

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: BELLVIEW ELEMENTARY SCHOOL

District Name: Escambia

Principal: Hollie Wilkins

SAC Chair: Shannon Ash

Superintendent: Malcolm Thomas

Date of School Board Approval: November 20, 2012

Last Modified on: 10/22/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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)
Assis Principal	Jim Broughton	B.S. Business M.A. Educational Leadership	3	4	Jim Broughton was Assistant Principal at Myrtle Grove Elementary for the 2008-09 school year. Myrtle Grove achieved a school grade of "C". The school achieved 87% of AYP criteria. During the 2009-2010 school year, Jim Broughton was the Assistant Principal at Bellview Elementary, and Bellview received a school grade of "C" and made 82% AYP. During the 2010-2011 school year Bellview recieved a school grade of "A" and made 90% AYP. During the 2011-2012 school year Bellview Elementary earned a school grade of "B."
Principal	Hollie Wilkins	B.A. Elementary Education M.A. Educational Leadership	2	5	Hollie Wilkins was the Assistant Principal at Scenic Heights Elementary School during the 2007-2010 school years. During all three school years, Scenic Heights received the letter grade of "A." During the 2007-2008 school year Scenic Heights earned 95% AYP, during the 2008-2009 school year Scenic Heights earned 95% AYP, and during the 2009-2010 school year Scenic Heights earned 90% AYP.

					During her first year as principal, Bellview Elementary moved letter grades from an "C" rating to an "A" rating. The school also improved from 90% AYP to 95%. During the 2011-2012 school year Bellview Elementary earned a school grade of "B."
--	--	--	--	--	---

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)
NA	NA	NA			NA

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. Review of all applicants	Principal	Ongoing	
2	2. Team Interviews	Interview Team	Ongoing	
3	3.Partnering new teachers with veteran staff	Principal	Ongoing	
4	4.Encourage Highly Qualified teachers to supervise Practicum students and Student Teachers from UWF	Principal	Ongoing	

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
Bellview Elementary has one out of field gifted teacher.	The out of field gifted teacher is currently taking gifted certification classes through UWF. She will gain her gifted certification before next school year begins.

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
52	5.8%(3)	32.7%(17)	23.1%(12)	38.5%(20)	34.6%(18)	98.1%(51)	17.3%(9)	7.7%(4)	23.1%(12)

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
Ruth Marcille-Smith	Donna Carey	Mrs. Smith is a well experienced successful 5th grade teacher that has been successful in mentoring other teachers.	Weekly Meetings Daily "Check-ins"
Marsha Kivlan	Kristina Thompson	Mrs. Kivlan is a well experienced successful 1st grade teacher that has been successful in mentoring other teachers.	Weekly Meetings Daily "Check-ins"
Ingrid Corbett	Melanie Bryant Shelby Putman	Mrs. Corbett is a well experienced successful 3rd grade teacher that has been successful in mentoring other teachers.	Weekly Meetings Daily "Check-ins"
Sylvia Harvey-Thomas	Ramona Edmonson	Sylvia Harvey-Thomas has several years of leadership experience in the ESE field.	Weekly Meetings Daily "Check-ins"

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part A Federal, state and local funds are used to provide the most effective programs and services to students and families at Bellview Elementary. Title I funds are used to supplement and enhance services for student and families. Our Curriculum Coordinator, five Teacher Assistants, and one Teacher Assistant Computer Lab are funded with Title I funds. In addition, supplies for Parental Involvement, Staff Development, and classrooms are provided. Additional Staff Development for faculty and staff is also funded by Title I. State funds (SAI) funds are used classroom supplies, and transportation for educational field trips. Second Step, a Social Skills training program, is provided by the District. The School Improvement Plan goals are used to ensure that all programs and services meet the needs of our school and students. Students identified as requiring Exceptional Student Education services as served as specified in their annual AIP. All IDEA requirements are also implemented.

Title I, Part C- Migrant

Services for migrant children are provided by the district level Title I office.

After thorough checking of the MSIX system, it indicates that we have 2 migrant students. Both students are boys with one student in first grade and the other student in fourth grade. Both students will be provided specific support services. Specific data will be entered into our local data base system (TERMS) that indicate what specific Title I services the student will be provided. The may include: Attendance, Guidance, Psychological Services, Dental Services, Health Services, Nutrition

assistance, Outreach, Advocacy, Social Work Services, Transportation and/or Needs Assessment Services. In addition, our assigned School Social Worker, Jim Taylor, will monitor this student's family very closely to assure all eligible services are rendered.

Title I, Part D

Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen by the Title I office. Our School does not serve Title I, Part D students.

Title II

Professional development is offered at both the school and district level. Please see each goal area for specific professional development activities (inservice education).

Title III

Services for English Language Learners (ELL) are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services. All teachers who serve ELL identified students have ESOL endorsement on their teaching certificate.

Our school is not an ESOL Center, and we serve 1 ELL student.

Title X- Homeless

The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the District Title I Office. At Bellview Elementary we have identified 33 homeless students and provide additional assistance to these students and their families.

Supplemental Academic Instruction (SAI)

SAI monies were reduced from our school's budget. We use SAI monies to buy additional teaching materials and/or supplies for K-5 classrooms.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporate guest speakers, counseling, and classroom discussion. Red Ribbon Week is held in October with school-wide activities and guest speakers. Through our school's School wide Behavior Management Plan, we provide training for faculty, staff, and students regarding bullying. The Jeffery Johnston Stand Up for All Students act, requires our school district to adopt an official policy prohibiting bullying and harassment of students and staff on school grounds, at school-sponsored events, and through school computer networks. In addition, beginning with the 2011-2012 School Year, our district will launch the "Bullying" Reporting website where bullies may be reported anonymously.

Nutrition Programs

Our school is committed to continue offering nutritional choices in its cafeteria. This includes salad bar, ala carte items, and self serve options. Our school is also a Healthier Generation Alliance School. The school follows the district's nutrition program for summer feeding at select sites. Additional programs and staff will address the obesity issue, especially in elementary age children.

Housing Programs

This is offered at the district level and overseen by the Title I District Office. This program is not applicable to our school.

Head Start

This program is not provided at Bellview although it is provided in Escambia county.

Adult Education

Adult Education is not applicable at Bellview Elementary.

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Hollie Wilkins-Principal,
Jim Broughton-Assistant Principal,
Geneva Hill-Guidance Counselor,
Catrena Fieg-Curriculum Coordinator,
Kelly Reigle-School Psychologist,
Elisabeth Klimetz, Teacher,
Marsha Kivlan, Teacher,
Ramona Edmonson, ESE Teacher.

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?

Principal, AP, Guidance Counselor, Elementary Resource Teacher: Provide a common vision for the use of data-based decision making, ensures that the school based team is implementing RTI, conducts assessment of RTI skills of the school staff, and communicates with parents regarding school-based RtI plans and activities.

General Education Teacher: Provides information about the core instruction, participates in student data collection, delivers Tier I instruction/intervention, collaborates with other staff to implement Tier II interventions, and integrates Tier I materials/instruction with Tier II/III activities.

ESE Teachers: Participates in the Tier process to provide support and offer strategies to the general education teacher

School Psychologist: Participates in the collection, interpretation, and data analysis, facilitates development of intervention plans; provides support for intervention fidelity and documentation.

Speech Teacher: Educates the team in the role that language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; and helps identify systemic patterns of the student's needs with respect to language.

The RtI Leadership Team will meet monthly to engage in the following activities: Review screening data and link that data to instructional decisions. Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks and those who are at high risk for not meeting benchmarks. Based on that information, the team will identify professional development and resources. They will also collaborate regularly, problem solve, share effective practices, evaluate, implementation, make decisions, practice new processes and skills, and make 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?

All stakeholders including the RtI Leadership Team have input into the development of the School Improvement Plan.

MTSS Implementation

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

Baseline Data: Progress monitoring and Reporting Network (PMRN), Florida Assessment for Instruction in Reading (FAIR), FCAT.

Progress Monitoring: FAIR, CIM Assessments, FCAT Simulation Tests, Classroom Assessments, and Success Maker

Midyear: FAIR, FCAT Simulation, CIM Assessments, Classroom Assessments, and Success Maker

End of Year: FAIR, FCAT Simulation, CIM Assessments, Classroom Assessments, and Success Maker

Frequency of Data Days: Twice a month data analysis

Describe the plan to train staff on MTSS.

Professional development will be provided during the teachers' common planning time and small sessions throughout the school year. The RTI team will also evaluate additional staff Professional Development needs during the RTI Leadership Team meetings.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school-based literacy leadership team (reading leadership team) is composed of the principal, assistant principal, curriculum coordinator, and various teacher representatives. Mrs. Trudy Laird, second grade teacher, will be leading the reading leadership team for the 2012-2013 school year.

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

The Literacy Leadership Team will meet monthly. Prior to the monthly meetings, the reading leader and principal discuss the focus for the meetings. Teachers also have an opportunity for input at each meeting.

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

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

1. Find strategies on how to increase the number of students making learning gains in reading.
2. Teach strategies for differentiating small group instruction.
3. Read and interpret FAIR data.
4. Establish "Reading Nights" that invite parents to the school to learn about reading strategies.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 8/30/2012)

*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.

Kindergarten registration begins each May. Information about registration is sent home with all Bellview Elementary students and posted on the school marquee. Information is also given to area day care centers and preschools. A School wide "Back To School Orientation" is held on the Thursday before school starts.

*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.

NA

*High Schools Only

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

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

NA

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?

NA

Postsecondary Transition

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

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

NA

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The percent of students in grades 3-5 scoring Level 3 or above on the 2013 FCAT will increase by one percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 51% (171) of the students were proficient on the administration of the 2011 FCAT Reading test.	The percent of students in grades 3-5 scoring Level 3 will increase by one percent when compared to the 2012 FCAT Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Length of School Day	Bell to bell instruction Afterschool tutoring Develop master schedule that will maximize student learning while at school	Principal and classroom teacher	Daily Schedule Classroom Walk-throughs	Observation Classroom walk-through data
2	Tardies/Attendance	Monitor tardy/attendance records for each student. Conduct Child Study Attendance Meetings	Principal Classroom Teacher Guidance Counselor	Teacher referral Attendance Reports	Attendance Rate Tardy Rate
3	Increased Rigor of FCAT 2.0	Increase rigor of school work Increase Student Engagement	Teacher Principal	Classroom Walk-Throughs School-wide progress monitoring	Observation Progress monitoring data
4	Fluency Rate	Small Group Differentiated Instruction Fluency Practice Leveled Passages/Readers	Classroom Teacher	OPM for Fluency	Data from OPM FAIR
5	Reading Comprehension	Small Group Differentiated Instruction Leveled Readers SuccessMaker	Classroom Teacher Principal Assistant Principal Curriculum Coordinator	OPM for Comprehension Success Maker (SME) FCAT Simulation	OPM Data FAIR Data SME Reports 2012 FCAT Reading Results
6	Decoding Skills	Small Group Differentiated Instruction SuccessMaker	Classroom Teacher	OPM for Decoding Success Maker (SME)	Data from OPM FAIR Data SME Reports

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

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

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	NA	NA	NA	NA	NA

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The percent of students in grades 3-5 scoring Level 4 or Level 5 on the 2012 FCAT will increase by one percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 19% (66)of the students scored Level 4 or Level 5 on the administration of the 2012 FCAT Reading test.	The percent of students in grades 3-5 scoring Level 4 or Level 5 will increase by one percent when compared to the 2012 FCAT Reading Test

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Length of School Day	Bell to bell instruction Afterschool tutoring Develop master schedule that will maximize student learning while at school	Principal and classroom teacher	Daily Schedule Classroom Walk-throughs	Observation Classroom walk-through data
2	Tardies/Attendance	Monitor tardy/attendance records for each student. Conduct Child Study Attendance Meetings	Principal Classroom Teacher Guidance Counselor	Teacher referral Attendance Reports	Attendance Rate Tardy Rate
3	Increased Rigor of FCAT 2.0	Increase rigor of school work Increase Student Engagement	Teacher Principal	Classroom Walk-Throughs School-wide progress monitoring	Observation Progress monitoring data
	Reading Comprehension	Enrichment Activities Literature Circles SuccessMaker	Classroom Teachers Principal	SuccessMaker FCAT Simulation Projects	SuccessMaker Reports 2012 FCAT Reading Results

4	Small Group Differentiated Instruction	Assistant Principal Curriculum Coordinator	Appropriate Leveled Readers	Project Based Learning
---	---	--	--------------------------------	------------------------

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

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	NA	NA	NA	NA	NA

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The percent of students in grades 3-5 making a learning gain on the 2013 FCAT will increase by one percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 54% (181) of the students made a learning gain on the administration of the 2012 FCAT Reading test	The percent of students in grades 3-5 making a learning gain will increase by one percent when compared to the 2012 FCAT Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Length of School Day	Bell to bell instruction Afterschool tutoring Develop master schedule that will maximize student learning while at school	Principal and classroom teacher	Daily Schedule Classroom Walk-throughs	Observation Classroom walk-through data
2	Tardies/Attendance	Monitor tardy/attendance records for each student. Conduct Child Study	Principal Classroom Teacher Guidance Counselor	Teacher referral Attendance Reports	Attendance Rate Tardy Rate

		Attendance Meetings			
3	Fluency Rate	Small Group Differentiated Instruction Fluency Practice	Classroom Teacher	OPM for Fluency	Data from OPM FAIR
4	Reading Comprehension	Small Group Differentiated Instruction Leveled Readers Success Maker	Classroom Teacher Principal Assistant Principal Curriculum Coordinator	OPM for Comprehension Success Maker (SME) FCAT Simulation	OPM Data FAIR Data SME Reports 2012 FCAT Reports
5	Decoding Skills	Small Group Differentiated Instruction SuccessMaker	Classroom Teacher	OPM for Decoding Success Maker (SME)	Data from OPM FAIR Data SME Reports

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	NA	NA	NA	NA	NA

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 percent of students in the Lowest 25% in grades 3-5 making a learning gain on the 2013 FCAT will increase by one percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 61% (32) of the students in the Lowest 25% made a learning gain on the administration of the 2011 FCAT Reading test	The percent of the lowest 25% of students in grades 3-5 making a learning gain will increase by one percent when compared to the 2012 FCAT Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Length of School Day	Bell to bell instruction	Principal and classroom teacher	Daily Schedule	Observation

1		Afterschool tutoring Develop master schedule that will maximize student learning while at school		Classroom Walk-throughs	Classroom walk-through data
2	Tardies/Attendance	Monitor tardy/attendance records for each student. Conduct Child Study Attendance Meetings	Principal Classroom Teacher Guidance Counselor	Teacher referral Attendance Reports	Attendance Rate Tardy Rate
3	Fluency Rate	Small Group Differentiated Instruction Fluency Practice	Classroom Teacher	OPM for Fluency	Data from OPM FAIR
4	Reading Comprehension	Small Group Differentiated Instruction Leveled Readers SuccessMaker	Classroom Teacher	OPM for Comprehension Success Maker (SME) FCAT Simulation	OPM Data FAIR Data SME Reports 2011 FCAT Reading Results
5	Decoding Skills	Small Group Differentiated Instruction SuccessMaker	Classroom Teacher	OPM for Decoding Success Maker (SME)	Data from OPM FAIR Data SME Reports

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # Bellview Elementary will reduce the achievement gap by 50% by increasing our proficiency in reading by twenty-four (24) percentage points over the course of six years 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	59%	63%	67%	71%	74%	

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 percent of students in grades 3-5 in the subgroups of African American, Asian, Hispanic, and White students scoring proficient on Reading FCAT will increase by one percent in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
<p>In grades 3-5, 43% (40) of the students in the subgroup of African American showed proficiency on the 2012 FCAT Reading test.</p> <p>In grades 3-5, 86% (12) of the students in the subgroup of Asian showed proficiency on the 2012 FCAT Reading test.</p> <p>In grades 3-5, 43% (8) of the students in the subgroup of Hispanic showed proficiency on the 2012 FCAT Reading test.</p> <p>In grades 3-5, 51% (93) of the students in the subgroup of White showed proficiency on the 2012 FCAT Reading test.</p>	The percent of students in the African American, Asian, Hispanic, and White subgroups scoring proficient on the 2013 FCAT will increase by one percentage point.

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	Length of School Day	Bell to bell instruction Afterschool tutoring Develop master schedule that will maximize student learning while at school	Principal and classroom teacher	Daily Schedule Classroom Walk-throughs	Observation Classroom walk-through data
2	Tardies/Attendance	Monitor tardy/attendance records for each student. Conduct Child Study Attendance Meetings	Principal Classroom Teacher Guidance Counselor	Teacher referral Attendance Reports	Attendance Rate Tardy Rate
3	Fluency Rate	Small Group Differentiated Instruction Fluency Practice	Classroom Teacher	OPM for Fluency	Data from OPM FAIR
4	Reading Comprehension	Small Group Differentiated Instruction Leveled Readers SuccessMaker	Classroom Teacher Principal Assistant Principal Curriculum Coordinator	OPM for Comprehension Success Maker (SME)	OPM Data FAIR Data SME Reports 2011 FCAT Reading Results
5	Decoding Skills	Small Group Differentiated Instruction SuccessMaker	Classroom Teacher	OPM for Decoding Success Maker (SME)	Data from OPM FAIR Data SME Reports

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Length of School Day	Bell to bell instruction Afterschool tutoring Develop master schedule that will maximize student learning while at school	Principal and classroom teacher	Daily Schedule Classroom Walk-throughs	Observation Classroom walk-through data

2	Tardies/Attendance	Monitor tardy/attendance records for each student. Conduct Child Study Attendance Meetings to	Principal Classroom Teacher Guidance Counselor	Teacher referral Attendance Reports	Attendance Rate Tardy Rate
3	N/A	N/A	N/A	N/A	N/A

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The percent of students in grades 3-5 in the subgroup of Students with Disabilities making adequate progress on the Reading 2013 FCAT will increase by one percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 18% (7) of the students in the subgroup of SWD scored proficient on the 2012 FCAT Reading test	The percent of students in the subgroup of SWD scoring proficient on the FCAT will increase by one percent.

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	Length of School Day	Bell to bell instruction Afterschool tutoring Develop master schedule that will maximize student learning while at school	Principal and classroom teacher	Daily Schedule Classroom Walk-throughs	Observation Classroom walk-through data
2	Tardies/Attendance	Monitor tardy/attendance records for each student. Conduct Child Study Attendance Meetings	Principal Classroom Teacher Guidance Counselor	Teacher referral Attendance Reports	Attendance Rate Tardy Rate
3	Fluency Rate	Small Group Differentiated Instruction Fluency Practice	Classroom Teacher	OPM for Fluency	Data from OPM
4	Reading Comprehension	Small Group Differentiated Instruction Leveled Readers SuccessMaker	Classroom Teacher Principal Assistant Principal Curriculum Coordinator	OPM for Comprehension Success Maker (SME)	OPM Data FAIR Data SME Reports 2012 FCAT Reading Results
5	Decoding Skills	Small Group Differentiated Instruction SuccessMaker	Classroom Teacher	OPM for Decoding Success Maker (SME)	Data from OPM FAIR Data SME Reports

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

5E. Economically Disadvantaged students not making satisfactory progress in reading.	The percent of students in grades 3-5 in the AYP subgroup of Economically Disadvantaged making adequate progress in
--	---

Reading Goal #5E:	Reading on the 2012 FCAT will increase by one percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 45% (118) of the students in the AYP subgroup of Economically Disadvantaged made adequate yearly progress on the administration of the 2011 FCAT Reading test	The percent of students in the AYP subgroup of Economically Disadvantaged making adequate progress in Reading on the 2012 FCAT will increase by one percent.

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	Length of School Day	Bell to bell instruction Afterschool tutoring Develop master schedule that will maximize student learning while at school	Principal and classroom teacher	Daily Schedule Classroom Walk-throughs	Observation Classroom walk-through data
2	Tardies/Attendance	Monitor tardy/attendance records for each student. Conduct Child Study Attendance Meetings	Principal Classroom Teacher Guidance Counselor	Teacher referral Attendance Reports	Attendance Rate Tardy Rate
3	Fluency Rate	Small Group Differentiated Instruction Fluency Practice	Classroom Teacher	OPM for Fluency	Data from OPM FAIR
4	Reading Comprehension	Small Group Differentiated Instruction Leveled Readers SuccessMaker	Classroom Teacher Principal Assistant Principal Curriculum Coordinator	OPM for Comprehension SME	OPM Data FAIR Data SME Reports 2012 FCAT Reading Results
5	Decoding Skills	Small Group Differentiated Instruction SuccessMaker	Classroom Teacher	OPM for Decoding SME	Data from OPM FAIR Data SME Reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Tyner Small group instruction	3-5/K-2	Verna Smith	All 3-5/K-2 grade teachers will participate in this training.	Summer September Teacher Planning Days	School visits by Verna Smith Classroom Walk-throughs	Principal Curriculum Coordinator Verna Smith
					Principal classroom	Principal

Daily Five Training	K-5	Kim Gunn	All K-5 teachers will participate in this training.	October teacher planning day	walk-throughs Grade level meeting demonstrations and discussions	Assistant Principal Curriculum Coordinator
"Close Reading" training	K-5	Kim Gunn	All K-5 teachers will participate in this training.	October teacher planning day	Principal classroom walk-throughs Grade level meeting demonstrations and discussions	Principal Assistant Principal Curriculum Coordinator

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Beverly Tyner's book "Small Groups and Differentiated Reading for grade 3-8"	Book that outlines strategies for small group reading and provides reading resources.	Staff Development Title II	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Two days of Tyner small group training provided by Verna Smith	Verna Smith spent two full days with 3-5 teachers during summer. The training focused on how to differentiate small groups in grades 3-5. Teachers recieved a stipend.	Staff Development Title II	\$3,000.00
			Subtotal: \$3,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
			Grand Total: \$4,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:	NA
2012 Current Percent of Students Proficient in listening/speaking:	
NA	
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	NA	NA	NA	NA	NA

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:	NA
--	----

2012 Current Percent of Students Proficient in reading:

NA

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	NA	NA	NA	NA	NA

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

3. Students scoring proficient in writing. CELLA Goal #3:	NA
--	----

2012 Current Percent of Students Proficient in writing:

NA

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	NA	NA	NA	NA	NA

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$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 percent of students in grades 3-5 scoring Level 3 or above on the 2013 FCAT Math will increase by one percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 50%(168) of students scored Level 3 or above on the 2012 FCAT Math Test	The percent of students in grades 3-5 scoring Level 3 or above will increase by one percent on the 2013 FCAT Math Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Length of School Day	Bell to bell instruction Afterschool tutoring Develop master schedule that will maximize student learning while at school	Principal and classroom teacher	Daily Schedule Classroom Walk-throughs	Observation Classroom walk-through data
2	Tardies/Attendance	Monitor tardy/attendance records for each student. Conduct Child Study Attendance Meetings	Principal Classroom Teacher Guidance Counselor	Teacher referral Attendance Reports	Attendance Rate Tardy Rate
3	Increased Rigor of FCAT 2.0	Increase rigor of school work Increase Student Engagement	Teacher Principal	Classroom Walk-Throughs School-wide progress monitoring	Observation Progress monitoring data
4	Lack of Math Content	Small Group Instruction Hands on Learning Activities SuccessMaker CIM Focus Lessons Soar to Success Soar to Success	Classroom Teacher Principal Assistant Principal Curriculum Coordinator	Teachers will submit SME reports with comments to administration. Classroom Walkthroughs Grade Level Meetings	SME Reports CIM Assessments FCAT Math Results Soar to Success Reports
5	Comprehension of Word Problems	Small Group Instruction Hands on Learning Activities SuccessMaker CIM Focus Lessons	Classroom Teacher Principal Assistant Principal Curriculum Coordinator	Teachers will submit SME reports with comments to administration. Classroom Walkthroughs Grade Level Meetings	SME Reports CIM Assessments FCAT Math Results
6	Knowledge of Basic Facts	Small Group Instruction Hands on Learning Activities SuccessMaker	Classroom Teacher Principal Assistant Principal	Teachers will submit SME reports with comments to administration. Classroom Walkthroughs	SME Reports CIM Assessments FCAT Math Results

		CIM Focus Lessons	Curriculum Coordinator	Grade Level Meetings	
--	--	-------------------	------------------------	----------------------	--

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

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	NA	NA	NA	NA	NA

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal # 2a:	The percent of students in grades 3-5 scoring Level 4 or Level 5 on the 2013 math FCAT will increase by one percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 21%(72)of students scored Level 4 or above on the 2012 FCAT Math Test	The percent of students in grades 3-5 scoring Level 4 or Level 5 on the 2013 FCAT Math Test will increase by one percent.

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	Length of School Day	Bell to bell instruction Afterschool tutoring Develop master schedule that will maximize student learning while at school	Principal and classroom teacher	Daily Schedule Classroom Walk-throughs	Observation Classroom walk-through data
2	Tardies/Attendance	Monitor tardy/attendance records for each student. Conduct Child Study Attendance Meetings	Principal Classroom Teacher Guidance Counselor	Teacher referral Attendance Reports	Attendance Rate Tardy Rate
3	Increased Rigor of FCAT 2.0	Increase rigor of school work Increase Student Engagement	Teacher Principal	Classroom Walk-Throughs School-wide progress monitoring	Observation Progress monitoring data

4	Lack of Math Content	Small Group Instruction Hands on Learning Activities SuccessMaker CIM Focus Lessons Soar to Success	Classroom Teacher Principal Assistant Principal Curriculum Coordinator	Teachers will submit SME reports with comments to administration. Classroom Walkthroughs Grade Level Meetings	SME Reports CIM Assessments FCAT Math Results Soar to Success Reports
5	Comprehension of Word Problems	Small Group Instruction Hands on Learning Activities SuccessMaker CIM Focus Lessons	Classroom Teacher Principal Assistant Principal Curriculum Coordinator	Teachers will submit SME reports with comments to administration. Classroom Walkthroughs Grade Level Meetings	SME Reports CIM Assessments FCAT Math Results
6	Knowledge of Basic Facts	Small Group Instruction Hands on Learning Activities SuccessMaker for CIM Focus Lessons	Classroom Teacher Principal Assistant Principal Curriculum Coordinator	Teachers will submit SME reports with comments to administration. Classroom Walkthroughs Grade Level Meetings	SME Reports CIM Assessments FCAT Math Results

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	NA	NA	NA	NA	NA

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:	The percent of students in grades 3-5 making a learning gain on the 2013 FCAT Math Test will increase by one percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 67% (224)of the students made a learning gain on the administration of the 2012 FCAT Math Test	The percent of students in grades 3-5 making a learning gain will increase by one percent when compared to the 2012 FCAT Math Test

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Length of School Day	Bell to bell instruction Afterschool tutoring Develop master schedule that will maximize student learning while at school	Principal and classroom teacher	Daily Schedule Classroom Walk-throughs	Observation Classroom walk-through data
2	Tardies/Attendance	Monitor tardy/attendance records for each student. Conduct Child Study Attendance Meetings	Principal Classroom Teacher Guidance Counselor	Teacher referral Attendance Reports	Attendance Rate Tardy Rate
3	Lack of Math Content	Small Group Instruction Hands on Learning Activities CIM Focus Lessons Soar to Success	Classroom Teacher Principal Assistant Principal Curriculum Coordinator	Teachers will submit SME reports with comments to administration. Classroom Walkthroughs Grade Level Meetings	SME Reports CIM Assessments FCAT Math Results Soar to Success
4	Comprehension of Word Problems	Small Group Instruction Hands on Learning Activities Success Maker CIM Focus Lessons	Classroom Teacher Principal Assistant Principal Curriculum Coordinator	Teachers will submit SME reports with comments to administration. Classroom Walkthroughs Grade Level Meetings	SME Reports CIM Assessments FCAT Math Results
5	Knowledge of Basic Facts	Small Group Instruction Hands on Learning Activities SuccessMaker CIM Focus Lessons	Classroom Teacher Principal Assistant Principal Curriculum Coordinator	Teachers will submit SME reports with comments to administration. Classroom Walkthroughs Grade Level Meetings	SME Reports CIM Assessments FCAT Math Results

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	NA	NA	NA	NA	NA

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 percent of students in the Lowest 25% in grades 3-5 making a learning gain on the 2013 FCAT Math Test will increase by one percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 71% (38)of the students in the Lowest 25% made a learning gain on the administration of the 2011 FCAT Math test	The percent of the lowest 25%of students in grades 3-5 making a learning gain will increase by one percent when compared to the 2011 FCAT Math Test

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Length of School Day	Bell to bell instruction Afterschool tutoring Develop master schedule that will maximize student learning while at school	Principal and classroom teacher	Daily Schedule Classroom Walk-throughs	Observation Classroom walk-through data
2	Tardies/Attendance	Monitor tardy/attendance records for each student. Conduct Child Study Attendance Meetings	Principal Classroom Teacher Guidance Counselor	Teacher referral Attendance Reports	Attendance Rate Tardy Rate
3	Lack of Math Content	Small Group Instruction Hands on Learning Activities SuccessMaker CIM Focus Lessons Soar to Success	Classroom Teacher Principal Assistant Principal Curriculum Coordinator	Teachers will submit SME and Waterford reports with comments to administration. Classroom Walkthroughs Grade Level Meetings	SME Reports CIM Assessments FCAT Math Results Soar to Success Reports
4	Comprehension of Word Problems	Small Group Instruction Hands on Learning Activities SuccessMaker CIM Focus Lessons	Classroom Teacher Principal Assistant Principal Curriculum Coordinator	Teachers will submit SME reports with comments to administration. Classroom Walkthroughs Grade Level Meetings	SME Reports CIM Assessments FCAT Math Results
5	Knowledge of Basic Facts	Small Group Instruction Hands on Learning Activities SuccessMaker	Classroom Teacher Principal Curriculum Coordinator	Teachers will submit SME reports with comments to administration. Classroom Walkthroughs	SME Reports CIM Assessments FCAT Math Results

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

Elementary School Mathematics Goal #

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

Bellview Elementary will reduce the achievement gap by 50% by increasing our proficiency in reading by twenty-two (22) percentage points over the course of six years

5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	61	65	69	72	76	

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 percent of students in grades 3-5 scoring proficient in the African American, Asian, Hispanic, and White subgroups will increase by one percent on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 41% (39)of the students in the subgroup of African American scored proficient on 2012 FCAT Math test. In grades 3-5, 79% (11) of the students in the subgroup of Asian showed proficiency on the 2012 FCAT Reading test. In grades 3-5, 29% (5)of the students in the subgroup of Hispanic showed proficiency on the 2012 FCAT Reading test. In grades 3-5, 54% (99)of the students in the subgroup of White showed proficiency on the 2012 FCAT Reading test.	The percent of students in the African American, Asian, Hispanic, and White subgroups scoring proficient will increase by one point on the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Length of School Day	Bell to bell instruction Afterschool tutoring Develop master schedule that will maximize student learning while at school	Principal and classroom teacher	Daily Schedule Classroom Walk-throughs	Observation Classroom walk-through data
2	Tardies/Attendance	Monitor tardy/attendance records for each student. Conduct Child Study Attendance Meetings	Principal Classroom Teacher Guidance Counselor	Teacher referral Attendance Reports	Attendance Rate Tardy Rate
3	Lack of Math Content	Small Group Instruction Hands on Learning Activities SuccessMaker CIM Focus Lessons Soar to Success	Classroom Teacher Principal Assistant Principal Curriculum Coordinator	Teachers will submit SME reports with comments to administration. Classroom Walkthroughs Grade Level Meetings	SME Reports CIM Assessments FCAT Math Results Soar to Success Reports
4	Comprehension of Word Problems	Small Group Instruction Hands on Learning Activities SuccessMaker	Classroom Teacher Principal Assistant Principal	Teachers will submit SME reports with comments to administration. Classroom Walkthroughs Grade Level Meetings	SME Reports CIM Assessments FCAT Math Results

		CIM Focus Lessons	Curriculum Coordinator		
5	Knowledge of Basic Facts	Small Group Instruction Hands on Learning Activities SuccessMaker CIM Focus Lessons	Classroom Teacher Principal Assistant Principal Curriculum Coordinator	Teachers will submit SME reports with comments to administration. Classroom Walkthroughs Grade Level Meetings	SME Reports CIM Assessments FCAT Math Results

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Length of School Day	Bell to bell instruction Afterschool tutoring Develop master schedule that will maximize student learning while at school	Principal and classroom teacher	Daily Schedule Classroom Walk-throughs	Observation Classroom walk-through data
2	Tardies/Attendance	Monitor tardy/attendance records for each student. Conduct Child Study Attendance Meetings	Principal Classroom Teacher Guidance Counselor	Teacher referral Attendance Reports	Attendance Rate Tardy Rate
3	N/A	N/A	N/A	N/A	N/A

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The percent of students in the subgroup of Students With Disabilities scoring proficient will increase by one percent on the 2013 FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 27% (10) of the students in the subgroup of SWD scored proficient on the administration of the 2012 FCAT Math test	The percent of students in the subgroup of SWD scoring proficient will increase by one percent on the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
--	--	--	-----------	-----------------	--

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Length of School Day	Bell to bell instruction Afterschool tutoring Develop master schedule that will maximize student learning while at school	Principal and classroom teacher	Daily Schedule Classroom Walk-throughs	Observation Classroom walk-through data
2	Tardies/Attendance	Monitor tardy/attendance records for each student. Conduct Child Study Attendance Meetings	Principal Classroom Teacher Guidance Counselor	Teacher referral Attendance Reports	Attendance Rate Tardy Rate
3	Lack of Math Content	Small Group Instruction Hands on Learning Activities CIM Focus Lessons Soar to Success	Classroom Teacher Principal Assistant Principal Curriculum Coordinator	Teachers will submit SME reports with comments to administration. Classroom Walkthroughs Grade Level Meetings	SME Reports CIM Assessments FCAT Math Results Soar to Success Reports
4	Comprehension of Word Problems	Small Group Instruction Hands on Learning Activities SuccessMaker CIM Focus Lessons	Classroom Teacher Principal Assistant Principal Curriculum Coordinator	Teachers will submit SME reports with comments to administration. Classroom Walkthroughs Grade Level Meetings	SME Reports CIM Assessments FCAT Math Results
5	Knowledge of Basic Facts	Small Group Instruction Hands on Learning Activities SuccessMaker CIM Focus Lessons	Classroom Teacher Principal Assistant Principal Curriculum Coordinator	Teachers will submit SME reports with comments to administration. Classroom Walkthroughs Grade Level Meetings	SME Reports CIM Assessments FCAT Math Results

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The percent of students in the AYP subgroup of Economically Disadvantaged students scoring proficient will increase by one percent on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 48% (126) of the students in the subgroup of Economically Disadvantaged students scored proficient on the 2012 FCAT Math test.	The percent of students in the subgroup of Economically Disadvantaged students scoring proficient in Math on the 2013 FCAT will increase by one percent.

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	Length of School Day	Bell to bell instruction Afterschool tutoring Develop master schedule	Principal and classroom teacher	Daily Schedule Classroom Walk-throughs	Observation Classroom walk-through data

		that will maximize student learning while at school			
2	Tardies/Attendance	Monitor tardy/attendance records for each student. Conduct Child Study Attendance Meetings	Principal Classroom Teacher Guidance Counselor	Teacher referral Attendance Reports	Attendance Rate Tardy Rate
3	Lack of Math Content	Small Group Instruction Hands on Learning Activities SuccessMaker CIM Focus Lessons Soar to Success	Classroom Teacher Principal Assistant Principal Curriculum Coordinator	Teachers will submit SME reports with comments to administration. Classroom Walkthroughs Grade Level Meetings	SME Reports CIM Assessments FCAT Math Results Soar to Success Reports
4	Comprehension of Word Problems	Small Group Instruction Hands on Learning Activities SuccessMaker CIM Focus Lessons	Classroom Teacher Principal Assistant Principal Curriculum Coordinator	Teachers will submit SME reports with comments to administration. Classroom Walkthroughs Grade Level Meetings	SME Reports CIM Assessments FCAT Math Results
5	Knowledge of Basic Facts	Small Group Instruction Hands on Learning Activities SuccessMaker CIM Focus Lessons	Classroom Teacher Principal Assistant Principal Curriculum Coordinator	Teachers will submit SME reports with comments to administration. Classroom Walkthroughs Grade Level Meetings	SME Reports CIM Assessments FCAT Math Results

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Math Common Core Training	K-2	Math Common Core representative from each grade level	All teachers K-2	Monthly	Monthly Grade Level Meetings Classroom walk-throughs	Principal Assistant Principal Curriculum Coordinator
Math best practices training	3-5	3-5 Math representative	All teachers 3-5	Monthly	Monthly Grade Level Meetings Classroom walk-throughs	Principal Assistant Principal Curriculum Coordinator
Singapore Math Training	K-5	Ramona Wright	All teachers 3-5	Teacher Planning Day	Classroom walk-throughs	Principal Assistant Principal Curriculum Coordinator Ramona Wright

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Singapore Base 10 Blocks	Singapore Base 10 Blocks that support Singapore Math Training	Title One	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.		The percent of students in grade 5 scoring Level 3 or above on the 2013 FCAT Science will increase by one percent			
Science Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
In grade 5, 55%(58) of students scored Level 3 or above on the 2012 FCAT Science Test.		There will be a 1% increase in the percentage of students scoring Level 3 or above on the 2013 FCAT Science Test.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Length of School Day	Bell to bell instruction Afterschool tutoring Develop master schedule that will maximize student learning while at school	Principal and classroom teacher	Daily Schedule Classroom Walk-throughs	Observation Classroom walk-through data
	Tardies/Attendance	Monitor tardy/attendance records for each	Principal Classroom	Teacher referral Attendance Reports	Attendance Rate Tardy Rate

2		student. Conduct Child Study Attendance Meetings	Teacher Guidance Counselor		
3	Increased Rigor of FCAT 2.0	Increase rigor of school work Increase Student Engagement	Teacher Principal	Classroom Walk-Throughs School-wide progress monitoring	Observation Progress monitoring data
4	Content Knowledge	CIM Focus Lessons Integrating Science Content into Core Subjects. Science Content taught in all grade levels each week. Fifth Grade Monthly Science Tests Based on SSS	Principal Classroom Teacher Assistant Principal Curriculum Coordinator	Write Score Science "I Love Science" Teacher Observation Fifth Grade Monthly Science Tests Based on SSS	Science Assessments 2012 Science FCAT Results
5	Comprehension of Science Content	CIM Focus Lessons Integrating Science Content into Core Subjects. Science Content taught in all grade levels each week. Fifth Grade Monthly Science Tests Based on SSS	Principal Classroom Teacher Assistant Principal Curriculum Coordinator	Teacher Observation Fifth Grade Monthly Science Tests Based on SSS "I Love Science"	Science Assessments 2012 Science FCAT Results

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	NA	NA	NA	NA	NA

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The percent of students in grade 5 scoring Level 4 or Level 5 on the 2013 science FCAT will increase by one percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:

In grade 5, 11% (12) of students scored Level 4 or 5 on the 2011 FCAT Science Test

There will be a 1% increase in the percentage of students scoring Level 4 or Level 5 on the 2013 FCAT Science Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Length of School Day	Bell to bell instruction Afterschool tutoring Develop master schedule that will maximize student learning while at school	Principal and classroom teacher	Daily Schedule Classroom Walk-throughs	Observation Classroom walk-through data
2	Tardies/Attendance	Monitor tardy/attendance records for each student. Conduct Child Study Attendance Meetings	Principal Classroom Teacher Guidance Counselor	Teacher referral Attendance Reports	Attendance Rate Tardy Rate
3	Increased Rigor of FCAT 2.0	Increase rigor of school work Increase Student Engagement	Teacher Principal	Classroom Walk-Throughs School-wide progress monitoring	Observation Progress monitoring data
4	Content Knowledge	CIM Focus Lessons Integrating Science Content into Core Subjects. Science Content taught in all grade levels each week. Fifth Grade Monthly Science Tests Based on SSS	Principal Classroom Teacher	Teacher Observation Fifth Grade Monthly Science Tests Based on SSS	Science Assessments 2012 Science FCAT Results
5	Comprehension of Science Content	CIM Focus Lessons Integrating Science Content into Core Subjects. Science Content taught in all grade levels each week. Fifth Grade Monthly Science Tests Based on SSS	Principal Classroom Teacher	Teacher Observation . Fifth Grade Monthly Science Tests Based on SSS	Science Assessments 2012 Science FCAT Results

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

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

NA

2012 Current Level of Performance:

2013 Expected Level of Performance:

NA		NA			
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	NA	NA	NA	NA	NA

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Best Practices	K-5	School Science Rep and District Science Department	All teachers K-5	grade level meetings	walk-throughs, grade level meeting notes,	grade level chairperson, principal, assistant principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Various Materials needed for Science Lab Experiments	Live insects, beakers, thongs, etc.	General Operations Budget	\$500.00
"Write Score" science testing (3X)	Professional science testing with data and feedback	Title One	\$500.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:		The percent of students in grade 4 scoring Level 3 or above on the 2013 FCAT writing will increase by one percent			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
76%(86)of fourth grade students scored Level 3 or above on the 2011 FCAT Writing Test.		There will be a 1% increase in the percentage of students scoring Level 3 and above on the 2013 FCAT Writing Test.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of details in student writing	Monthly Writing Prompts Write Score Writing	Classroom Teacher	Monthly progress on writing prompts	Monthly Writing Prompts Write Score Reports 2012 FCAT Results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:		NA			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
NA		NA			
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
"Step up to Writing" Training	4th Grade	Brian Spivey Melody Smith Catrena Fieg	All fourth grade teachers and interested teacher from third and fifth grade.	October or November grade level meeting	Classroom walk-throughs Grade level discussions and demonstrations	Principal Assistant Principal Curriculum Coordinator

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
"Write Score" practice testing	Professional practice testing that provides data, detailed feedback, and online inservice	Title One	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	During the 2011-2012 school year, the average daily attendance rate was 94%, 285 students had ten or more absences, and 184 students had ten or more tardies.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
During the 2011-2012 school year average daily attendance (ADA) rate was 94%.	During the 2012-2013 school year, average daily attendance (ADA)rate will be 94% or above.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
During the 2011-2012 school year, 285 students had 10 or more absences.	During the 2012-2013 school year, 280 or less students will have 10 or more absences.

2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
During the 2011-2012 school year, 184 students had 10 or more tardies.		During the 2012-2013 school year, 183 or less students will have 10 or more tardies.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent Awareness	Attendance Meetings Call out to habitual tardies/absences	Principal Assistant Principal Guidance Counselor Data Clerk	Absentee and tardy data found in TERMS reports.	TERMS District Data

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
Child Study meetings with parents of students who have chronic absences and/or tardies	K-5	Jim Broughton	Parents	When needed	Attendance rate Tardy rate	Assistant Principal Data Clerk

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

NA	NA	NA	\$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:	During the 2012-2013 school year, the suspension rate will drop by 5%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
During the 2011-2012 school year, there were 21 cases of in-school suspension.	During the 2012-2013 school year, there will be 20 or less cases of in-school suspension.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
During the 2011-2012 school year, 18 students received in-school suspension.	During the 2012-2013 school year, 17 or less students will receive in-school suspension.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
During the 2011-2012 school year, there were 126 cases of out-of-school suspension.	During the 2012-2013 school year, there will be 120 or less cases of out-of-school suspension.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
During the 2011-2012 school year, there were 62 students suspended out of school.	During the 2012-2013 school year, there will be 59 or less students suspended out of school.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	School-wide expectations	School-wide behavior plan	Principal Assistant Principal	Number of incidents	TERMS District Data

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
Behavior Committee Meetings/Reports	Representatives from each grade level	Assistant Principal	Behavior Committee Members K-5 Teachers	Every nine weeks	Nine week behavior reports	Principal Assistant Principal Curriculum Coordinator

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$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: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	During the 2012-2013 school year, Bellview Elementary will have 10 or more parental involvement activities.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
During the 2011-2012 school year, Bellview Elementary had 10 or more parent involvement activities.	During the 2012-2013 school year, Bellview will have 10 or more parent involvement activities.
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parent awareness	School Messenger PTA Monthly Newsletter Monthly calendar of school events Reminder Notes	Principal Assistant Principal	Parent Participation	Attendance

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
Volunteer Orientation and Training	K-5	Assistant Principal	All K-5 Teachers Parents who attend training	Faculty Meeting During School	Volunteer Hours	Assistant Principal

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Planners for parent communication	Weekly planner that is sent home daily	Title One	\$1,000.00
			Subtotal: \$1,000.00
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
Parent Conferences (Substitute Teachers)	One on one parent conferences with teacher and parent	Title One	\$3,000.00
			Subtotal: \$3,000.00
			Grand Total: \$4,000.00

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:

Increase technology awareness of students through various platforms.

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 resources of up to date technology	Implement school based Success Maker. Purchase IPADS for student/teacher use Purchase laptop/docking stations for teacher instruction	Principal Assistant Principal Curriculum Coordinator Technology Coordinator	Data reports from Success Maker Classroom Walk-throughs	Success Maker Reports District Technology Survey
2	Implementation of software in classrooms to increase subject area proficiency	Implement use of web based Success Maker in 3rd-5th grade classrooms	Principal Assistant Principal Curriculum Coordinator	Data reports from Success Maker Classroom Walk-throughs	Success Maker Reports Classroom Walk-throughs

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
Success Maker Training	3rd-5th	Budgie Latshaw	All teachers 3-5	August (Pre-school)	Success Maker Reports	Principal Assistant Principal Curriculum Coordinator Technology Coordinator

STEM Budget:

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

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Beverly Tyner's book "Small Groups and Differentiated Reading for grade 3-8"	Book that outlines strategies for small group reading and provides reading resources.	Staff Development Title II	\$1,000.00
CELLA	NA	NA	NA	\$0.00
Mathematics	Singapore Base 10 Blocks	Singapore Base 10 Blocks that support Singapore Math Training	Title One	\$500.00
Science	Various Materials needed for Science Lab Experiments	Live insects, beakers, thongs, etc.	General Operations Budget	\$500.00
Science	"Write Score" science testing (3X)	Professional science testing with data and feedback	Title One	\$500.00
Writing	"Write Score" practice testing	Professional practice testing that provides data, detailed feedback, and online inservice	Title One	\$500.00
Attendance	NA	NA	NA	\$0.00
Suspension	NA	NA	NA	\$0.00
Parent Involvement	Planners for parent communication	Weekly planner that is sent home daily	Title One	\$1,000.00
				Subtotal: \$4,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	NA	NA	NA	\$0.00
CELLA	NA	NA	NA	\$0.00
Mathematics	NA	NA	NA	\$0.00
Science	NA	NA	NA	\$0.00
Writing	NA	NA	NA	\$0.00
Attendance	NA	NA	NA	\$0.00
Suspension	NA	NA	NA	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Two days of Tyner small group training provided by Verna Smith	Verna Smith spent two full days with 3-5 teachers during summer. The training focused on how to differentiate small groups in grades 3-5. Teachers recieved a stipend.	Staff Development Title II	\$3,000.00
CELLA	NA	NA	NA	\$0.00
Mathematics	NA	NA	NA	\$0.00
Science	NA	NA	NA	\$0.00
Writing	NA	NA	NA	\$0.00
Attendance	NA	NA	NA	\$0.00
Suspension	NA	NA	NA	\$0.00
				Subtotal: \$3,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	NA	NA	NA	\$0.00
CELLA	NA	NA	NA	\$0.00

Mathematics	NA	NA	NA	\$0.00
Science	NA	NA	NA	\$0.00
Writing	NA	NA	NA	\$0.00
Attendance	NA	NA	NA	\$0.00
Suspension	NA	NA	NA	\$0.00
Parent Involvement	Parent Conferences (Substitute Teachers)	One on one parent conferences with teacher and parent	Title One	\$3,000.00
				Subtotal: \$3,000.00
				Grand Total: \$10,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="radio"/> Priority	<input type="radio"/> Focus	<input type="radio"/> Prevent	<input checked="" type="radio"/> NA
--------------------------------	-----------------------------	-------------------------------	-------------------------------------

Are you a reward school: Yes No

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

No Attachment (Uploaded on 9/21/2012)

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
School advisory council funds are not available.	\$0.00

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

The SAC members review the school improvement plan, advise about the use of school uniforms, and provide input for the school budget.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Escambia School District BELLVIEW ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	73%	80%	77%	51%	281	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	59%	66%			125	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	55% (YES)	75% (YES)			130	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 = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Escambia School District BELLVIEW ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	77%	73%	82%	38%	270	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%	55%			117	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	54% (YES)	51% (YES)			105	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					492	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested