FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: BILTMORE ELEMENTARY SCHOOL

District Name: Duval

Principal: Helen S. Dunbar

SAC Chair: Jacqueline DeVaughn

Superintendent: Ed Pratt-Dannals

Date of School Board Approval:

Last Modified on: 10/22/2012

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	Helen S. Dunbar	Elementary Education Montessori Educational Leadership	6	10	Nineteenth year in the Duval County Public School System Principal of Biltmore Elementary 2007-present 2011-2012: School Grade A; Reading Mastery 52%, Math Mastery 54%, Writing 98%, Science Mastery 42%. The lowest 25% of 3rd-5th grade population decreased in learning gains as compared by 2011 FCAT 2.0. 2010-2011: School Grade A; Reading Mastery 71%, Math Mastery 75%, Writing 100%, Science Mastery 36%. The lowest 25% of 3rd-5th grade population did not make learning gains in reading as compared to the 2010 FCAT. Learning gains decreased by 2% in math. Biltmore earned enough percentage points to meet Safe Harbor in reading and math for the following subgroups-black and economic disadvantage. However the school did not meet AYP requirements because students with disabilities subgroup did not show an

					increase in learning gains and levels of proficiency in reading and math. 2009- 2010: School Grade C; Reading Mastery 59%, Math Mastery 70%, Writing Mastery 90%, Science Mastery 20%. AYP: Met criteria of the percentage of students making learning gains in math; but did not meet criteria in reading. The lowest 25% of 3rd-5th grade population showed learning gains in reading and decreased by 7% in math.
Assis Principal	Angela D. Wright	Elementary Education Educational Leadership	3	3	2011-2012: School Grade A; Reading Mastery 52%, Math Mastery 54%, Writing 98%, Science Mastery 42%. The lowest 25% of 3rd-5th grade population decreased in learning gains as compared by 2011 FCAT 2.0. 2010-2011 School Grade A; Reading Mastery 71%, Math Mastery 75%, Writing 100%, Science Mastery 36%. The lowest 25% of 3rd-5th grade population did not make learning gains in reading as compared to the 2010 FCAT. Learning gains decreased by 2% in math. Biltmore earned enough percentage points to meet Safe Harbor in reading and math for the following subgroups-black and economic disadvantage. However the school did not meet AYP requirements because students with disabilities subgroup did not show an increase in learning gains and levels of proficiency in reading and math. 2009- 2010: School Grade C; Reading Mastery 59%, Math Mastery 70%, Writing Mastery 90%, Science Mastery 20%. AYP: Met criteria of the percentage of students making learning gains in math; but did not meet criteria in reading. The lowest 25% of 3rd-5th grade population showed learning gains in reading and decreased by 7% in math.

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)
Math	Nikki Rosario	Elementary Education (K-6)	4.5	4.5	Fourteenth year in the Duval County Public School System. Three and half years as a Math Coach. 2011-2012 School Grade A; Reading Mastery 54%, Writing 98%, Science Mastery 42%. The lowest 25% of 3rd-5th grade population decreased in learning gains as compared by 2011 FCAT 2.0. 2010-2011 School Grade A; Reading Mastery 71%, Math Mastery 75%, Writing 100%, Science Mastery 36%. The lowest 25% of 3rd-5th grade population did not make learning gains in reading as compared to the 2010 FCAT. Learning gains decreased by 2% in math. Biltmore earned enough percentage points to meet Safe Harbor in reading and math for the following subgroups-black and economic disadvantage. However the school did not meet AYP requirements because students with disabilities subgroup did not show an increase in learning gains and levels of proficiency in reading and math. 2009- 2010: School Grade C; Reading Mastery

Position	Name	Degree(s)/Certification(s)	Number of Years at Current School	Number 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)
					59%, Math Mastery 70%, Writing Mastery 90%, Science Mastery 20%. AYP: Met criteria of the percentage of students making learning gains in math; but did not meet criteria in reading. The lowest 25% of 3rd-5th grade population showed learning gains in reading and decreased by 7% in math.
ESE Liaison	Faye Thomas	Exceptional Student Education Business Administration	18	3	Twenty-two years in the Duval County Public School System. Three years as the Exceptional Student Education Liaison. 2011-2012 School Grade A; Reading Mastery 54%, Writing 98%, Science Mastery 42%. The lowest 25% of 3rd-5th grade population decreased in learning gains as compared by 2011 FCAT 2.0. 2010-2011 School Grade A; Reading Mastery 71%, Math Mastery 75%, Writing 100%, Science Mastery 36%. The lowest 25% of 3rd-5th grade population did not make learning gains in reading as compared to the 2010 FCAT. Learning gains decreased by 2% in math. Biltmore earned enough percentage points to meet Safe Harbor in reading and math for the following subgroups-black and economic disadvantage. However the school did not meet AYP requirements because students with disabilities subgroup did not show an increase in learning gains and levels of proficiency in reading and math. 2009- 2010: School Grade C; Reading Mastery 59%, Math Mastery 70%, Writing Mastery 90%, Science Mastery 20%. AYP: Met criteria of the percentage of students making learning gains in math; but did not meet criteria in reading. The lowest 25% of 3rd-5th grade population showed learning gains in reading and decreased by 7% in math.
Reading Interventionist	Tonia Beasley	Elementary Education (K-6)	3	9	Eighteen years in the Duval County Public School System. Eight year as a school instructional coach. 2011-2012 School Grade A; Reading Mastery 54%, Writing 98%, Science Mastery 42%. The lowest 25% of 3rd-5th grade population decreased in learning gains as compared by 2011 FCAT 2.0. 2010-2011 School Grade A; Reading Mastery 71%, Math Mastery 75%, Writing 100%, Science Mastery 36%. The lowest 25% of 3rd-5th grade population did not make learning gains in reading as compared to the 2010 FCAT. Learning gains decreased by 2% in math. Biltmore earned enough percentage points to meet Safe Harbor in reading and math for the following subgroups-black and economic disadvantage. However the school did not meet AYP requirements because students with disabilities subgroup did not show an increase in learning gains and levels of proficiency in reading and math. 2009- 2010: School Grade C; Reading Mastery 59%, Math Mastery 70%, Writing Mastery 90%, Science Mastery 20%. AYP: Met criteria of the percentage of students making learning gains in math; but did not meet criteria in reading. The lowest 25% of 3rd-5th grade population showed learning gains in reading and decreased by 7% in math.

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. Establish mentors with new teachers	Principal Mentors Professional Development Facilitator	On-going	
2	2. Provide professional development	Instructional Coaches Teacher Leaders Principal and Assistant Principal	On-going	
3	3. Collegial activities	Social committee	On-going	
4	4. Provide on-going professional development with a focus on school culture, student engagement and equity with University of Florida Lastinger Partnership	Principal and Assistant Principal Lastinger Coach Teacher Fellows	On-going	
5	5. Principal open door policy	Principal	On-going	
6	6. Increase relationship and strengthen school culture by creating buddies among staff	Principal	On-going	
7	7.Identifying teacher leaders to facilitate professional development, model, and mentor	Principal and Assistant Principal	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
1	Provide support with school base staff and at district level to visit, plan with the teacher, and model lessons Meet every other week with teacher to plan and provide instructional support Assign additional mentors to assist

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
40	5.0%(2)	30.0%(12)	37.5%(15)	27.5%(11)	35.0%(14)	95.0%(38)	0.0%(0)	0.0%(0)	15.0%(6)

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

Faye Thomas (Exceptional Education Student Liaison)	Belinda Walker	Ms. Walker is a third year elementary exceptional student education teacher with previous experience in secondary education. She is in her third year working at the elementary level.	The mentor and mentee are meeting weekly in formal and informal sessions as well as professional learning communities to discuss instructional strategies that will meet individual needs. Time will be allotted for ensuring IEPs are incompliance with state regulations and written based need on the all individual students.
Kimberly Koger	Dorienne Lyn	Ms. Lyn is in her second full year as an exceptional education teacher. Her mentor, Kimberly Koger is a highly effective teacher who has experience with working with teachers and providing resources to assist them. Ms. Koger is also our school's engagment coach.	The mentor and mentee are meeting weekly in formal and informal sessions as well as professional learning communities to discuss instructional strategies that will meet individual needs. Time will be allotted for ensuring IEPs are incompliant with state regulations and written based need of all individual students.
Tonia Beasley	Alexandra Faler	Miss Faler is a first year teacher who is a Teach for Anerica Candidate. Tonia Beasley has been assigned to mentor. As a former Cadre in the district, Ms. Beasley has experience with working with novie teachers.	The mentor and mentee are meeting weekly in formal and informal sessions as well as professional learning communities to discuss instructional strategies that will meet individual needs.

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

The district employs two certified Pre-K teachers and two paraprofessional to operate our Pre-K 4 program.

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Title contracts with various providers to provide additional tutorial services for identified Level 1 and 2 students (in grades 3-5) needing remedial services in reading and math. In addition, students receiving free or reduced lunch are provided with the same enrichment opportunities.

Violence Prevention Programs

Nutrition Programs

Biltmore received the Fruit and Vegetable grant last spring. Students receive snacks 3 days per week. In addition, we have a garden program instituted last year for classes to grow their own gardens. We work with the district and with the state of Florida on nutrition education for our students as well as our parents.

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The Building Leadership Team should include these key positions:
• Principal/Assistant Principal(s)
• Academic Coach(es)
• RtI Facilitator
• Additional positions will be determined by the school as supportive to RtI implementation. Recommendations include the following:
o School Counselor
o Select General Education Teachers
o Select Special Education Teachers
o Foundations Team Chair
o Select ESOL Teachers
o Select personnel with technical expertise

Principal: Provides a shared vision for the use of data driven decision making, ensures that the school team is implementing RTI effectively, teachers are receiving support from the RTI liaison, ensures adequate professional development in facilitated

to support the implementation process, and monitors all documentation.

General Education Teachers (primary and intermediate): Provides information about instruction and effective instructional practices, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions

Exceptional Student Education Teachers: Participates in student data collection, integrates core instructional activities/supplemental materials for Tier 3 instruction and collaborates and shares instructional practices and strategies with basic education teachers.

Instructional Coach(es) Reading, School Instructional Coach, and Math: Provides professional development assistance for problem-solving activities including data collection, data analysis, intervention planning, and facilitates data based decision making activities.

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 Building Leadership Team should focus meetings around the following academic and behavioral questions:
1. What do we expect the students to learn?
2. How do we know they have or have not learned what was expected?
3. What will we do when they do or don't learn?
4. What evidence do we have to support our responses to these questions?

The team meets 4 times per month (weekly meetings recommended) to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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 Building Leadership Team leads the faculty in a review of the data and, with input from building instructional teams, develops the initial draft of the School Improvement Plan utilizing the template provided by the Department of Education. The draft SIP is then presented to the School Advisory Council for review and recommendations. The Building Leadership Team finalizes the plan.

The School Improvement Plan becomes the guiding document for the work of the school. The Building Leadership Team should regularly revise and update the plan as the needs of students change throughout the school year. The plan includes a formal review process which demonstrates how the school has used RtI to inform instruction and made mid-course adjustments as data are analyzed.

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.

Reading Core Instruction- Houghlin Mifflin Reading, Unique Learning Systems
Reading Supplemental Intervention- Soars to Success, Reading Mastery, Riverdeep/Destination Learning (technology), Success Maker (technology), Accelerated Reader (technology) ,Florida Continuous Improvement Model Calendar fro additional instruction/remediation
Math Core Instruction- Envisions, Math Investigations, Everyday Counts, Number Worlds
Math Supplemental Intervention- Knowing Math, Success Math, Riverdeep/Destination Learning (technology), Number Worlds, Success Maker, Pearson Success Net (technology)
Baseline data: Inform data bank, Progress Monitoring and Reporting Network (PMRN), Florida Assessments for Instruction in Reading (FAIR), Diagnostic Reading Assessment-2 (DRA-2), District Interim Benchmark Assessments as appropriate, Florida Comprehensive Assessment Test (FCAT), Florida Alternative Assessment
Midyear: FAIR, DRA-2, Interim District Benchmark Assessments as appropriate
End of year: FAIR, FCAT, FAA
Ongoing Progress Monitoring: PMRN, Curriculum Based Measurement (CBM), FAIR (ongoing formative assessments), Limelight and Inform District data bank
Frequency of data review: Twice a month for data analysis through Data Chats with grade levels, Data Study Teams, etc.)

Describe the plan to train staff on MTSS.

Using data, the RtI team will continue to provide research based materials and support for teachers to effectively meet the need of all students.

Describe the plan to support MTSS.

MTSS team will meet monthly with teachers to provide support by looking at and analyzing their data, student work, and sharing additional instructional strategies to implement in the classrooms. The Math and/ or Reading Interventionist will provide support by remediating Tier II & III students on a consistent basis.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Literacy Leadership Team consists of the Reading Coach, School Instructional Coach, teachers from each grade level and paraprofessionals

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

In support of the Superintendent's reading initiative-Read It Forward, Jax and our school based reading goals we have established a monthly literacy team data review meeting to assist us in aligning with DCPS comprehensive K-12 reading plan. Team members review current longitudinal data to ensure the successful implementation of the core reading series and the research based strategies for supporting students in the core curriculum.
We further meet to access faculty professional development needs and to formulate plans on effective implementation of targeted reading goals within our surrounding community. Our main goal is to continuously address the instructional rigor in our reading curriculum and the manner in which it is being delivered across content and grade levels to provide next steps for improving the reading achievement of our students. Along with, increasing our Parental Involvement.

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

The Literacy Leadership Team will immerse with understanding the Common Core Standards with a focus on text complexity. The team will study research base learnings that will help to identify complex text and translate teh learning ot the classroom to provide a rich, rigorous and diverse class setting. The team will also provide instructional initiative with author studies each month to increase literacy among all students.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/17/2012)

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

A letter will be provided to parents during registration indicating basic skills and concepts children are expected to know prior to entering kindergarten.

School based Title I teachers receive training and support from district and the Early Learning Coalition on school readiness. Also, at the school level there is ongoing vertical articulation among pre-k and kindergarten teachers.

*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

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The number of students in grades 3-5 will perform at level 3 on the 2012 FCAT 2.0 (Reading) by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Out of 3rd-5th grade students, 28% (28 outof 99)of the students met the proficiency level of 3 on the 2012 FCAT 2.0	33% (41) of the 3rd-5th grade students will score at the proficiency level of 3 on the 2013 Reading FCAT 2.0

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack exposure of various genres and struggle with prior background knowledge and the ability to make connections	1.1. Enhance student awareness by implementing virtual field experiences in the classroom (internet base) Continue and improve school wide and grade level specific incentives to motivate students to read Increase classroom libraries and school library with various diverse genres Accelerated Readers program is being used by all classrooms to increase literature exposure and stamina Success Maker is used and monitored as an incentive program for reading FCAT Explorer Destinatio Success computer program	Principal Assistant Principal Instructional Coaches Leadership Team Teachers/Staff	On-going monitoring of students' reading levels and performance	1.1. Monitoring and data collection of quarterly reading goals from students
	Teachers may not facilitate rigorous learning instruction that meet the level of complexities	Provide professional development on text features with an emphasis on non-fiction text	Principal Assistant Principal Instructional	On-going monitoring of teacher implementation from professional development	Classroom Walkthrough instrument for ongoing monitoring

			Coaches Leadership Team Teachers/Staff	Data discussion and analysis of student work twice a month	
2		Individual book bags must contain fiction and non-fiction Use non fiction text during guided reading			
3	Lack of strategies from teachers that will aide students in building stamina	Provide professional development and meaningful discussion on research based best reading strategies/ practices to build stamina Implement daily independent reading during reader's workshop	1.2. Principal Assistant Principal Instructional Coaches Leadership Team Teachers/Staff 1.3. Principal Assistant Principal Instructional Coaches Leadership Team	On-going monitoring of teacher implementation from professional development Data discussion and analysis of student work twice a month	Classroom Walkthrough instrument for ongoing monitoring

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:	Students will demonstrate a 5% gain in functional reading 2013 Florida Alternative Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (3) 3rd-5th grade students scored at levels 4,5, or 6 on the Reading section of the 2012 Florida Alternative Assessment.	There will be a 2% increase of the number of students scoring at levels 3, 4, or 5 on the Florida Alternative Assessment.

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student behavior Attendance Mobility	Review profile and utilize suggested strategies based on student performance on core curriculum assignments and assessments. Provide Behavior tools training for teachers and monitor implementation in classroom	Classroom Teacher Paraprofessional ESE Liaison	Results from Unit Review Student work Monitor effective use of behavior plans	Unique Learning Systems Reading Observations PCI supplemental curriculum Classroom walkthroughs

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:	Out of 99 3rd-5th grade students, 21% (21) of the students scored at Level 4 or 5 on the 2012 Reading FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:

	The number of 3rd-5th grade students scoring at levels 4 and 5 on the 2013 FCAT 2.0 will increase by 5%.	26% (32) of 3rd-5th grade students will score at a level 4 or 5 on the 2013 Reading session of the FCAT 2.0			
	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	Daily instruction not matching grade level cognitive complexity	Use Webb Depth of Knowledge tool for higher order questioning Teachers will follow the district learning schedule in reading to instruct students using guiding/essential questions in the moderate to high range Administer selection tests from the reading series	Principal Assistant Principal Instructional Coaches Leadership Team	Classroom walkthrough instrument and focused walkthroughs to determine frequency of higher order questions. Monitor and analyze data from assessment and plan for next instructional steps	Walkthrough logs Reader Workshop checklist Webb Depth of Knowledge frequency check sheet Student data from reading selection test, benchmarks, interim district benchmark assessment
2	Differentiated instruction not challenging	With school coach and district coach support, teachers will be introduced to various supplemental materials/resources that will keep their higher achieving students challenged. Provide opportunities for teachers to participate in a book study on differentiated instruction Teachers will create and use differentiated lessons	Principal Assistant Principal Instructional Coaches Leadership Team	Mini assessments to monitor ongoing student performance based on their level	Houghton Mifflin level readers and level resources Limelight (Pearson data management system) will be used to create mini-assessments which will be monitored

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:	Students will demonstrate a 5% gain at scoring at or above a level 7 on the Reading section of the 2013 Florida Alternative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81% (13) of 3rd-5th grade students scored at or above level 7 on the Reading section of the 2012 Florida Alternative Assessment	Students will show a 5% increase on performing at Level 7 or higher on the 2013 Reading section of the Florida Alternative Assessment.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Student behaviors Attendance Mobility	Review profile and utilize suggested strategies based on student performance on core curriculum assignments	Classroom. Teachers Paraprofessionals	Results from Unit reviews Student work Monitor behavior plans	Unique Learning System Unit test PCI Supplemental curriculum

| 1 | | and assessments | ESE Liaison | | |
| | | Provide Behavior tools training for teachers and monitor implementation in classroom | | | Classroom walkthroughs |

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:	67% (67 out of 99) of the 3rd-5th grade students showed learning gains in reading on the 2012 FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
Students will continue to show an increase in reading learning gains.	70% (62 out of 89 eligible for learning gains) of 3rd-5th grade students will show learning gains in reading on the 2013 FCAT 2.0

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents not taking advantage of free safety nets after school (Low student participation in external safety nets)	3.1. Recruit and sustain students participation in after school safety nets	Principal Assistant Principal Teachers TEAM Up project manager Supplemental Education Services on site facilitator	Principal Assistant Principal Teachers TEAM Up project manager Supplemental Education Services on site facilitator	Comparable data from quarterly reports and students in external safety nets
2	New students entering your school with Level 1 and 2 reading scores on previous years' FCAT	Provide meaningful reading homework Differentiate homework assignments Increase number of Tier 2 instruction (small groups)	Principal Assistant Principal Teachers	Principal Assistant Principal Teachers	Use teacher monitoring tool to document student progress (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:	4th & 5th grade students will make learning gains in Reading on the 2013 Florida Alternative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
91% of 4th & 5th grade students made significant learning gains on the Reading section of the 2012 Florida Alternative Assessment.	The percentage of 4th & 5th grade students showing a learning gain in reading will increase by 2% on the 2013 Florida Alternative Assessment.

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

			Monitoring	Strategy	
1	Student attendance Mobility	Disaggregating the data from the Unique Learning System to yield differentiated task levels. Implement suggested strategies	Classroom Teacher Paraprofessional ESE Liaison	Results from unit review assessments Class work (informal assessments)	Unique Learning System Teacher assessments Conferences

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The identified lowest 25% of 3-5 grade students will show an increase by a minimum of 5% of learning gains on the 2013 Reading session of the FCAT2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% of the lowest 25% of the 3rd-5h grade students showed learning gains in reading on the 2011 FCAT 2.0	58% of the lowest 25% of the 3rd-5th grade students will show learning gains in reading on the 2013 FCAT 2.0

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students not participating in external safety nets (after school programs)	Recruit and sustain students participation in after school safety nets	Principal Assistant Principal Teachers TEAM Up project manager Supplemental Education Services on site facilitator	On-going attendance document to monitor consistency	Comparable data from quarterly reports and students in external safety nets
2	Daily attendance of students	Put incentives in place to reward students for perfect attendance each quarter	Principal Assistant Principal Teachers TEAM Up project manager Supplemental Education Services on site facilitator	Using district Genesis program, track and monitor monthly attendance Attendance Intervention Team meetings with parents/guardian	Monitor monthly attendance document Track the number of incentives given quarterly
3	New students entering Biltmore with Reading Level 1 and 2	Provide differentiated instruction (small group instruction)	Teachers Coaches	On-going monitoring of student work and student performance of assessments	Grades Anedotal Notes

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # Based on AMO, within six years students will show a continuous growth in reading by 17%. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The percentage of black students not making satisfactory progress in reading will decrease on the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (41)of Black students did not make satisfactory progress in reading on the 2012 FCAT 2.0.	The percentage of black students not making satisfactory progress on the 2013 Reading FCAT 2.0 will decrease by 5%.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr>
<td></td>
<td>Anticipated Barrier</td>
<td>Strategy</td>
<td>Person or Position Responsible for Monitoring</td>
<td>Process Used to Determine Effectiveness of Strategy</td>
<td>Evaluation Tool</td>
</tr>
<tr>
<td>1</td>
<td>Black: : Lack of prior knowledge</td>
<td>Partner students with mentors

Continue and build on school wide incentives

Accelerated Readers</td>
<td>Teachers

Students

Community

Administration

Media Specialist</td>
<td>Monitor academic and social progress</td>
<td>Progress reports

Mini Assessment (scrimmages)

Interim Benchmark Assessments
Data bank (inform)

Monitor positive and disciplinary referrals

AR Reports</td>
</tr>
<tr>
<td>2</td>
<td>Not participating in external safety nets (after school programs)</td>
<td>Recruit and sustain students participation in after school safety nets</td>
<td>Principal

Assistant Principal

Teachers

TEAM Up project manager

Supplemental Education Services on site facilitator</td>
<td>On-going attendance document to monitor consistency</td>
<td>Comparable data from quarterly reports and students in external safety nets</td>
</tr>
</table>

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

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 reading. Reading Goal #5D:	Students with Disabilities not making satisfactory progress in reading will decreaase on the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
95% of students with disabilities did not make satisfactory progress in reading on the 2012 FCAT 2.0	Students with Disabilities not making satisfactory progress in reading will decreaase on the 2013 FCAT 2.0 by 2%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of prior knowledge	Provide virtual field experiences Provide professional development on effective vocabulary instruction Teachers will use additional resources to offer experiences they normally would not experience	Teachers Students Community Administration Coaches	Monitor academic and social progress ROSEBUDS (Mentoring program for 4th-5th grade girls) Boys mentoring program with Jacksonville University basketball team	Progress reports Mini Assessment (scrimmages) Interim Benchmark Assessments Data bank (inform) Monitor positive and disciplinary referrals
2	Attendance	Increase communication with Hospital Homebound and parents	ESE Liaison Administration Guidance	Montior assignments and student work at the hospital honmebound level	Student work Assessments

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The percentage of disadvantage students not making satisfactory progress in reading will decrease on the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (42) of the 3rd-5th grade students did not make satisfactory progress in reading on the 2012 FCAT 2.0	The percentage of disadvantage students not making satisfactory progress in reading will decrease on the 2013 FCAT 2.0 by 3%.

Problem-Solving Process to Increase Student Achievement

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

			Monitoring	Strategy	
1	Lack of books at home	Applications for library cards given during Family Literacy Night and during book fair Weekly media with library	Parents Teachers Full time Media Speialist	Completed library applications Reach 25 book goal	Invited to reading celebration

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
Collaborative Coaching Learning Cycle with an emphasis on teaching effective reading and explicit vocabulary	1st, 2nd, 3rd,	Reading Interventionist/Coach	Grade 1, 2, 3	October 2012-December 2012 8 week cycle	Planning and modeling lesson faciliatation along with frequent monitoring and observations	Instructional Coach and Administration
DifferentiatedInstruction Book Study	All	Administration and FDLRS	School wide	7 Sessions every other month	Montioring differentiated instruction in the classroom via classroom walk throughs	Coach Administration

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
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

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 3rd-5th grade students scoring at level 3 on the 2013 FCAT 2.0 will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Out of 99 3rd-5th grade students, 28% (28) scored at level 3 in Mathematics on the 2012 FCAT 2.0	83% (66) of 3rd-5th grade students will score at Level 3 on Mathematics 2013 FCAT 2.0

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of basic computation skill are limited Lack of prior knowledge and ability to make connections	Continue and improve school wide and grade level specific incentives to motivate students to improve in mathematics Using data from Success Maker delivery reports to formulate small groups for remedial lesson facilitation	Teachers Students Community Administration Coaches	Monitor academic and social progress	Monitoring and data collection of quarterly math performance Progress reports Mini Assessment (scrimmages) Interim Benchmark Assessments Data bank (inform)
2	Lack of basic computation and analytical skill are limited	Institute a school wide problem of the day. Grade levels will be given a problem of the day once a week to solve Incorporate a schoolwide "Minute Club".	Math Committee Students	Conducting formal discussions with students and calculating the number of participants each week Progress monitoring of scrimmages and immediate feedback to students	Monitoring of students responses Mini Assessments
3	Becoming familiar with new standards and how to effectively implement	Provide on-going professional development in Common Core Standards with grades K-2 Provide on-going professional development among teachers in grades 3-5 with blending Common Core with New Generations Sunshine States Standards	Administration Math Coach Teachers	Following Professional learning communities, conduct walk throughs to insure the learning is being transfered into the classrooms	Monitoring of lesson implementation and lesson facilitation throug classroom walk-throughs
4	Lack of budget allocated per teachers to have temporary duty elsewhere to participate in professional	Identify teacher leaders in the building to attend these professional learning opportunities to return to school and	Lead Teachers Math Coach Administration	Following Professional learning communities, conduct walk throughs to insure the learning is being transfered into the	Monitoring of lesson implementation and lesson facilitation throug classroom

				classrooms	walk-throughs
development workshops	teach/train colleagues				

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:	Students will continue to score at levels of proficiency on the Florida Alternative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (8) of the 3rd-5th grade students scored at levels 4,5, & 6 on the Florida Alternative Assessment.	The number of students scoring at levels 4,5, &6 on the 2013 Florida Alternative Assessment will increase by 2%.

<table>
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<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Student behaviors

Attendance

Mobility</td><td>Use core curriculum with fidelity

Ensure all teachers have participated in professional development training on Number Worlds

Use data from number worlds to form differentiated groups</td><td>Classroom Teacher

Paraprofessionals

ESE Liaison</td><td>Results from end if unit assessment

Student work</td><td>Number Worlds

Teacher assessments

Student conferences</td></tr>
</table>

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Students will maintain and/or increase above level of proficiency (level 4-5) in mathematics on the 2013 administration of the FCAT2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (31)of the 3rd-5th grade students scored at levels of proficiency on the 2012 Mathematics FCAT 2.0	31% of the 3rd-5th grade students will score at levels 4 or 5 on the Mathematics 2013 FCA2.0

<table>
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<tr><td>1</td><td>Daily instruction not matching grade level cognitive complexity</td><td>Use Webb Depth of Knowledge tool for higher order questioning

Provide professional development to teachers on understanding and effectively using the district learning schedules and unpacking benchmarks

Teachers will use the workshop model and best</td><td>Leadership Team</td><td>Analyze data from Success Maker

Analyze data from Inform (Pearson data management system) Classroom walkthrough instrument and focused walkthroughs to determine frequency of higher order questions</td><td>Walkthrough logs

Webb Depth of Knowledge frequency checklist

Math Workshop monitoring form

Data from unit formatives, interim benchmarks, mini-assessments and</td></tr>
</table>

		practices with fidelity			anecdotal logs
2	Student comfort level supersedes their performance level	Data chats conducted with students for self monitoring	Teachers Administrators Students	Monthly talks with students using data to drive conversations and goal settings	Data Charts

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:	The number of students scoring at or above level 7 on the Florida Alternative Assessment will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (8) of 3rd - 5th grade students scored at or above level 7 on the 2012 Florida Alternative Assessment	The number of students scoring at or above level 7 on the Florida Alternative Assessment will increase by 2%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student behavior Attendance Mobility	Review and analyze data from Number Worlds Provide differentiated instruction	Classroom teacher Paraprofessionals ESE Liaison	Data from Unit review Data from teacher assessments Student conferences Observations	Results from Number Worlds Student conference

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:	Students will continue to show an increase in math learning gains on mathematics on the 2013 FCAT assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% 69) of 3rd-5th grade students showed gains in mathematics on the 2012 FCAT 2.0	77% (96) of the 3rd-5th grade students will show learning gains in mathe-matics on the 2013 FCAT 2.0

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents not taking advantage of free safety nets after school (Low student participation in external safety nets)	Recruit and sustain students participation in after school safety nets	Principal Assistant Principal Teachers TEAM Up project manager Supplemental Education Services	3.1. On-going attendance document to monitor consistency	Comparable data from quarterly reports and students in external safety nets

			on site facilitator		

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:	The percentage of students making learning gains will increase.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
44% (7) of 4th & 5th grade students showed learning gains on the 2012 Florida Alternative Assessment.	The number of 4th & 5th grade students showing learning gains on the 2013 Florida Alternative Assessment will increase by 2%.

<table>
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<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Student behavior

Mobility</td><td>Implement incentives to increase warranted behaviors

Train teacher on behavior tools

Provide differentiated instruction</td><td>Classroom Teacher

Paraprofessionals

ESE Liaison</td><td>Keep record of data of positive behaviors

Student work

Data from assessments (teacher, unit review)</td><td>Number Worlds

Student conferences</td></tr>
</table>

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The lowest 25% will make learning gains in mathematics on the 2013 FCAT assessment
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
95% of 3rd-5th grade lowest quartile students showed gains in mathematic on the 2012 FCAT 2.0	69% (86) of the lowest quartile of 3rd-5th grade students will show learning gains in mathematics on the 2013 FCAT 2.0

<table>
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<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>As evidenced by the 2010 FCAT assessment, 45% of fourth and fifth grade students made learning gains in mathematics

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:</td><td>Recruit and sustain students participation in after school safety nets</td><td>Principal

Assistant Principal

Teachers

TEAM Up project manager

Supplemental Education Services on site facilitator</td><td>On-going attendance document to monitor consistency</td><td>Comparable data from quarterly reports and students in external safety nets</td></tr>
</table>

4. Percentage of students in Lowest 25% making learning gains in mathematics Mathematics Goal #4: 2010 Current Level of Performance: * 36%[31] of the lowest quartile showed learning gains in math				

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 # Based on AMO, within six years students will show a continuous growth in math by 16%. 5A :					
Baseline data 2010-2011	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The percentage of black students not making progress in mathematics on the FCAT 2.0 will decrease.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% of Black students did not make satisfactory progress in mathematics on the 2012 FCAT 2.0.	The percentage of black students not making progress in mathematics on the FCAT 2.0 will decrease by 2%.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Black: Lack of motivation	Partner students with mentors Continue and build on school wide incentives using programs such as Success Maker	Teachers Students Community Administration Coaches	Monitor academic and social progress ROSEBUDS Young men mentoring program	Progress reports Mini Assessment (scrimmages) Interim Benchmark Assessments Data bank (Inform) Monitor positive and disciplinary referrals
2	Not participating in external safety nets (after school programs)	Recruit and sustain students participation in after school safety nets	Principal Assistant Principal Teachers TEAM Up project manager Supplemental	On-going attendance document to monitor consistency	Comparable data from quarterly reports and students in external safety nets

		Education Services on site facilitator		

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:

<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>

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Students with disabilities will show decrease in percentage of nonproficient students not showing gains in mathematics on the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12% (12)of students with disabilities did not show learning gains in mathematics on the 2012 FCAT 2.0.	The number of students with disabiities not making learning gains in mathematics will decrease by 3% on the 2013 FCAT 2.0.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Students with medical needs are often absent from school over a period of time</td><td>Communicate with hospital homebound for work to be followed up at home</td><td>Teacher

School Psychologist

ESE Liaison

Hospital Homebound Instructor</td><td>Student work must be analyzed upon returning to school

Consistent communication between the teacher (school) and the hospital homebound instructor</td><td>Student work</td></tr>
<tr><td>2</td><td>Effective collaboration between classroom teacher and hospital homebound instruction</td><td>Weekly contact to discuss student progress and area of concern</td><td>Teacher

Hospital Homebound instructor

Parent</td><td>Consistent communication between the teacher (school) and the hospital homebound instructor</td><td>Teacher/Hospital Homebound instructor Communication log</td></tr>
</table>

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

of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Economically Disadvantage not making progress in mathematics will decrease on the 2013 FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (37) of 3rd-5th grade economically disadvantage students did not make satisfacoty progress in mathematics on FCAT 2.0.	Economically Disadvantage not making progress in mathematics will decrease on the 2013 FCAT 2.0 by 5%.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of effort and motivation from students	Partner students with mentors Continue and build on school wide incentives	Teachers Students Community Administration Coaches	Monitor academic and social progress	Progress reports Mini Assessment (scrimmages) Interim Benchmark Assessments

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
DifferentiatedInstru Book Study	All	Administration and FDLRS	school wide	7 Sessions every other month	Montioring differentiated instruction in the classroom via classroom walk throughs	Administration
Math Workshop		Nikki Rosario	Novice Teachers	November-January	Modeling, Coaching, Planning and Monitoring of teaching with the workshop model with fidelity	Teachers Coach Administration

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
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 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:	Students will increase levels of proficiency on the science portion of the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (13) of 5th graders scored at level 3 on the 2012 Science FCAT 2.0	The percentage of 5th grade students scoring at level 3 on the 2013 Science FCAT 2.0 will increase by 2% to 44%.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student lack prior knowledge and skill in scientific thinking Lack of higher order thinking skills Inability to apply higher order thinking to science applications	Expose students to more science programs Link science with common applications Use state benchmarks and Webbs Depth of knowledge to instruct students on a higher level of thinking. Expose students to higher order questions during lessons and projects using the 5 E science model and organizational charts Increase the amount of science instruction in all classrooms by teaching cross content areas	Teachers Instructional Coaches District Coache	Teacher knows how to make connections to prior knowledge and experiences and how to uncover misconceptions in scientific thinking Practices Teachers will ask higher order questions to preview lessons, during lessons, and after instruction	Teacher use formative assessments to guide instruction to meet the needs of diverse learners Teachers will create assignment, informal tests, and projects that requires students to answer higher order questions

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:	The number of 5th grader scoring at level 4,5,& 6 on the 2013 Florida Alternative Assessment will increase.	

2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (3) of 5th graders scored at levels 4,5, & 6 on the 2012 Florida Alternative Assessment.	The number of students scoring at or above level 7 on the Florida Alternative Assessment will increase by 2%.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Lack of background information of Science</td><td>Increase the number of science instruction in grades K-4.

Increase experiments and hands on activities.</td><td>Classroom teachers

Paraprofessionals

ESE Liaison</td><td>Data from assessments

Student conferences</td><td>Unit assessments

Informal/formal observations</td></tr>
</table>

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	9%(3) of the 5th grade students scored at levels 4 or 5 on the 2012 Science FCAT 2.0.

2012 Current Level of Performance:	2013 Expected Level of Performance:
9% (3) of the 5th grade students scored at levels 4 or 5 on the 2012 Science FCAT 2.0	The number of 5th grade students scoring at level 4 or 5 on the 2013 Science FCAT 2.0 will increase by 1%.

<table>
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<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Students struggle to understand science and the vocabulary</td><td>Use active engagement in teaching students to understand scientific vocabulary

Conduct guided reading instruction using science level readers</td><td>Teacher

School Instructional Coach

District Science Coach</td><td>Monitor use of science vocabulary and how it is used in context

Use graphic organizers</td><td>Graphic organizers</td></tr>
</table>

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	The number of 5 path grade students scoring at level 7 or higher on the Florida Alternative Assessment will increase.

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

37% of 5th grade students scored at level 7 or higher on the 2012 Florida Alternative Assessment.	The number of students scoring at or above level 7 on the Florida Alternative Assessment will increase by 3%.

	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	Attendance Lack of knowledge in science	Increase science instruction in grades K-4. Increase number if experiments and hands on practice	Classroom teacher Paraprofessional ESE Liaison	Classroom walk through Results from assessments	Unique Learning System Student work

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

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

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

Science Budget:

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

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Fourth grade students will increase the proficient level of 3.0 or higher on the 2013 FCAT 2.0 Writing Assessment to 69%.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
67% of the 4th grade student population scored at the proficiency level of the 2012 FCAT Writes	The percentage of the 4th grade students will score at the proficiency level on the 2013 FCAT Writes by 2% (69%).

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr>
<td>1</td>
<td>Student lack of exposure to various literary genres</td>
<td>Introduce various literacy genres

Conduct daily read alouds using authentic literature

Teachers will follow the district learning schedule in writing to instruct the students in various writing genres (narratives, report, narrative procedure, and persuasive).

Conduct On-demand district writing prompts</td>
<td>Teacher and reading interventionist

Teacher and reading interventionist

Teacher

Teacher</td>
<td>Monitor student writing to look for various crafts in their writing pieces

Use district and state scoring rubrics, reports, and projects to monitor student progress

Compare student writing quarterly to monitor student progress</td>
<td>Use district and state writing rubric

Use district and state scoring rubric and anchor papers

Use scoring rubric</td>
</tr>
</table>

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

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
District Writing PLC	4th	District Reading Coaches	4th	Monthly October-January	Implemention of writing crafts in the classroom Analyzing and discussing student work and plan for next steps Classroom walkthroughs	Teacher Students Administration District Coaches
Response to Writing: Writing to the Common Core Standards	K-2	Administration Teacher Leaders	K-2 PLC	on-going	Classroom walkthrough of monitoring classroom writing instruction	Teacher Students Administration

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Attendance Attendance Goal #1:	The total number of student absences will decrease during the 2012-2013 school year by 3%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
43%(124) of the student populations was recorded as being absent in the 2010-2011 school year	The percentage of absences will decrease by 5% during the 2012-2013 school year
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
5.29% (18) of the population had more than 21 absences during the school year.	The number of excessive absences will decrease by 5% during the 2012-2013 school year
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
2% (6) tardies were recorded during the 2012 school year.	The number of excessive tardies will decrease by 3% during the 2012-2013 school year

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The number of students with above average medical conditions that prohibit them from attending school	Contact parent after student misses two consecutive weeks to see if Hospital Home Bound is needed Seek assistance from school/district social worker to provide assistance to the student and his/her family	Teacher Guidance Counselor Attendance Intervention Team District Multidisciplinary Team	Using district Genesis program, track and monitor monthly attendance Attendance Intervention Team meetings with parents/guardian	Monthly attendance reports from Genesis Parent Contact Log from teachers
2	Parents not adhering to District's Attendance Policy (unawareness, lack of concern, not valuing)	Ensuring Parent/ Student receive Code of Conduct book and understanding the Attendance Policy. Written notification to Parent after student has had three absences from school. Written notification to Parent after student has had three tardiness from school.	Administration Teacher Guidance Counselor Attendance Intervention Team District Multidisciplinary Team	Using district Genesis program, track and monitor monthly attendance Attendance Intervention Team meetings with parents/guardian	Monthly attendance reports from Genesis and On Course district management system Parent contact log from teachers.
3	Transient families who move often within the County and / or out of state	Assist families by identifying needs and refer for services.	Teacher Guidance Counselor School Social Worker Attendance Intervention Team	Using District Genesis program, track and monitor daily/monthly attendance Referral to School Social Worker Attendance Intervention Team meetings with Parent/ Guardian	Daily/Monthly attendance reports from Genesis Parent contact log from teachers
	Families residing outside our school's attendance boundary	Once identified, refer families back to their home school if unable	Teacher Guidance	Using District Genesis program, track and monitor monthly	Monthly attendance reports from

		to provide proper proof of residence.	Counselor Attendance Intervention Team	attendance Attendance Intervention Team meetings with Parent/Guardian	Genesis Parent Contact Log from Teachers
4					

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	The number of disciplinary infractions will decrease during the 2011-2012 school year

2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
3% of the student population received in school suspension	The percentage of students receiving in school suspension will decrease by 1%
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
3% of the student population received in school suspension	The percentage of students receiving in school suspension will decrease by 1%
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
31 students were suspended during the 2010-2011 school year	The number of students suspended from school will decrease by 50 %.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
31 students were suspended during the 2010-2011 school year	The number of students suspended from school will decrease by 50 %.

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	Teachers not using positive discipline strategies in the classroom	Continue using positive referrals and acknowledge them via close-circuit TV Ensure school wide CHAMPS model is used by everyone Implement a Student Council Team	Principal Assistant Principal Teachers TV production Staff CHAMPS/Foundation	Decrease in behavioral referrals Monitor number of positive referrals Monitor school wide implementation of CHAMPS Survey from students on change, expectations, and the need of school	Referrals (discipline and positive)
2	Teachers not highlighting the monthly character traits to students	Select a student of the month who exhibits the monthly character trait to participate in a monthly celebrations	Teachers Administration Guidance Counselor	Increase student's behavior to exhibit character traits	Positive Referrals Monthly Character Trait forms

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	52% of parents participated in various parental involvement activities
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Parental involvement will continue to increase	The number of parents participating in school activities will increase by 2% during the 2011-2012 school year
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Information disseminated at school are not getting home to parents and families	Continue to send home information to parents but use parent link as another avenue of communication	Administration Teachers Community and Schools Liaison	Monitor the number of parents in attendance at each event Monitor report from parent link of the	Title 1 sign in roster Report from Parent Link

				number of received	
2	Lack of priority to attend events/functions	Survey parents on types of Parent events/sessions they would like the school plan	Administration Community and Schools Liaison	Plan events/sessions from the response of survey	Attendance Roster and follow survey of feedback from event/session
3	Times of event not convenient for many	Survey parents of times to plan events/sessions to accommodate the majority of their needs	Administration Community and Schools Liaison	Plan events /sessions from response at various times (AM and PM) throughout the year	Attendance Roster and follow survey of feedback from event/session

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:

1. STEM STEM Goal #1:	

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)

Goal:

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						

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 Goal(s)

Safety Goal 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. Safety Goal Goal	
Safety Goal Goal #1:	The level of school safety will increase.

	2012 Current level:		2013 Expected level:
	Parents who have been at our school for more than a year tend to feel it's not necessay to walk the building without a visitors pass.		Increase in school safety when visitors come to visit our school.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents and some of the other visitors to the school not wanting to follow our school's procedures.	All Visitors are required to sign in and out when visiting the school. After they show valid identification, they receive a visitor's badge. During afternoon dismissal, all parents are asked to remain in their vehicles as students are called via walkie talkie. Parents that walk to pick up their child are asked to wait on the side of the school where all walkers are walked out by teachers.	Administration Foundations Team Classroom teachers Front office staff Custodians	The decrease number of visitors in the building without a visitors pass. All faculty and staff stopping anyone that's observed without a visitors badge in the hall and asking them to report to the office and sign in.	Visitor's Logs maintained by the front office staff.

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						

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 Safety Goal 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
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Other

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

Differentiated Accountability

School-level Differentiated Accountability Compliance

ꙮ Priority	ꙮ Focus	ꙮ Prevent	ꙮ NA

Are you a reward school: ꙮ Yes ꙮ No

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

No Attachment (Uploaded on 9/18/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
We are still discussing ideas concerning effective materials to purchase.	$1,074.00

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

Our SAC is focusing on improving Reading K-5. We are exploring ways and hearing from vendors in order to make decisions on how we will best spend our funds.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Duval School District BILTMORE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	71%	75%	100%	36%	282	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	62%	69%			131	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	60% (YES)	63% (YES)			123	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					536	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Duval School District BILTMORE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	59%	70%	90%	20%	239	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	65%	65%			130	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	60% (YES)	65% (YES)			125	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					494	
Percent Tested = 97%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested