide differentiated instruction using interventions and accomodations as needed.	RtI coach, Inclusion & Title I teachers, Principal	The RtI Team will meet weekly to discuss effectiveness of interventions.	The Problem Solving Team will meet weekly to discuss and evaluate effectiveness.
6	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, attendance issues, and student motivation.	Implement System 44 with lower students.	RtI Coach, Inclusion Teacher, ESE teacher, Principal	RtI coach and ESE teachers will review System 44 data.	System 44 Reports
7	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, attendance issues, and student motivation.	Provide funds for a summer school program to target at-risk who need additional reading support during the summer.	Assistant Principal	Review FCAT and progress monitoring data	Benchmark Assessments, FAIR, Star Reading Test

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

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

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	60%	70%	73%	76%	79%	

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:	At Blountstown Elementary School, 60%(267) of students met high standards in reading, while 61% (162) of students made learning gains. 54% of struggling students made adequate progress in reading. At least 70% of students will be reading at or above grade level as evidenced by Florida's target AMO goal for 2012-2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
African American: 28% Hispanic: 57% White: 68%	African American: 50% Hispanic: 63% White: 78%

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	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, attendance issues, and student motivation.	Students scoring below level 3 will be identified and given specific reading interventions according to their individual need.	RtI Coach, Teachers, Principal	FCAT Reading data and other reading benchmark assessments.	Benchmark Data reports, FCAT data
2	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, attendance issues, and student motivation.	Provide funds for a summer school program to target at-risk who need additional reading support during the summer.	Assistant Principal	Review FCAT and progress monitoring data	Benchmark Assessments, FAIR, Star Reading Test
3	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, attendance issues, and student motivation.	Teachers in grades 3-5 will analyze FCAT Reading data and Progress Monitoring data to determine at-risk students. Teachers will create an instructional focus calendar to meet the academic needs of these students.	Teachers, RtI Coach, District Reading Coach, Assittant Principal, and Principal	Formal and informal assessments will be given throughout the year to determine mastery on specific benchmarks as identified in the instructional focus calendar as being an academic need.	FCAT data, Formal and Informal Assessments
4	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems,	Teachers will try to involve parents as much as possible through conferences, phone calls, and progress reports. Data will be shared as well as strategies that	Teachers, Assistant Principal, Principal	STAR Test, Progress Monitoring tests, as well as formal and informal assessments given by the classroom teacher.	STAR Test data, Progress Monitoring data, Formal and Informal Assessment data

attendance issues, and student motivation.	can be used at home to ensure student progress.			

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

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

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	At Blountstown Elementary School, 60%(267) of students met high standards in reading, while 61% (162) of students made learning gains. 54% of struggling students made adequate progress in reading. At least 70% of students will be reading at or above grade level as evidenced by Florida's target AMO goal for 2012-2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Students with Disabilites: 33%	Students with Disabilities: 54%

<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	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, attendance issues, and student motivation.	Analyze FCAT Reading data to determine at-risk students and create an instructional focus calendar to meet the academic needs of these students.	Teacher, RtI Coach, Principal	Formal and informal assessments will be given throughout the year to determine mastery on specific benchmarks as identified in the instructional focus calendar as being an academic need.	FCAT data, Formal and Informal Assessments
2	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, attendance issues, and student motivation.	Administer and analyze FAIR and Benchmark Assessment data 3 times a year for progress monitoring. Teachers will use this data to plan instruction when working with students that fall into this category.	RtI Coach, Teachers, Principal	RtI Coach will review all new data gathered to ensure that progress is being made. The RtI Coach will also monitor reading strategies in the classroom.	FAIR and Benchmark Assessment data will be analyzed and shared with teachers and principal.
	Anticipated barriers are	RtI Coach will	RtI Coach,	Weekly meetings with RtI	RtI Coach,

#	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3	low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, attendance issues, and student motivation.	demonstrate/model effective reading strategies to mentor colleagues.	Teachers, Principal	Coach and various grade levels to discuss effectiveness.	Principal, and Teachers will discuss effectiveness based on weekly tests.
4	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, attendance issues, and student motivation.	Utilize the Reading Curriculum Guides	RtI Coach, Principal	Weekly meetings with the RtI coach	Lesson plans and Reading Curriculum Guides
5	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, attendance issues, and student motivation.	Inclusion Teachers and Resource teachers will provide differentiated instruction using interventions and accomodations as needed.	RtI coach, Inclusion & Title I teachers, Principal	The RtI Team will meet weekly to discuss effectiveness of interventions.	The Problem Solving Team will meet weekly to discuss and evaluate effectiveness.
6	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, attendance issues, and student motivation.	Implement System 44 with lowest achieving students.	RtI Coach, Inclusion Teacher, ESE teacher, Principal	RtI coach and ESE teachers will review System 44 data.	System 44 Reports
7	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, attendance issues, and student motivation.	Veteran ESE Inclusion teacher will model/mentor with Inclusion teachers to assist them when problems arise and help them match reading strategies to specific reading problems.	ESE Inclusion teachers, RtI Coach, Teachers, Principal	RtI Coach and Veteran ESE teacher will meet and review star reading scores, FAIR scores, and benchmark tests.	Principal, RtI Coach and Veteran ESE teacher will meet and discuss reading data.
8	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, attendance issues, and student motivation.	Provide funds for a summer school program to target at-risk students who need additional reading support during the summer.	Assistant Principal	Review FCAT and progress monitoring data	Benchmark Assessments, FAIR, Star Reading Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	At Blountstown Elementary School, 60%(267) of students met high standards in reading, while 61% (162) of students made learning gains. 54% of struggling students made adequate progress in reading. At least 70% of students will be reading at or above grade level as evidenced by Florida's target AMO goal for 2012-2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Economically Disadvantaged: 48%	Economically Disadvantaged: 62%
Problem-Solving Process to Increase Student Achievement	

			Person or	Process Used to	

		Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1		Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, attendance issues, and student motivation.	Analyze FCAT Reading data to determine at-risk students and create an instructional focus calendar to meet the academic needs of these students	Teachers, RtI Coach, Principal	Formal and informal assessments will be given throughout the year to determine mastery on specific benchmarks as identified in the instructional focus calendar as being an academic need.	FCAT data, Formal and Informal Assessments
2		Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, attendance issues, and student motivation.	Administer and analyze FAIR and Benchmark Assessments 3 times a year for progress monitoring.	RtI Coach, Teachers, Principal	RtI Coach will review data and monitor classroom strategies.	FAIR and Benchmark Assessment data will be analyzed and shared with teachers and principal.
3		Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, attendance issues, and student motivation.	RtI Coach will demonstrate/model effective reading strategies to mentor colleagues.	RtI Coach, Teachers, Principal	Weekly meetings with RtI Coach and various grade levels to discuss effectiveness.	RtI Coach, Principal, and Teachers will discuss effectiveness based on weekly tests.
4		Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, attendance issues, and student motivation.	Utilize the Reading Curriculum Guides	RtI Coach, Principal	Weekly meetings with the RtI coach	Lesson plans and Reading Curriculum Guides
5		Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, attendance issues, and student motivation.	Inclusion Teachers and Resource teachers will provide differentiated instruction using interventions and accomodations as needed.	RtI coach, Inclusion & Title I teachers, Principal	The RtI Team will meet weekly to discuss effectiveness of interventions.	The Problem Solving Team will meet weekly to discuss and evaluate effectiveness.
6		Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, attendance issues, and student motivation.	Implement System 44 with lowest achieving students.	RtI Coach, Inclusion Teacher, ESE teacher, Principal	RtI coach and ESE teachers will review System 44 data.	System 44 Reports
7		Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions with specific reading problems, attendance issues, and student motivation.	Provide funds for a summer school program to target at-risk who need additional reading support during the summer.	Assistant Principal	Review FCAT and progress monitoring data	Benchmark Assessments, FAIR, Star Reading Test

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
District Reading Coach will create FOCUS calendars for 2nd - 5th grades that address the NGSSS	Reading - Grades 2-5	District Reading Coach	Teachers that teach reading in Grades 2-5	These meetings will be conducted throughout the school year with some being on early release days.	Classroom Walkthroughs, Lesson Plans, and Progress Monitoring Data	RtI Coach, Assistant Principal, Principal
Reading Consultant will create FOCUS calendars and lessons that address Common Core for Kindergarten and First Grade Teachers	Reading - Kindergarten and First grade	Reading Consultant - Dr. Oropallo	Kindergarten and First Grade Teachers	These meetings will be conducted throughout the school year with some being on early release days.	Classroom Walkthroughs, Lesson Plans, and End of the year Assessment	RtI Coach, Assistant Principal, Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Hire a consultant to work with Kindergaren and First Grade teachers with Common Core implementation	Reading Consultant	Title I	$6,103.00
			Subtotal: $6,103.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Review and analyze data, prepare schedules for intervention support; determine instructional strategies for interventions, monitor weekly and bi-monthly data to ascertain student progress	Curriculum Coach	Title I	$56,754.00
Review and analyze reading data, prepare schedules for intervention support; determine instructional strategies for interventions, monitor weekly and bi-monthly data to ascertain student progress	Reading Coach	Title I	$14,713.00
			Subtotal: $71,467.00
			Grand Total: $77,570.00

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.				
1. Students scoring proficient in listening/speaking. CELLA Goal #1:				
2012 Current Percent of Students Proficient in listening/speaking:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students read in English at grade level text in a manner similar to non-ELL students.				
2. Students scoring proficient in reading. CELLA Goal #2:				
2012 Current Percent of Students Proficient in reading:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students write in English at grade level in a manner similar to non-ELL students.				
3. Students scoring proficient in writing. CELLA Goal #3:				
2012 Current Percent of Students Proficient in writing:				

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

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The number of students not earning at least a 3 on the 2013 FCAT mathematics test will decrease by at least 5% when looking at the Performance Matters Data System. 2012 data: 40% Anticipated 2013 data: 35%
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to the data system performance matters there were 20 out of 106 (19%) students who scored a level 3 on the 2012 FCAT Mathematics test. 42 out of 106 (40%) students scored less than a level 3 on the 2012 FCAT mathematics test.	There will be at least a 2% decrease in the number of students scoring less than level 3 on the 2013 FCAT Mathematics 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	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Analyze FCAT Math data to determine potentially at-risk students. Teachers will review the curriculum to identify possible weaknesses in instruction.	Teachers, Principal, Assistant Principal	Progress monitoring test data to see if students are making progress each time the test is administered.	Performance Matters data report that identifies the strengths and weaknesses of each student
2	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Administer math benchmark assessments 3 times a year.	Teachers, Principal, Assistant Principal	Review math assessment results to ensure teachers are assessing students according to the created schedule and utilizing data to make instructional decisions	Benchmark Assessment Data that shows areas in need of improvement.
3	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Implement the use of materials and resources from the math series.	Teachers, Principal, Assistant Principal	Principal and Assistant Principal will do classroom walkthroughs focusing on the frequency of the use of math materials and resources from the math series.	Weekly math assessments will determine effectiveness.
4	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Analyze math data and conduct a math fair that focuses on math activities using math manipulatives.	Principal, Assistant Principal, Math Teachers	Principal and Assistant Principal will be aware of areas of weakness and ensure that math activities addressing these areas of weaknesses will be conducted.	Weekly assessments will determine effectiveness.
	Anticipated barriers are low socioeconomic population, lack of parental support,	Teachers will attend workshops conducted by the math consultant that addresses data analysis,	Principal, Assistant Principal, Math Consultant	Principal will meet with math consultant to evaluate the teachers and review math	Math Benchmark Assessments, Math Consultant

5	effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	curriculum alignment, and implementation of the math standards.			assessments.
6	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Use the Math Pacing Guides	Principal, Assistant Principal, Math Teachers	The Principal and Assistant Principal will monitor through classroom walkthroughs.	Math Pacing Guides and Lesson Plans
7	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Provide math consultant to create a pacing guide that incorporates the math textbook and the math benchmarks.	Principal, Math Consultant	The math consultant will visit classrooms to monitor the implementation of the new standards and the pacing guide.	Weekly math assessments will determine effectiveness.
8	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Analyze FCAT Math data to determine potentially at-risk students. Teachers will review the curriculum to identify possible weaknesses in instruction.	Teachers, Principal, Assistant Principal	Progress monitoring test data to see if students are making progress each time the test is administered.	Performance Matters data report that identifies the strengths and weaknesses of each student

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	At Blountstown Elementary School, 69%(268) of students met high standards in math, while 58% (155) of students made learning gains. 58% of struggling students made adequate progress in math. At least 73% of students will be performing at or above grade level as evidenced by Florida's target AMO math goal for 2012-2013.

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	Based on the 2012 FCAT data, 34% (91 students) scored a Level 4 or 5 on the 2012 FCAT Math test.	50% (134 students) will score a Level 4 or 5 on the 2013 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	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Analyze FCAT Math data to determine potentially at-risk students. Teachers will review the curriculum to identify possible weaknesses in instruction.	Teachers, Principal, Assistant Principal	Progress monitoring test data to see if students are making progress each time the test is administered.	Performance Matters data report that identifies the strengths and weaknesses of each student
2	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Administer math benchmark assessments 3 times a year.	Teachers, Principal, Assistant Principal	Review math assessment results to ensure teachers are assessing students according to the created schedule and utilizing data to make instructional decisions.	Benchmark Assessment Data that shows areas in need of improvement.
3	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Implement the use of materials and resources from the math series.	Teachers, Principal, Assistant Principal	Principal and Assistant Principal will do classroom walkthroughs focusing on the frequency of the use of math materials and resources from the math series.	Weekly math assessments will determine effectiveness.
4	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Analyze math data and conduct a math fair that focuses on math activities using math manipulatives.	Principal, Assistant Principal, Math Teachers	Principal and Assistant Principal will be aware of areas of weakness and ensure that math activities addressing these areas of weaknesses will be conducted.	Weekly assessments will determine effectiveness.
5	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Teachers will attend workshops conducted by the math consultant that addresses data analysis, curriculum alignment, and implementation of the math standards.	Principal, Assistant Principal, Math Consultant	Principal will meet with math consultant to evaluate the teachers and review math assessments.	Math Benchmark Assessments, Math Consultant
6	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Teachers will implement the Math Pacing Guides and use the FOCUS assessments to guide instruction.	Principal, Assistant Principal, Math Teachers	The Principal and Assistant Principal will monitor through classroom walkthroughs as well as score reports from the FOCUS website.	Math Pacing Guides,Lesson Plans, and FOCUS score reports

7	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Provide math consultant to create a pacing guide that incorporates the math textbooks and the math benchmarks.	Math Consultant, Principal	The math consultant will visit classrooms to monitor the implementation of the standards and the pacing guide.	Weekly math assessments will determine effectiveness

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	At Blountstown Elementary School, 69%(268) of students met high standards in math, while 58% (155) of students made learning gains. 58% of struggling students made adequate progress in math. At least 73% of students will be performing at or above grade level as evidenced by Florida's target AMO math goal for 2012-2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (155 students) made learning gains on the 2012 FCAT Math test.	70% (187 students) will make learning gains on the 2013 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	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Administer math benchmark assessments 3 times a year.	Teachers, Principal, Assistant Principal	Review math assessment results to ensure teachers are assessing students according to the created schedule and utilize data to make instructional decisions.	Benchmark Assessment Data that shows areas in need of improvement.

2	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Analyze FCAT Math data to determine potentially at-risk students. Teachers will review the curriculum to identify possible weaknesses in instruction.	Teachers, Principal, Assistant Principal	Progress monitoring test data to see if students are making progress each time the test is administered.	Performance Matters data report that identifies the strengths and weaknesses of each student
3	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Implement the use of materials and resources from the math series.	Teachers, Principal, Assistant Principal	Principal and Assistant Principal will do classroom walkthroughs focusing on the frequency of the use of math materials and resources from the math series.	Weekly math assessments will determine effectiveness.
4	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Analyze math data and conduct a math fair that focuses on math activities using math manipulatives.	Principal, Assistant Principal, Math Teachers	Principal and Assistant Principal will be aware of areas of weakness and ensure that math activities addressing these areas of weaknesses will be conducted.	Weekly assessments will determine effectiveness.
5	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Teachers will attend workshops conducted by the math consultant that addresses data analysis, curriculum alignment, and implementation of the math standards.	Principal, Assistant Principal, Math Consultant	Principal will meet with math consultant to evaluate the teachers and review math assessments.	Math Benchmark Assessments, Math Consultant
6	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Teachers will implement the Math Pacing Guides and use the FOCUS assessments to guide instruction.	Principal, Assistant Principal, Math Teachers	The Principal and Assistant Principal will monitor through classroom walkthroughs as well as score reports from the FOCUS website.	Math Pacing Guides, Lesson Plans, and FOCUS score reports
7	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Provide math consultant to create a pacing guide that incorporates the math textbooks and the math benchmarks.	Math consultant, Principal	The math consultant will visit classrooms to monitor the implementation of the standards and the pacing guide.	Weekly assessments will determine effectiveness.

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	At Blountstown Elementary School, 69%(268) of students met high standards in math, while 58% (155) of students made learning gains. 58% of struggling students made adequate progress in math. At least 73% of students will be performing at or above grade level as evidenced by Florida's target AMO math goal for 2012-2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (155 students) of struggling students made learning gains on the 2012 FCAT Math test.	65% (174 students) of struggling students will make learning gains on the 2013 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	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Administer math benchmark assessments 3 times a year.	Teachers, Principal, Assistant Principal	Review math assessment results to ensure teachers are assessing students according to the created schedule and utilize data to make instructional decisions.	Benchmark Assessment Data that shows areas in need of improvement.
2	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Analyze FCAT Math data to determine potentially at-risk students. Teachers will review the curriculum to identify possible weaknesses in instruction.	Teachers, Principal, Assistant Principal	Progress monitoring test data to see if students are making progress each time the test is administered.	Performance Matters data report that identifies the strengths and weaknesses of each student
3	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Implement the use of materials and resources from the math series.	Teachers, Principal, Assistant Principal	Principal and Assistant Principal will do classroom walkthroughs focusing on the frequency of the use of math materials and resources from the math series.	Weekly math assessments will determine effectiveness.
	Anticipated barriers are low socioeconomic population, lack of parental support,	Analyze math data and conduct a math fair that focuses on math activities using math	Principal, Assistant Principal, Math Teachers	Principal and Assistant Principal will be aware of areas of weakness and ensure that math	Weekly assessments will determine effectiveness.

4	effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	manipulatives.		activities addressing these areas of weaknesses will be conducted.	
5	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Teachers will attend workshops conducted by the math consultant that addresses data analysis, curriculum alignment, and implementation of math standards.	Principal, Assistant Principal, Math Consultant	Principal will meet with math consultant to evaluate the teachers and review math assessments.	Math Benchmark Assessments, Math Consultant
6	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Teachers will implement the Math Pacing Guides and use the FOCUS assessments to guide instruction.	Principal, Assistant Principal, Math Teachers	The Principal and Assistant Principal will monitor through classroom walkthroughs as well as score reports from the FOCUS website.	Math Pacing Guides, Lesson Plans, and FOCUS score reports

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 # 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	71%	73%	76%	79%	81%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	At Blountstown Elementary School, 69%(268) of students met high standards in math, while 58% (155) of students made learning gains. 58% of struggling students made adequate progress in math. At least 73% of students will be performing at or above grade level as evidenced by Florida's target AMO math goal for 2012-2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
African American: 48% White: 75% Hispanic: 78%	African American: 53% White: 81% Hispanic: 75%

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	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of	Administer math benchmark assessments 3 times a year.	Teachers, Principal, Assistant Principal	Review math assessment results to ensure teachers are assessing students according to the created schedule and utilize data to make instructional decisions.	Benchmark Assessment Data that shows areas in need of improvement.

	student motivation.				
2	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Analyze FCAT Math data to determine potentially at-risk students. Teachers will review the curriculum to identify possible weaknesses in instruction.	Teachers, Principal, Assistant Principal	Progress monitoring test data to see if students are making progress each time the test is administered.	Performance Matters data report that identifies the strengths and weaknesses of each student
3	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Implement the use of materials and resources from the math series.	Teachers, Principal, Assistant Principal	Principal and Assistant Principal will do classroom walkthroughs focusing on the frequency of the use of math materials and resources from the math series.	Weekly math assessments will determine effectiveness.
4	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Analyze math data and conduct a math fair that focuses on math activities using math manipulatives.	Principal, Assistant Principal, Math Teachers	Principal and Assistant Principal will be aware of areas of weakness and ensure that math activities addressing these areas of weaknesses will be conducted.	Weekly assessments will determine effectiveness.
5	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Teachers will attend workshops conducted by the math consultant.	Principal, Assistant Principal, Math Consultant	Principal will meet with math consultant to evaluate the teachers and review math assessments.	Math Benchmark Assessments, Math Consultant
6	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Teachers will implement the Math Pacing Guides and use the FOCUS assessments to guide instruction.	Principal, Assistant Principal, Math Teachers	The Principal and Assistant Principal will monitor through classroom walkthroughs as well as score reports from the FOCUS website.	Math Pacing Guides, Lesson Plans, and FOCUS score reports
7	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	The STAR Math Assessment will be given three times a year to determine progress in math.	Teachers, RtI Coach, and Principal	The STAR Math data will be reviewed to determine if progress is being made in the area of math. Teachers will also review diagnostic reports for each child to determine the strengths and weaknesses in math.	STAR Math Reports

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

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	At Blountstown Elementary School, 69%(268) of students met high standards in math, while 58% (155) of students made learning gains. 58% of struggling students made adequate progress in math. At least 73% of students will be performing at or above grade level as evidenced by Florida's target AMO math goal for 2012-2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Students with Disabilities: 45%	Students with Disabilities: 53%

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	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Administer math benchmark assessments 3 times a year.	Teachers, Principal, Assistant Principal	Review math assessment results to ensure teachers are assessing students according to the created schedule and utilize data to make instructional decisions.	Benchmark Assessment Data that shows areas in need of improvement.
2	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Analyze FCAT Math data to determine potentially at-risk students. Teachers will review the curriculum to identify possible weaknesses in instruction.	Teachers, Principal, Assistant Principal	Progress monitoring test data to see if students are making progress each time the test is administered.	Performance Matters data report that identifies the strengths and weaknesses of each student
3	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Implement the use of materials and resources from the math series.	Teachers, Principal, Assistant Principal	Principal and Assistant Principal will do classroom walkthroughs focusing on the frequency of the use of math materials and resources from the math series.	Weekly math assessments will determine effectiveness.
	Anticipated barriers are low socioeconomic population, lack of parental support,	Analyze math data and conduct a math fair that focuses on math activities using math	Principal, Assistant Principal, Math Teachers	Principal and Assistant Principal will be aware of areas of weakness and ensure that math	Weekly assessments will determine effectiveness.

4	effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	manipulatives.		activities addressing these areas of weaknesses will be conducted.	
5	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Teachers will attend workshops conducted by the math consultant.	Principal, Assistant Principal, Math Consultant	Principal will meet with math consultant to evaluate the teachers and review math assessments.	Math Benchmark Assessments, Math Consultant
6	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Teachers will implement the Math Pacing Guides and use the FOCUS assessments to guide instruction.	Principal, Assistant Principal, Math Teachers	The Principal and Assistant Principal will monitor through classroom walkthroughs as well as score reports from the FOCUS website.	Math Pacing Guides, Lesson Plans, and FOCUS score reports

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:	At Blountstown Elementary School, 69%(268) of students met high standards in math, while 58% (155) of students made learning gains. 58% of struggling students made adequate progress in math. At least 73% of students will be performing at or above grade level as evidenced by Florida's target AMO math goal for 2012-2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Economically Disadvantaged: 63%	Economically Disadvantaged: 67%

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	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Administer math benchmark assessments 3 times a year.	Teachers, Principal, Assistant Principal	Review math assessment results to ensure teachers are assessing students according to the created schedule and utilize data to make instructional decisions.	Benchmark Assessment Data that shows areas in need of improvement.
2	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Analyze FCAT Math data to determine potentially at-risk students. Teachers will review the curriculum to identify possible weaknesses in instruction.	Teachers, Principal, Assistant Principal	Progress monitoring test data to see if students are making progress each time the test is administered.	Performance Matters data report that identifies the strengths and weaknesses of each student
	Anticipated barriers are low socioeconomic population, lack of	Implement the use of materials and resources from the math series.	Teachers, Principal, Assistant Principal	Principal and Assistant Principal will do classroom walkthroughs focusing on	Weekly math assessments will determine

3	parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.			the frequency of the use of math materials and resources from the math series.	effectiveness.
4	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Analyze math data and conduct a math fair that focuses on math activities using math manipulatives.	Principal, Assistant Principal, Math Teachers	Principal and Assistant Principal will be aware of areas of weakness and ensure that math activities addressing these areas of weaknesses will be conducted.	Weekly assessments will determine effectiveness.
5	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Teachers will attend workshops conducted by the math consultant.	Principal, Assistant Principal, Math Consultant	Principal will meet with math consultant to evaluate the teachers and review math assessments.	Math Benchmark Assessments, Math Consultant
6	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific math weaknesses, attendance issues, and lack of student motivation.	Teachers will implement the Math Pacing Guides and use the FOCUS assessments to guide instruction.	Principal, Assistant Principal, Math Teachers	The Principal and Assistant Principal will monitor through classroom walkthroughs as well as score reports from the FOCUS website.	Math Pacing Guides, Lesson Plans, and FOCUS score reports

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
Math Consultant will go over a plan for Kindergarten through Grade 5 teachers to use throughout the school year.	Math - Kindergarten through Grade 5	Math Consultant - Ms. Walker	Kindergarten through Grade 5 Teachers	Meetings were held during Pre-School and will be held throughout the school year to help implement the plan.	Classroom Walkthroughs, Lesson Plans, and Benchmark Assessments	Assistant Principal, and Principal

Mathematics Budget:

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

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

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Hire a math consultant to provide guidance to kindergarten and first grade techers with Common Core implementation. The math consultant will provide focus calendars for grades 2-5 with a focus on the NGSS Standards.	Math Consultant	Title I	$5,500.00
			Subtotal: $5,500.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $5,500.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	At Blountstown Elementary School, 67% (86) students taking the FCAT scored at or above grade level in science. The science scale score average will remain at or above the state scale score average as evidenced by the 2012-2013 FCAT Science test score report.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (31) students in 5th grade scored a Level 3 in science out of 86 students.	40% (34) students will score a Level 3 on the 2013 FCAT Science 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	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific science weaknesses, attendance issues, and lack of student motivation.	Analyze Science Progress monitoring data to determine students that are potentially at-risk. Teachers will also address possible weaknesses in the curriculum.	Science Teachers, Principal, Assistant Principal	Formal and informal assessments will be given to determine progress.	Progress monitoring score report in Performance Matters that shows the individual strengths and weaknesses of each student. Students should be making progress each time the test is given.
	Anticipated barriers are low socioeconomic population, lack of	Science teachers will participate in science training with the	Science teachers, Principal,	The principal and assistant will monitor through classroom	Formal and informal assessments

2	parental support, effectively matching interventions to students' specific science weaknesses, attendance issues, and lack of student motivation.	science consultant on data analysis, implementation of Next Generation Sunshine State Standards, and curriculum alignment.	Assistant Principal, Science Consultant	walkthroughs.	
3	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific science weaknesses, attendance issues, and lack of student motivation.	Administer benchmark assessments three times a year to monitor progress of students.	Science teachers, Principal, Assistant Principal	Review science assessment results each time to ensure that progress is being made in the areas of concern.	Benchmark Assessment Results
4	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific science weaknesses, attendance issues, and lack of student motivation.	Science teachers will provide opportunities for students to do hands on activities and do lab experiments.	Science Teachers, Principal, Assistant Principal	The principal and assistant principal will monitor through classroom walkthroughs.	Formal and informal assessments.
5	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific science weaknesses, attendance issues, and lack of student motivation.	Use the Science Curriculum Map	Science Teachers, Principal, and Assistant Principal	Lesson plans and copies of instructional focus calendar.	Formal and informal assessments.
6	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific science weaknesses, attendance issues, and lack of student motivation.	Science teachers will use technology in the classrooms to teach science.	Science Teachers, Principal, Assistant Principal	The principal and assistant principal will monitor through classroom walkthroughs.	Principal will check lesson plans to monitor use of technology along with classroom walkthroughs.
7	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific science weaknesses, attendance issues, and lack of student motivation.	Science teachers will use the FOCUS tool created by the state of Florida to assess students' strengths and weaknesses on specific benchmarks. Instructional planning in the classroom will be determined based on the outcome of the mini-assessments.	Principal, Science Teachers	Science teachers will review FOCUS data and identify students' strengths and weaknesses based on how they performed on the 5 question benchmark mini-assessment test.	FOCUS reports with students names and test scores

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	At Blountstown Elementary School, 67% (86) students taking the FCAT scored at or above grade level in science. The science scale score average will remain at or above the state scale score average as evidenced by the 2012-2013 FCAT Science test score report.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (23) students achieved above proficiency on the 2012 FCAT Science test.	30% (26) students will achieve above proficiency on the 2013 FCAT Science 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	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific science weaknesses, attendance issues, and lack of student motivation.	Analyze Science Progress monitoring data to determine students that are potentially at-risk. Teachers will also address possible weaknesses in the curriculum.	Science teachers, principal, assistant principal	Formal and informal assessments will be given to determine progress.	Progress monitoring score report in Performance Matters that shows the individual strengths and weaknesses of each student. Students should be making progress each time the test is given.
2	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific science weaknesses, attendance issues, and lack of student motivation.	Science teachers will participate in science training with the science consultant on data analysis, implementation of Next Generation Sunshine State Standards, and curriculum alignment.	Science teachers, principal, assistant principal	The principal and assistant will monitor through classroom walkthroughs.	Formal and informal assessments
3	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific	Administer benchmark assessments three times a year to monitor progress of students.	Science teachers, Principal, Assistant Principal	Review science assessment results each time to ensure that progress is being made in the areas of concern.	Benchmark Assessment Results

	science weaknesses, attendance issues, and lack of student motivation.				
4	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific science weaknesses, attendance issues, and lack of student motivation.	Science teachers will provide opportunities for students to do hands on activities and do lab experiments.	Science Teachers, Principal, Assistant Principal	The principal and assistant principal will monitor through classroom walkthroughs.	Formal and informal assessments.
5	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific science weaknesses, attendance issues, and lack of student motivation.	Science teachers will use technology in the classroom to teach science.	Science teachers, Principal, Assistant Principal	The principal and assistant principal will monitor through classroom walkthroughs.	The principal will review lesson plans and conduct walkthroughs.
6	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific science weaknesses, attendance issues, and lack of student motivation.	Science teachers will use the FOCUS tool created by the state of Florida to assess students' strengths and weaknesses on specific benchmarks. Instructional planning in the classroom will be determined based on the outcome of the mini-assessments.	Science teachers, Principal, Assistant Principal	Science teachers will review FOCUS data and identify students' strengths and weaknesses based on how they performed on the 5 question benchmark mini-assessment test.	FOCUS reports with students names and test scores

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

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
Science Coach will give science teachers a plan to follow throughout the school to make sure that all benchmarks are being addressed.	Science - Kindergarten through Grade 5	Science Consultant - Dr. Szpyrka	Science Teachers- Kindergarten through Grade 5	Meetings were held during preschool to make teachers aware of the plan. However, meetings will continue throughout the school year to make sure that the plans are being implemented.	Classroom Walkthroughs, Lesson Plans, Benchmark Assessments	Assistant Principal, and 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
Hire a science consultant to provide teachers with a curriculum map focused on the NGSS standards. The science will also provide a progress monitoring test specific to each grade level.	Science Coach	Title I	$5,500.00
			Subtotal: $5,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $5,500.00

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:	At Blountstown Elementary School, 72% of the students met high standards on the 2012 FCAT Writing test. Blountstown Elementary School students had an average score of 2.9 as compared to the state average score of 3.3. There will be at least a 10% increase in the number of all students scoring 3.5 or higher on the 2013 FCAT Writing test as evidenced by the 2012-2013 Florida

	School Accountability Report.				
	2012 Current Level of Performance:		2013 Expected Level of Performance:		
	26%(23 students) of the students tested scored a 3.5 or higher according to the 2012 FCAT Score report		There will be at least a 10% increase in students scoring 3.5 or higher as evidenced by the 2013 FCAT Score report.		
	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	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific writing weaknesses, attendance issues, and lack of student motivation.	Analyze FCAT Writing data to determine areas that can be improved upon for the 2012-2013 school year.	Writing Coach, Principal, Assistant Principal	Lesson plans as well as student writing samples will be reivewed to make sure that weaknesses in last year's curriculum are being addressed.	Samples of students' writing
2	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific writing weaknesses, attendance issues, and lack of student motivation.	Teachers will follow curriculum map for writing that was developed by the district.	Writing Coach, Principal, Assistant Principal	Writing Portfolios that will be monitored by the Writing Coach and the teachers.	Portfolios
3	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific writing weaknesses, attendance issues, and lack of student motivation.	Calhoun Writes will be administered three times a year. Fourth grade teachers will conference with students individually on each paper to determine strengths and weaknesses.	Writing Coach, Teachers, Principal, and Assistant Principal	The Calhoun Writes results will be reviewed by the Writing Coach, Teachers, Principal, and Assistant Principal	Calhoun Writes
4	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific writing weaknesses, attendance issues, and lack of student motivation.	Utilize the FCAT Performance CD to provide students with examples of holistic grading.	Writing Coach, Teachers, Principal, and Assistant Principal	The Principal, Assistant Principal, and Writing Coach will monitor the use of the Performance Task CD.	Calhoun Writes
5	Anticipated barriers are low socioeconomic population, lack of parental support, effectively matching interventions to students' specific writing weaknesses, attendance issues, and lack of student motivation.	The Writing Coach will provide inservice on how papers are scored using the 6 point rubric according to the state.	Writing Coach, Teachers, Principal, and Assistant Principal	The Writing Coach, Principal, and Assistant will monitor writing activites and teaching strategies learned through inservice.	Lesson plans, walkthroughs, and writing papers.
	Anticipated barriers are low socioeconomic population, lack of parental support,	Provide a writing coach to work with teachers by modeling, coaching, and mentoring on	Writing Coach, Teachers, and Assistant Principal	Principal and Assistant Principal will monitor through classroom walkthroughs.	Lesson Plans and classroom walkthroughs.

6	effectively matching interventions to students' specific writing weaknesses, attendance issues, and lack of student motivation.	effective writing instruction and strategies.			

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

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

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 Writing Instruction	Writing - Grade 4	Writing Coach - Terri Reid	Grade 4 Writing Teachers	The first meeting will be held in September and continue throughout the school year.	Student Sample Writing Papers	Assistant Principal, and 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
Review and analyze data, prepare writing activities; determine instructional strategies for interventions, monitor weekly and bi-monthly data to ascertain student progress	Writing Coach	Title I	$57,815.00
			Subtotal: $57,815.00
			Grand Total: $57,815.00

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:	The attendance rate at Blountstown Elementary School for the 2011-2012 school year was 93.6%. 324 students had excessive absences (10 or more) during this school year. There will be a 1% increase for the 2012-2013 school year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The attendance rate at Blountstown Elementary School for the 2011-2012 school year was 93.6%	The attendance rate at Blountstown Elementary School for the 2012-2013 school year will increase by 1%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
At Blountstown Elementary School, 324 students had excessive absences(10 or more) during the 2011-2012 school year.	During the 2012-2013 school year, Blountstown Elementary School will show a 1%(3)decrease of excessive absences.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
At Blountstown Elementary School, 88 students had excessive tardies during the 2011-2012 school year.	During the 2012-2013 school year, Blountstown Elementary School will show a 10%(9) decrease of excessive tardies.

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 are dependent on parents to bring them to school, childhood illnesses, parents being untruthful about absences, and students going on vacations during the school year are just some of the anticipated barriers.	Teachers will call parents to check on students when absent from school.	Teacher and Assistant Principal	The Teacher and Assistant Principal will discuss when parents are called to determine effectiveness and decide whether to involve the Resource Officer.	Attendance Records

2	Students are dependent on parents to bring them to school, childhood illnesses, parents being untruthful about absences, and students going on vacations during the school year are just some of the anticipated barriers.	Continue to implement district wide policy of no more than 5 absences without a doctor's note.	Data Entry, Principal, Assistant Principal, and Teacher	The Principal and the Assistant Principal will review attendance records.	Attendance Records
3	Students are dependent on parents to bring them to school, childhood illnesses, parents being untruthful about absences, and students going on vacations during the school year are just some of the anticipated barriers.	The Principal, Student Services Coordinator and Resource Officer will meet with parents of students when absences are an issue.	Resource Officer, Principal, and Student Services Coordinator	Resource Officer and Principal will review records.	Attendance Records

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

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

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

Attendance Budget:

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

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:	Blountstown Elementary School had no in-school suspensions for the 2011-2012 school year. There were 7 out of school suspensions for the year. The total number of out of school suspensions will decrease by 10% (1 student).
2012 Total Number of In—School Suspensions	2013 Expected Number of In-School Suspensions
No in-school suspensions	No in-school suspensions.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
No in-school suspensions.	No in-school suspensions.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
For the 2011-2012 school year, Blountstown Elementary School had 7 out-of-school suspensions.	For the 2012-2013 school year, Blountstown Elementary School will decrease out of school suspensions by 10% (1 student).
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
For the 2011-2012 school year, Blountstown Elementary School had 7 out-of-school suspensions.	For the 2012-2013 school year, Blountstown Elementary School will decrease out of school suspensions by 10% (1 student).

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	Anticipated barriers are lack of parental involvement, social acceptance of bad behavior, which results in students not adhering to student policies.	At the beginning of the year, teachers will review classroom management techniques.	Principal, Assistant Principal	Suspension data will be reviewed by the principal.	Suspension data and classroom walkthroughs to monitor classroom management.
2	Anticipated barriers are lack of parental involvement, social acceptance of bad behavior, which results in students not adhering to student policies.	Resource officer visible on campus to control discipline problems.	Resource Officer, Principal	Suspension data reviewed by principal.	Suspension records
3	Anticipated barriers are lack of parental involvement, social acceptance of bad behavior, which results	Teachers will review code of conduct, student policies, school policies, and classroom rules at the beginning	Teacher, Principal, Assistant Principal	Suspension data reviewed by principal.	Suspension records

	in students not adhering to student policies.	of each school year and review periodically throughout the year.			
4	Anticipated barriers are lack of parental involvement, social acceptance of bad behavior, which results in students not adhering to student policies.	Code of Conduct Books and school and bus policies will be sent home at the beginning of each year for parent signatures.	Teacher, Principal, Assistant Principal	Suspension data reviewed by principal.	Suspension records.

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas

in need of improvement:

1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	On the Blountstown Elementary School Parent Climate Survey, 72% of the parents surveyed agreed "Our school provides opportunities for stakeholders to be involved in the school activities." On the 2012-2013 Parent Climate Survey, there will be a 5% increase in the number of parents that strongly agree or agree that parental involvement activities help their child succeed academically.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
72% of parents agree that parental involvement activities have helped their child succeed academically.	By May 2013, there will be a 5% increase on the Parent Climate Survey that suggests that parents strongly agree or agree that parental involvement activities help their child succeed academically.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The anticipated barrier that prevents parental involvement is work conflicts.	Family Nights are planned to teach parents and students study skills for reading, math, science, and writing.	Assistant Principal, Principal	Sign-in sheets and parent surveys will help determine effectiveness.	Parent Survey and Sign-in sheets.
2	The anticipated barrier that prevents parental involvement is work conflicts.	At Open House, parents will be trained to use Edline, the district's online portal that allows them to keep up-to-date information on their child's progress.	Assistant Principal, Principal	Sign-in sheets will help keep track of numbers and determine effectiveness.	Sign-in sheets.
3	The anticipated barrier that prevents parental involvement is work conflicts.	At Open House, parents will be trained to use Meals Pay Plus, the district's online portal that allows them to put money in their child's lunch account.	Assistant Principal, Principal	Sign-in sheets will help keep track of numbers and determine effectiveness.	Sign-in sheets.
4	The anticipated barrier that prevents parental involvement is work conflicts.	At Open House, parents will be trained on how to access Accelerated Reader portal to view their child's reading record.	Assistant Principal, Principal	Sign-in sheets will help keep track of numbers and determine effectiveness and student AR records.	Sign-in sheets and student AR records.
5	The anticipated barrier that prevents parental involvement is work conflicts.	Make parents aware of the state's academic content standards and State student academic achievement standards through 3rd and 5th grade parent conferences.	Assistant Principal, Principal, 3rd & 5th grade teachers.	Benchmark tests to monitor benchmark standards.	Parent conference schedules and progress monitoring data.
6	The anticipated barrier that prevents parental involvement is work conflicts.	BES newsletter with tips for parents and calendars with important school events sent home monthly.	Assistant Principal, Principal & K-5th Grade Teachers	Involvement of parents in activites.	Progress monitoring and sign-in sheets for various parent activities.
7	The anticipated barrier that prevents parental involvement is work conflicts.	BES hosts "Family" breakfast the first Friday of each month to encourage parents to feel welcome at the school. Teachers help with the breakfast in order to have contact with parents and their families.	Assistant Principal, Principal, Teachers	Involvement of parents in activites.	Sign-in sheets.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teachers will view a power point on the importance of parental involvement and the correlation with academic achievement.	Pre-K - 5th grade	Principal, Assistant Principal	Pre-K - 5th grades teachers, and special area teachers	September, 2012	Lesson Plan books or Parent Logs providing dates, times, and reasons for parent contact	Principal, Assistant Principal

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide academic strategies and extra resources for parents to use at home with students.	Teachers will provide parents with academic and instructional strategies that will help when working with students at home.	Title I	$3,747.00
			Subtotal: $3,747.00
			Grand Total: $3,747.00

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)

Technology Goal:

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:	
1. Technology Goal Technology Goal #1:	Blountstown Elementary School has a ratio of 1 computer to 4 students. 15% of the computers need to be updated to run modern software and web applications. All classrooms, with the exception of kindergarten and one first grade classroom, are retrofitted with interactive whiteboards, document cameras, and multimedia projectors.
2012 Current level:	2013 Expected level:
There is a 1 to 4 ratio of computers to students and 15% of the computers need to be updated. All classrooms, with the exception of kindergarten and one first grade classroom, are retrofitted with interactive boards, document cameras, and multimedia projectors.	By the end of the 2012-2013 school year, all of the teachers at Blountstown Elementary School will be integrating the technology in their everyday lessons to include a laptop computer, multimedia projector, and a document camera. Kindergarten will be equipped with interactive whiteboards, document cameras, and multimedia projectors.

	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	Funds	Kindergarten classrooms will be retrofitted with interactive boards, document cameras, and multimedia projectors.	Principal, Assistant Principal	Technology in classrooms by May 2013	Available Funds

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
Provide training on the new on Perfomance Matters in order for teachers to better monitor the progress of their students.	Kindergarten - 5th Grade teachers	RtI Coach and Technology Specialist	K-5 teachers, Resource Teachers, and Special Area Teachers	January, 2013	Principal and Assistant Principal will schedule and monitor training.	Assistant Principal
The Technology Assistant and the Technology						

Specialist will provide training and technical assistance in the use of new technology hardware and software.	Kindergarten - 5th Grade teachers	District Technology Specialist and Technology Assistant	K-5 teachers, Resource Teachers, and Special Area Teachers	Daily as well as scheduled meetings	Principal and Assistant Principal will schedule and monitor training.	Assistant Principal

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 Technology Goal(s)

FINAL BUDGET

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

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

Technology

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

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Hire a consultant to work with Kindergaren and First Grade teachers with Common Core implementation	Reading Consultant	Title I	$6,103.00
Mathematics	Hire a math consultant to provide guidance to kindergarten and first grade techers with Common Core implementation. The math consultant will provide focus calendars for grades 2-5 with a focus on the NGSS Standards.	Math Consultant	Title I	$5,500.00
Science	Hire a science consultant to provide teachers with a curriculum map focused on the NGSS standards. The science will also provide a progress monitoring test specific to each grade level.	Science Coach	Title I	$5,500.00
				Subtotal: $17,103.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Review and analyze data, prepare schedules for intervention support; determine instructional strategies for interventions, monitor weekly and bi-monthly data to ascertain student progress	Curriculum Coach	Title I	$56,754.00
Reading	Review and analyze reading data, prepare schedules for intervention support; determine instructional strategies for interventions, monitor weekly and bi-monthly data to ascertain student progress	Reading Coach	Title I	$14,713.00
Writing	Review and analyze data, prepare writing activities; determine instructional strategies for interventions, monitor weekly and bi-monthly data to ascertain student progress	Writing Coach	Title I	$57,815.00

Parent Involvement	Provide academic strategies and extra resources for parents to use at home with students.	Teachers will provide parents with academic and instructional strategies that will help when working with students at home.	Title I	$3,747.00
			Subtotal:	$133,029.00
			Grand Total:	$150,132.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

⃝ Priority	⃝ Focus	⃝ Prevent	⊙ NA

Are you a reward school: ⃝ Yes ⊙ No

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

No Attachment (Uploaded on 11/6/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

The School Advisory Council (SAC) has an important function for the success of Blountstown Elementary School. SAC members act as liaisons between the school and the community. They also provide suggestions and ideas for methods to improve the school based on their communication with other parents in the community. The SAC members assist the school in reviewing data in order to develop the School Improvement Plan. Meetings are held quarterly to ensure that the SIP goals are being implemented.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Calhoun School District
BLOUNTSTOWN ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	86%	82%	65%	316	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	69%	65%			134	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	67% (YES)	59% (YES)			126	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					576	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Calhoun School District
BLOUNTSTOWN ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	84%	84%	82%	59%	309	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	68%	59%			127	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	65% (YES)	49% (NO)			114	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					550	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested