

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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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

School Name: BONNEVILLE ELEMENTARY

District Name: Orange

Principal: Kimrey Sheehan

SAC Chair: Heba Itani

Superintendent: Dr. Barbara Jenkins

Date of School Board Approval: 1/29/2013

Last Modified on: 1/29/2013

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Kimrey Sheehan	Bachelor of Science Psychology; Bachelor of Arts English; Master of Education Educational Leadership		14	<p>SY 2011-2012: Bonneville Elementary School School Grade: B; Reading Proficiency: 65%; Learning Gains: 72%; Lowest 25%: 67% Math Proficiency: 63%; Learning Gains: 64%; Lowest 25%: 57%; Total Points: 522</p> <p>SY 2011-2012 East River High School; School Grade: B; Reading Proficiency: %; Learning Gains: %; Lowest 25%: %; Math Proficiency: %; Learning Gains: %; Lowest 25%: %; Total Points:</p> <p>SY 2010-2011 Winter Park High School; School Grade: A; AYP: Not Met; Reading Proficiency: 65%; Learning Gains: 59%; Lowest 25%: 45%; Math Proficiency: 83%; Learning Gains: 74%; Lowest 25%: 59%; Total Points: 529</p>

					SY 2009-2010 Winter Park High School School Grade: A; AYP: Not Met; Reading Proficiency: 65%; Learning Gains: 59%; Lowest 25%: 42%; Math Proficiency: 87%; Learning Gains: 78%; Lowest 25%: 65%; Total Points: 556
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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)
Curriculum Resource Teacher	Maria Murray	Master of Education Teacher Leadership with a Specialization in Urban Education; Bachelor of Science Elementary Education; ESOL Endorsed	3	2	SY 2011-2012: Bonneville Elementary School School Grade: B; Reading Proficiency: 65%; Learning Gains: 72%; Lowest 25%: 67; Math Proficiency: 63%; Learning Gains: 64%; Lowest 25%: 57%; Total Points: 522 SY 2010-2011: Bonneville Elementary School School Grade: B; AYP: Not Met; Reading Proficiency: 85%; Learning Gains: 66%; Lowest 25%: 43%; Math Proficiency: 82%; Learning Gains: 68%; Lowest 25%: 63%; Total Points: 567 SY 2009-2010: Bonneville Elementary School School Grade: A; AYP: Not Met Reading Proficiency: 83%; Learning Gains: 63%; Lowest 25%: 58%; Math Proficiency: 84%; Learning Gains: 56%; Lowest 25%: 54%; Total Points: 545
Reading Coach	Kimberly Quigley	Bachelor of Science Early Childhood Education; Certification in Elementary Education; ESOL Endorsed	2	1	SY 2011-2012: Bonneville Elementary School School Grade: B; Reading Proficiency: 65%; Learning Gains: 72%; Lowest 25%: 67; Math Proficiency: 63%; Learning Gains: 64%; Lowest 25%: 57%; Total Points: 522 SY 2010-2011: Bonneville Elementary School School Grade: B; AYP: Not Met; Reading Proficiency: 85%; Learning Gains: 66%; Lowest 25%: 43%; Math Proficiency: 82%; Learning Gains: 68%; Lowest 25%: 63%; Total Points: 567 SY 2009-2010: Little River Elementary School School Grade: B; AYP: Reading Proficiency: 69%; Learning Gains: 66%; Lowest 25%: 60%; Math Proficiency: 63%; Learning Gains: 60; Lowest 25%: 60%; Total Points: 500
		Master of Education			SY 2011-2012: Bonneville Elementary School School Grade: B; Reading Proficiency: 65%; Learning Gains: 72%; Lowest 25%: 67; Math Proficiency: 63%; Learning Gains: 64%; Lowest 25%: 57%; Total Points: 522 SY 2010-2011: Palmetto Elementary School

Math Coach	Kristy Logue	Mathematics; Bachelor of Science Elementary Education; ESOL Endorsed	1		School Grade: C; AYP: Not Met; Reading Proficiency: 47%; Learning Gains: 59%; Lowest 25%: 59%; Math Proficiency: 49%; Learning Gains: 66%; Lowest 25%: 69%; Total Points: 459 SY 2009-2010: Palmetto Elementary School School Grade: D; AYP: Not Met; Reading Proficiency: 55%; Learning Gains: 57% Lowest 25%: 51%; Math Proficiency: 44%; Learning Gains: 58%; Lowest 25%: 71%; Total Points: 430
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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	Various school-based strategies to recruit and retain highly qualified, effective teachers will include the selection of high quality teachers based on previous years' student achievement data, the continuation and expansion of the new teacher mentor program, the implementation of the district and school-based induction program, ongoing professional development opportunities, both school and district-based, for continuous instructional improvement, the use of professional learning communities to provide relevant, collegial support and opportunities for ongoing professional growth through professional conferences.	Kimrey Sheehan, Maria Murray, Kim Quigley, Kristy Logue	Ongoing, as needs occur	

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
0	NA

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
44	9.1%(4)	29.5%(13)	43.2%(19)	18.2%(8)	36.4%(16)	100.0%(44)	15.9%(7)	9.1%(4)	61.4%(27)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Kim McGovern	Emily Nichols	Curriculum Input; first grade team leader paired with new primary grades ASD	Weekly meetings, reciprocal teaching observations, input and advice with new teacher portfolio

		teacher	
Carol Wright	Deborah Pedraza	ESE resource teacher paired with teacher new to ESE resource position	Weekly meetings, reciprocal teaching observations, input and advice with new teacher portfolio
Wende Scarlata	Kristin Blair	Grade level team leader paired with grade level teacher	Weekly meetings, reciprocal teaching observations, input and advice with new teacher portfolio
Kristy Logue	Lisa Sternschein	Former fifth grade teacher and math coach paired with first year fifth grade teacher	Weekly meetings, reciprocal teaching observations, input and advice with new teacher portfolio
Sarah Mergian	Stephanie Brown	Kindergarten teacher paired with teacher new to kindergarten	Weekly meetings, reciprocal teaching observations, input and advice with new teacher portfolio

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

This is the second year Bonneville Elementary is a Title I school. We received money for the 2012-13 school year to spend on school improvement goals. This year, Title I dollars will be utilized in part to fund a parenting resource teacher. Bonneville follows Title I protocol to ensure all required documentation is met throughout the academic school year. Bonneville's Staffing Specialist is trained and responsible for meeting Title I expectations.

Title I, Part C- Migrant

Bonneville Elementary does not receive Title I, Part C dollars.

Title I, Part D

Bonneville Elementary does not receive Title I, Part D dollars.

Title II

Bonneville Elementary will use the Title II funds to enhance teacher knowledge on how to support an engaging, rigorous, and culturally relevant educational environment. We will purchase the book *You've Got to Reach Them to Teach Them: Hard Facts About the Soft Skills of Student Engagement* by Mary Kim Schreck. Teachers will learn effective specific instructional practices to enhance student achievement and learning gains.

We will also renew memberships of the International Reading Association for our Curriculum Resource Teacher and Reading Coach in order to stay up to date with the most recent research. They will share breakthroughs on evidence-based teaching tools, cutting-edge literacy journals, and professional development resources during monthly professional development sessions.

Bonneville's subgroups are ELL, Hispanic, SWD, and FRL. Of those four subgroups in reading from 2011 to 2012 our ELL percentage of students meeting proficiency has declined, the Hispanic subgroup only had an increase of 2%, while our SWD subgroup had a 13% increase, and the FRL subgroup had an 8% increase. The school's focus to increase teacher knowledge for engaging, rigorous, and culturally relevant educational environments that will impact all subgroups but will provide extra support for more culturally relevant instruction.

Title III

Bonneville Elementary utilizes funds provided through the district to improve the education of immigrant and English Language Learners for educational services, resources, and ELL support.

Title X- Homeless

Bonneville Elementary works with the Orange County Public Schools Homeless department to ensure we are providing services to any of our students who may be or become homeless. These services include free breakfast and lunch. We also provide resource information to our parents of services within the county and school district. Additional school supplies will be made available to students who are homeless. Families will receive weekend pre-packaged meals from Second Food Harvest.

Supplemental Academic Instruction (SAI)

Bonneville Elementary will utilize SAI funds to pay teachers to work as tutors. Tutoring will take place from October through April, an additional hour, 2 days a week, for additional reading instruction in grades 3rd, 4th and 5th.

Violence Prevention Programs

Bullying Prevention Program i.e. Bully Awareness, Bully Documentation, and CHAMPS utilized school-wide, Cyber-bullying awareness through the MAGIC program hosted by the Orange County Sheriffs' Department.

Nutrition Programs

Bonneville Elementary teachers teach health and nutrition topics as part of the regular curriculum including the food pyramid, smoking and drugs, alcohol, human body education, dental care, wellness and exercise. We have a school Wellness Committee who work to develop a plan for us every year to address our faculty and student programs.

Housing Programs

Bonneville Elementary does not have a housing program.

Head Start

Bonneville Elementary does not have a Head Start Program.

Adult Education

Bonneville Elementary offers a variety of parent workshops and educational opportunities, for example ESOL for parents, how to help your child with homework, what you need to know about FCAT, and families building better readers.

Career and Technical Education

Bonneville Elementary does not have a Career and Technical Education program.

Job Training

Bonneville Elementary does not have a Job Training Program.

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Bonneville's school based leadership and CHAMPS team is comprised of the following members: Kimrey Sheehan, Principal; Maria Murray, CRT; Karen Nichols, Staffing Specialist; Keita Ductant, Guidance Counselor/CCT; Kimberly Blankenship, Behavior Specialist; Carol Wright, SLD teacher; Kimberly Quigley, Reading Coach; Dana Scott, School Psychologist; and Maria Gonzalez Bruno and Joanna Spielvage Speech/Language pathologists.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The Principal provides a common vision for the use of data-based decision-making, ensures the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures the implementation of intervention support and documentation; ensures professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities. General education teachers provide information about core instruction, participates in student data collection, delivers Tier 1 instruction/interventions, collaborate with other staff to implement Tier 2 and/or Tier 3 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 interventions. Curriculum Resource teacher develops, leads, and evaluates school wide core content standards/programs, identifies and analyzes existing literature on scientifically based curriculum and intervention approaches, and provides guidance on Prekindergarten-5 reading programs. The Behavior Specialist / CHAMPS Team facilitate and evaluate the school wide behavior program (CHAMPS), provide professional development and technical assistance to school staff, participates in the

collection and analysis of data, develops Tier 2 and Tier 3 behavioral interventions, and provide support for implementation of Tier 2/3 interventions and monitoring. The RtI Leadership team assists with whole school screening programs that provide early intervening services for children considered "at risk," assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development and technical assistance to teachers regarding data-based decisions to inform instructional matches, supports the implementation of research based programs at Tier 1, Tier 2, and Tier 3 and ensures program fidelity and documentation.

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

The RtI Leadership team met with the School Advisory Council (SAC) to develop the SIP. The team provided data on: Tier 1, 2, and 3 targets, academic and social/emotional areas that needed to be addressed, helped set clear expectations for instruction (Rigor, Relevance, and Relationships), facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing), and aligned processes and procedures. Continual topics for SAC discussion during the school year include, but are not limited to; FCAT scores, progress of lowest 30%, AYP subgroups' data and results of intensive programs (tutoring) on-going professional development, and technology programs supporting academics.

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 Comprehensive Assessment Test (FCAT) Progress Monitoring: PMRN, Curriculum Based Measurement (CBM), FCAT Simulation, Florida Assessments for Instruction in Reading (FAIR), Edusoft, SuccessMaker, Read Naturally, EIR levels, SRA (Imagine It) unit tests, Frequency of Data Days: twice a month for data analysis (Administration and Data Team).

Describe the plan to train staff on MTSS.

The school based RtI facilitative leader and the Reading Resource teacher will provide on-going professional development during teachers' common planning time and small sessions, if necessary, will occur throughout 2012-2013 academic year. CHAMPs and Marzano training for all staff members will take place during preplanning week and throughout the academic year. Continuous support will be given to all staff by the CHAMPs leadership team with materials supplied by the behavior specialist. The RtI team will also evaluate additional staff PD needs during the weekly RtI Leadership team meetings.

Describe the plan to support MTSS.

Teams of teachers, by grade levels, will meet biweekly, to analyze student data; the school-based RtI team will meet on alternate weeks on a bi-monthly basis to address the needs of students based on the data from the grade level teams of teachers.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Literacy Leadership Team is led by the Reading Coach, Kimberly Quigley. The team is comprised of teachers from each grade level:

Kindergarten: Sara Mergian

1st grade: Amy Andrade

2nd grade: Danielle Brancato

3rd grade: Wende Scarlata

4th grade: Gracejoy Stephens

5th grade: Renita Atwater

ESE: Emily Nichols

Special Area Team: Debra Kendall

Resource team: Maria Murray, CRT; Kimrey Sheehan, Principal; Keita Ductant, ELL Compliance; Kristy Logue, Math Coach; and Debra Kendall, Media Specialist.

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

The Literacy Leadership Team meets monthly (or more often as needed) to discuss school-wide literacy issues or projects. They are responsible for the Accelerated Reader incentive program, school-wide project during the school year, and organize and facilitate Parent Nights, work with the Media Specialist on Book Fair events and promotion; collaborate with the RTI team to monitor the data on Tier 1, 2 and 3 programs and offer suggestions as needed; members attend SAC meetings to update school initiatives, serve as liaisons to the grade level team and communicate ideas and initiatives to teachers.

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

During the 2012-2013 school year the LLT will:

1. Plan and facilitate the school wide Literacy Day.
2. Review data collected on our core reading program to see how closely we are meeting the 80% expectation (OCPS Benchmark results and FAIR scores); review data from the Tier 2 and 3 interventions to evaluate the effectiveness of the programs and give suggestions to the RtI team.
3. Plan and facilitate at least 2 parent workshops/family nights: Families Building Better Readers and Build A Book nights. These workshops will teach the parents skills for enhancing reading comprehension at home. We will give away books to the families who attend each workshop in order to increase print rich environment in their homes.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 9/14/2012)

*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.

Transition plans will be created and communicated with parents for preschool children transitioning from early childhood to elementary school. Pre-Kindergarten Varying Exceptionalities: Pre-school VE students will visit kindergarten classes and parents will meet with pre-school and kindergarten teachers to review kindergarten expectations. Parents will also meet with the Parenting Resource Coordinator. Our pre-kindergarten VE parents are routinely welcomed and invited to participate in all Bonneville activities. Pre-kindergarten varying exceptionalities parents are invited to an informational meeting about kindergarten and our ASD primary unit in March prior to the start of kindergarten. At the meeting, we will register the children, explain our curriculum and provide a Parent Orientation, introduce the teachers, and allow tours of the classrooms. Pre-kindergarten Varying Exceptionalities classes will visit kindergarten classrooms in May. Students will stay for part of the reading lesson so they can see the room and observe behaviors. They can ask questions of the teacher and other students. This practice has helped reduce anxiety about starting kindergarten. All parents are invited to the "Meet Your Teacher" event on the Thursday prior to the beginning of the school year. This gives teachers the opportunity to explain curricula and daily activities to parents. In addition, parents are invited to attend the annual Open House event where they receive additional information regarding school activities: PTA, SAC, PLC, and the ADDitions program.

*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:

<p>1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.</p> <p>Reading Goal #1a:</p>	<p>Bonneville Elementary teachers are required to teach content according to the standards. The school provides a 90-minute reading block which incorporates whole group and small group instruction. Whole group instruction utilizes the Imagine It! curriculum. Teachers deconstruct standards, which further student learning and knowledge with graphic organizers and STEM projects.</p> <p>The reading block focuses on explicit, differentiated, and modeled examples for reading comprehension. Bonneville teachers will focus on the five components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Teachers will have multiple opportunities throughout the year to be trained in reading strategies, vocabulary skills, higher-order questioning, and implementing the Next Generation Sunshine State Standards and Common Core State Standards.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>25% (68) of our third, fourth, and fifth graders were proficient in reading.</p>	<p>28% of students in grades 3, 4, and 5 will score at Level 3 on the 2013 FCAT reading assessment.</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The student mobility rate is high for our school.	Provide an uninterrupted 90 minute reading block with a supplemental 45-minute intervention block to bridge the academic deficiencies of transient students.	Principal, CRT, Reading Coach, Teachers, Attendance Clerk, Guidance Counselor	Various resources i.e. Reteach tool, and benchmark assessments will be used to assess student growth. Classroom observations and team meetings will ensure rigor. Tracking attendance records/truancy. Meetings with guidance counselor if absences or tardies are persistent.	Imagine it! Assessments, Imagine It! benchmark tests, Edusoft, FCAT, FAIR, Foresight, and SuccessMaker Reading
2	Many parents have English language barriers and have trouble supporting students with school work.	Provide Family Reading Night to teach parents strategies to assist their children.	Principal, Reading Coach, Literacy Leadership Team, Parent Involvement Coordinator, Teachers	Teachers will monitor reading logs sent home from the classroom. The teacher will provide tips for reading in newsletters sent home biweekly. Track attendance at the Parent Nights. Review teacher data	Parent Responses Student Data
3	Teachers with various skill levels ranging from zero to multiple years.	Teachers will be expected to follow pacing guide for reading instruction. New teachers will be provided with mentors. Schedules will allow for common planning time	Principal, CRT, Reading Coach, Teachers, Mentors	Lesson plans are continually monitored for pacing. Bi-weekly meetings with teachers for data monitoring. Regular classroom observations will occur.	Lesson plans and pacing guides turned in and checked.

		and team meetings will occur weekly.			
4	Teachers' use of higher order questions.	Include higher order questions in lesson plans and common board configuration	Principal, CRT, Reading coach, teachers	Review lesson plans Continue to utilize Webb's Depth of Knowledge wheel.	Lesson plans with higher-order questions.
5	Providing ample time for teacher's to plan and collaborate.	Weekly team meetings and coaching sessions.	Teachers	Teachers reflect on instruction and have meaningful conversation about activities that are successful in the classroom.	Meeting minutes
6	Teachers' knowledge of reading data and ability to change instruction based on data	Biweekly data meetings to compare 2011-2012 data to current year, and review student data. Adjust interventions based on data. Utilize mini-assessments in the classroom.	Principal, CRT, Reading Coach, Teachers	Data based instruction.	Data meeting participation and minutes.
7	Lack of independent reading time	Scheduling an additional hour of media time for students to check out books and read.	Principal, Media Specialist	Monitor Accelerated Reader and STAR reports. Students will have extended media time.	FCAT Data, AR data

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	NA There are fewer than 10 students in the subgroup.
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				

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:	We have identified our proficient FCAT students who are performing in the top 20% in reading. Teachers are enriching and challenging students with technology, novel studies, STEM projects, and differentiating instruction.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (100) of our third, fourth, and fifth graders scored a level 4 or 5 on FCAT reading assessment.	40% of students in grades 3, 4, and 5 will score at least a level 4 or 5 on FCAT reading assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Instructional staff feeling comfortable with differentiating instruction.	Provide team meetings to show teachers how to use data to drive instruction.	Principal, CRT, Reading Coach, teachers	Classroom observations Data meetings	Edusoft FAIR Foresight
2	Lack of independent reading	Promote Accelerated Reader incentives and awards to enhance reading comprehension skills, fluency, and stamina .	Principal, Media Specialist, Teacher	Tracking points and in-class as well as school-wide incentives during Award ceremonies.	Copies of AR reports
3	Lack of enrichment	Provide time for students to complete STEM projects. Utilize technology to engage students. Installed Smart boards in grade level classrooms and provided teachers with trainings on how to use them.	Principal, Classroom teachers, Resource team, technology specialist	Weekly meeting with teachers to analyze successful activities completed in the classroom.	Reading assessments

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	NA There are fewer than 10 students in the subgroup
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				

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:	This school year we will look at individual students and hold the belief that all students can learn. We will address student's struggles by following the RTI process and monitor student data. We will have a separate intervention block that is outside of the 90 minute reading block to target student's deficiencies.
2012 Current Level of Performance:	2013 Expected Level of Performance:

72% (193) of students made learning gains in Reading.

75% of students are predicted to make learning gains in Reading in the 2012-2013 school year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Making instructional decisions based on data	Hold data meetings to discuss student progress.	Principal, CRT, Instructional support, Teachers	Monthly data meetings with meeting minutes	Student growth in data
2	Teachers do not have a strong knowledge of Successmaker program.	Students will use Successmaker Reading program daily and will be placed in interventions that will be monitored.	Principal, CRT, Instructional support, Teachers	Teachers will look at Successmaker reports to determine interventions required.	Copies of Intervention groups. Successmaker Reports State Assessmen data
3	Lack of knowledge of differentiating instruction	Provide ongoing staff development on reading differentiated instruction.	Principal, CRT, Reading Coach	Classroom observations, staff development log	Staff development meeting minutes and sign-in sheets
4	Lack of knowledge of Intervention programs used during Intervention block.	Provide program overviews to teachers during data meetings. Review district-wide and school-wide decision trees with teachers.	Principal, CRT, Reading Coach, teachers	Student gains on Edusoft mini assessments and FCAT.	Data from Edusoft mini assessments, FAIR, Foresight, and FCAT.
5	Lack of independent reading time.	Adding an additional hour of media time for students to check out books and read.	Principal, Media specialist	Monitor Accelerated Reader and STAR reports. Promote and invite students to extended media time.	FCAT data
6	Lack of experience in teaching.	Provide professional development on current research based strategies in reading.	Reading Coach, CRT, teachers	Classroom observations, staff development log.	Staff development meeting minutes and sign-in sheets

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 There are fewer than 10 students in this subgroup
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				

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:	We will provide intervention time during the school day to target specific skills. We will also use research-based programs to provide significant learning that allows students to make learning gains. This year we will also target our subgroups in the AYP categories.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (45) of our lowest 25% made learning gains	70% of our lowest 25% will make learning gains in 2012-2013.

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	Having enough staff to run each intervention group.	Provide a 45 minute Intervention block targeting student's deficiencies that is outside the 90 minute reading block.	Principal, CRT, Instructional support, Paraprofessionals, teachers	Monitoring tools that correlate with research-based intervention programs. Weekly monitoring chart that were created by our writing team	FCAT data FAIR data Edusoft data
2	Having an engaging and meaningful After-School tutoring program.	Create an After-School tutoring program for students. Utilize SES tutoring.	Principal, CRT, Reading Coach, select teachers	Improve previous year's tutoring program. Monitor student's attendance. Monitor student's growth.	Provide a learning report half-way through tutoring. Copies of assessment reports
3	Students not correlating with the decision tree results.	Provide and follow grade level decision trees for all students. Create a "whole-child" data sheet for students who are not placed accurately based on decision trees.	Principal, CRT, Instructional support	Ensure decision trees are utilized with fidelity. Create a "whole-child" data sheet.	Copies of decision trees.
4	Lack of independent reading time	Adding an additional hour of media time for students to check out books and read.	Principal, Media specialist	Monitor Accelerated Reader and STAR reports. Promote and invite students to extended media time.	FCAT data

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	65	67	70	73	77	

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:	To increase achievement for our Hispanic population, we will better communicate with parents. We will provide numerous interventions for students to develop verbal academic language.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (53) of our Hispanic, 70% (80) of our White, and 79% (22) of our Black population scored at least at 3 or above.	60% of our Hispanic, 75% of our White, and 82% of our Black population will score at least at least 3 or above.

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	Hispanic: Mobility rate is high for our community.	Provide opportunities for parents to invest in the school with active PTA/SAC committees. Offer support to parents in various ways. Combine parent nights to other school events to ensure participation.	Principal, Parent Involvement Coordinator, Guidance counselor, Teachers	Encourage attendance in PTA and SAC meetings.	Attendance sheet for PTA and SAC meetings
2	Parents have a language barrier and have trouble supporting students at home.	Send home newsletters that offer reading tips. Send home academic reports in various languages.	Principal, Parent Involvement Coordinator, Instructional Support, Teachers, PTA members and officers	Increased student achievement directly related to classroom learning.	Copies of newsletters sent home
3	Students will have opportunities to learn academic language.	Enroll students on Successmaker and Discovery English. Place students into Language for Learning or Language for Thinking interventions. Place students into EIR, Word Wisdom, and Phonemic Awareness interventions.	Principal, CRT, Intervention Specialist, Instructional Support, Teachers, Paraprofessionals	Evaluate data from interventions	Copies of intervention reports
4	Word walls are not available to students.	Teachers will have a reading word wall that will be referred to throughout the reading block. Share ways to have an interactive word wall with teachers.	Principal, CRT, Reading Coach, teachers.	Classroom observations	AMO Report FCAT scores

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	To increase achievement for our ELL population, we will better communicate with parents. We will provide numerous interventions for students to develop verbal academic language.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (17) of our English Language Learners made at least 3 or above in reading.	46% of our English Language Learners will score at least 3 or above in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents have a language barrier and have trouble supporting students at home.	Send home newsletters that offer reading tips. Send home academic reports in various languages.	Principal, Parent Involvement Coordinator, Instructional Support, Teachers, PTA members and officers	Increased student achievement directly related to classroom learning.	Copies of newsletters sent home
2	Mobility rate is high for our community.	Provide opportunities for parents to invest in the school with active PTA/SAC committees. Offer support to parents in various ways.	Principal, Parent Involvement Coordinator, Teachers	Increased attendance in PTA and SAC meetings.	Attendance sheet for PTA and SAC meetings
3	Students will have opportunities to learn academic language.	Enroll students on Successmaker and Discovery English. Place students into Language for Learning or Language for Thinking interventions.	Principal, CRT, Intervention Specialist, Instructional Support, Teachers, Paraprofessionals	Evaluate data from interventions	Copies of intervention reports
4	Word walls not available to students	Teachers will have a reading word wall that will be referred to throughout the reading block. Share ways to have an interactive word wall with teachers.	Principal, CRT, Reading Coach, teacher	Classroom observations	AMO Report FCAT scores

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	We will improve our scores for Students with Disabilities by identifying students in every classroom. We will continue to monitor student data through data meetings and intervention reporting tools.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (10) of our students with disabilities scored at least a 3 or above in reading.	39% of our students with disabilities will score at least 3 or above in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Knowledge of the RTI process	Provide copies of the RTI process and decision trees to keep in their data notebook. Create a streamline RTI document that verifies Tier 1 instruction is taught effectively.	Principal, CRT, Staffing specialist, RTI Team	Open communication in data meetings about RTI process to verify teacher knowledge.	Data meetings minutes

2	Identifying and understanding IEP goals and plans.	Provide copies of IEPs to teachers, discuss ways to help students meet their goals and implement IEP strategies.	Principal, CRT, Reading coach, Staffing specialist, ESE support team, teachers	Differentiated instruction based on data and IEP goals.	Student growth throughout the school year or Edusoft and FAIR
3	Sharing the Smart 7 strategy with teachers	Utilize Smart 7 strategies in reading comprehension.	Principal, CRT, Reading Coach, ESE Support team, teachers	Classroom observations Increased scores on benchmark assessments	Edusoft data Foresight data FCAT data Imagine It benchmark assessments

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	As a school, we will learn about the effects of poverty through our professional learning community book study.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (114) of our students that are economically disadvantaged scored at least a 3 or above in reading.	70% of our students who are economically disadvantaged will score at least 3 or above in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Under resourced students.	Provide breakfast through the school-wide breakfast program so that students are engaged from the beginning of the day.	Principal, Food Service manager	Food Service report	FCAT results
2	Lack of consistent attendance	Contact households that students are having absence/tardiness issues to see how the school can help or determine the situation. Have guidance counselor meet with families to find solutions to absence/tardy issues.	Principal, attendance clerk, teachers	Attendance collected on a daily basis through the teachers	Copies of the letters that go home to families with attendance/tardiness problems.
3	Prior stereotype of students and parents based on community.	Implement Ruby Payne professional learning community that teaches about the effects of poverty-stricken areas.	Principal, CRT, Teachers	Meeting Sign-in sheet	Share reflections of various teachers and things they learned.

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 Monitorin
Response to Intervention/ MTSS philosophy and implementation training	K-5 Reading	School Psychologist, District RtI team, School RtI team	School Wide	Some on early release Wednesdays; some during common planning time	Monthly grade level team meetings and data meetings will focus on student data and instruction	Principal, RtI Team
Book study to enhance teacher knowledge on how to support an engaging, rigorous, and culturally relevant educational environment	K-5 Reading	Leadership team	Instructional Staff	Some on early release Wednesdays, some during common planning time	Reflections and coaching during data meetings and team meetings	Leadership team
Training for implementing intervention curriculums by grade level and progress monitoring procedures	K-5 Reading	Reading Coach, CRT	School Wide	Some on early release Wednesdays; some during Common planning time	Classrooms will be visited during intervention group time to monitor implementation	Principal and coaches
Training for implementation of Foresight Testing	K-5 Reading	Foresight Consultant	School Wide	September/October 2012	Classrooms will be visited during assessments and class time	Principal and coaches

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Florida Ready Reading	Benchmark support	General Fund	\$3,383.00
			Subtotal: \$3,383.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Successmaker	Computer program renewal	General Fund	\$2,633.00
Safari Montage	Program Renewal	General Fund	\$548.00
STAR	Program Renewal	General Fund	\$3,858.00
			Subtotal: \$7,039.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
	Bonneville Elementary will use the Title II funds to enhance teacher knowledge on how to support an engaging, rigorous, and culturally relevant educational environment. We will purchase the book You've Got to Reach Them to Teach Them: Hard Facts About the Soft Skills of		

Bonneville Elementary will use the Title II funds to enhance teacher knowledge on how to support an engaging, rigorous, and culturally relevant educational environment. We will purchase the book *You've Got to Reach Them to Teach Them: Hard Facts About the Soft Skills of Student Engagement* by Mary Kim Schreck. Teachers will learn effective specific instructional practices to enhance student achievement and learning gains. We will also renew memberships of the International Reading Association for our Curriculum Resource Teacher and Reading Coach in order to stay up to date with the most recent research. They will share breakthroughs on evidence-based teaching tools, cutting-edge literacy journals, and professional development resources during monthly professional development sessions.

Student Engagement by Mary Kim Schreck. Teachers will learn effective specific instructional practices to enhance student achievement and learning gains. We will also renew memberships of the International Reading Association for our Curriculum Resource Teacher and Reading Coach in order to stay up to date with the most recent research. They will share breakthroughs on evidence-based teaching tools, cutting-edge literacy journals, and professional development resources during monthly professional development sessions. Bonneville's subgroups are ELL, Hispanic, SWD, and FRL. Of those four subgroups in reading from 2011 to 2012 our ELL percentage of students meeting proficiency has declined, the Hispanic subgroup only had an increase of 2%, while our SWD subgroup had a 13% increase, and the FRL subgroup had an 8% increase. The school's focus to increase teacher knowledge for engaging, rigorous, and culturally relevant educational environments will impact all subgroups but will provide extra support for more culturally relevant instruction.

Title II

\$1,400.00

Subtotal: \$1,400.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
Foresight Testing	Test aligned benchmarks	General Fund	\$2,633.00
			Subtotal: \$2,633.00
			Grand Total: \$14,455.00

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:		Currently, all of our staff is ESOL endorsed or working towards ESOL certification. We encourage hands-on learning through group work and discussions. Teachers use research-based programs to develop verbal academic language in the classroom as well as for tier 2 interventions.			
2012 Current Percent of Students Proficient in listening/speaking:					
44% (44) of our K-5 students scored proficient in the listening/speaking portion of the CELLA 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 oral language skills: vocabulary, speaking and writing.	Use and teach tier 2 and 3 academic vocabulary. Provide examples of	Principal, CRT, Instructional team, teachers	Classroom observations, writing samples	Writing samples

		strong writing strategies.			
2	Parents have a language barrier and have trouble supporting students at home.	Promote writing and discussions at home that build narrative story-telling skills.	Principal, CRT, teachers	Writing samples	School-wide writing prompt

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:	To increase student achievement in reading, teachers utilize Imagine It! curriculum, as well as deconstructed standards, Thinking Maps, and other intervention programs. Teachers focus on the five components of reading to match instruction to every student need.
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2012 Current Percent of Students Proficient in reading:

38% (37)
of our K-5 students scored proficient in the reading portion of the CELLA 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	Parents have a language barrier and have trouble supporting students at home.	Send home newsletters that offer reading tips. Send home academic reports and flyers in numerous languages.	Principal, Parent Involvement coordinator, Instructional Support team, teachers	Increased student achievement	Copies of newsletters sent home.
2	Students have limited academic language.	Students will be enrolled in Successmaker Discover English. Students will be placed in Language for Learning or Language for Thinking interventions. Students will be placed into EIR, Word Wisdom, or Phonemic awareness interventions.	Principal, CRT, Reading Coach, teachers	Evaluate data from intervention sheets.	Copies of intervention reports.
3	Word walls are not available to students	Teachers will have a word wall that will be referred to throughout the reading block. Teachers will be provided with new ways to have an interactive word wall in their classroom.	Principal, CRT, Reading coach, teachers	Classroom observations	AMO Report FCAT scores

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

3. Students scoring proficient in writing. CELLA Goal #3:	Bonneville Elementary strives to ensure writing instruction takes place in all kindergarten through fifth grade classrooms. Teachers use the gradual release model when writing to show good writing skills.
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2012 Current Percent of Students Proficient in writing:

29% (29)
of our K-5 students scored proficient in writing on the CELLA 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 oral language skills: vocabulary, speaking, and writing.	Utilize structures that help students plan and write an essay.	Principal, CRT, Instructional coaches, teachers	Classroom observation	School-wide Writing prompts
2	Parents have a language barrier and have trouble supporting students at home.	Promote writing and discussions at home that build narrative story-telling skills.	Principal, teachers	Classroom observation	School-wide writing prompts
3	Insufficient time dedicated to writing in the Kindergarten - third grade classrooms.	Scheduled writing time, at least 30 minutes, daily. Writing buddies that will be implemented in the last nine weeks of the school year.	Principal, CRT, Instructional support team, teachers	Third grade essays completed with fourth grade buddies. Classroom observations to ensure writing is taking place.	Schedule of writing buddies. Copy of master schedule.

CELLA Budget:

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

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	This year Bonneville will utilize innovative and research based mathematics programs and strategies to maximize student achievement. Within the 60 minute math block, teachers will teach our core program (Envision Math) in a whole group and small group setting while using STEM activities to foster understanding and connections with real-world math applications.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (88) of our third, fourth, and fifth graders scored a level 3 on FCAT Math assessment.	36% of our third, fourth, and fifth graders will score a level 3 on FCAT Math assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New teachers are unfamiliar with Envision and how to effectively integrate it with the standards along with the use of STEM activities.	Incorporate on going professional development to help staff become more knowledgeable of the standards and the program. Provide mentoring to new teachers in order to assist them in teaching.	Principal, CRT, Math Coach	Review of teacher/student data, classroom walkthroughs, weekly team meetings, mentoring meetings with new teachers	Envision informal and formal assessments (Topic Assessments) Edusoft Math Foresight Math
2	Parent knowledge of various math skills is limited and therefore support and reinforcement of the curriculum at home is limited.	Plan "Parent Math Night" for 3rd, 4th, and 5th grade to encourage parent support for the math curriculum and bridge the gap between home and school.	Principal, CRT, Math Coach, PTA	Track family attendance at math events.	Envision informal and formal assessments (Topic Assessments) Edusoft Math Foresight Math FCAT Math
3	Mobility rate is high for our community.	Provide an uninterrupted 60-minute math block with supplemental 30 minute intervention block to bridge the academics deficiencies for transient students.	Principal, CRT, Math Coach	Various resources i.e. Reteach tool, benchmark assessments, etc., in the common core curriculum to assess student's growth. Classroom observations and team meetings Tracking attendance records/truancy	Envision informal and formal assessments (Topic Assessments) Edusoft Math Foresight Math FCAT Math Moby Math
4	Teachers with various skills levels ranging from zero to multiple years.	Create math pacing guide.	Principal, CRT, Math Coach	Lesson plans are continually monitored for pacing. Meet with teachers	Lesson plans and pacing guides
5	Teachers moving grade levels.	Provide additional support through weekly team meetings, encourage team leaders to share ideas and activities, and PLC meetings.	Principal, CRT, Math Coach,	Monitoring student data Track and update data notebook	Meeting sign in sheets, organized data notebook

6	Teachers have limited knowledge of gradual release model during math instruction.	Provide multiple examples during data meetings by the math coach and teacher leaders.	Principal, CRT, Math Coach	Classroom observations	Envision informal and formal assessments (Topic Assessments) Edusoft Math Foresight Math FCAT Math Moby Math
7	Providing ample time for teachers to plan and collaborate	Have team meetings weekly	Teachers	Teachers reflecting on instruction and have meaningful meetings	Meeting minutes and team notes

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 There are fewer than 10 students in the subgroup
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				

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:	Bonneville will utilize innovative and research based mathematics programs, differentiated instruction, and higher order thinking strategies to maximize student achievement promote continual growth in proficient students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (73) of our third, fourth, and fifth graders scored a level 4 or 5 on FCAT Math assessment.	30% of our third, fourth, and fifth graders will score a level 4 or 5 on FCAT Math assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers may be unsure of how to effectively differentiate instruction so that it promotes growth in proficient students instead	Hold professional development on effective strategies to differentiate instruction.	Principal, CRT, Math Coach, Teachers	Classroom walkthroughs and informal observations Evaluation of student data	Envision informal and formal assessments (Topic Assessments) Edusoft Math Foresight Math

	of leaving them stagnant.				FCAT Math
2	Proficient students may become bored with the core curriculum.	Initiate a Math Club for students that are at levels 4 and 5 that promotes higher-order thinking and links math to real-world applications.	Math Coach, Teachers	Increased student interest and participation in the organization	OCCTM Elementary Math Contest Envision informal and formal assessments (Topic Assessments) Edusoft Math FCAT Math
3	Lack of enrichment	Provide students time in the classroom to complete STEM projects, utilize technology to engage students. Promote the use of Smart boards in classrooms, along with trainings on how to use the Smart boards.	Principal, Math Coach, Teachers, Technology Specialist	Weekly meetings with teachers to analyze successful activities to be done in the classroom.	Envision informal and formal assessments (Topic Assessments) Edusoft Math Foresight Math FCAT Math Moby Math

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 There are fewer than 10 students in the subgroup
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				

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:	Bonneville will utilize innovative FCAT Math and research based mathematics programs (Envision Math) and effective high-yield teaching strategies to maximize student achievement and increase learning gains for students at all levels. Bonneville holds the belief that all students have the ability to learn and we want to continually foster academic growth within all students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (172) of our third, fourth, and fifth graders made learning gains on FCAT Math assessment.	67% of our third, fourth, and fifth graders will make learning gains on the FCAT Math assessment.

Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Parent knowledge of various math skills is limited and therefore support and reinforcement of the curriculum at home is limited.	Plan "Parent Math Night" for 3rd,4th, and 5th grade to encourage parent support for the math curriculum and bridge the gap between home and school. Send home the Envision Parent Letters that correspond with each topic. This will update parents on what students are currently learning in math and provide activities that families can complete together for additional learning opportunities.	Principal, CRT, Math Coach, PTA	Identifying increase parent support and attendance at math events. Increased student achievement and mathematics homework completion	Envision informal and formal assessments (Topic Assessments) Edusoft Math Foresight Math FCAT Math
2	Teachers may only focus on struggling students.	Ensure that teachers are providing effective instruction that helps all students (proficient or non-proficient) continue to make learning gains including a seperate math intervention block.	Principal, CRT, Math Coach, Teachers	Evaluate student data and chart gains of all students.	Envision informal and formal assessments (Topic Assessments) Edusoft Math FCAT Math
3	Students struggle with math facts.	Provide students time to practice math facts during math intervention time using FASTT MATH and Moby Math.	Principal, CRT, Math Coach, Teachers	Use students progress reports from Moby Math.	Envision informal and formal assessments (Topic Assessments) Edusoft Math FCAT Math Moby Math

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 There are fewer than 10 students in the subgroup.
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				

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:	Bonneville will follow the RTI process to identify and monitor struggling students. While utilizing innovative and research based mathematics programs (with a special focus on intervention strategies) we will maximize student achievement for struggling learners, ensuring learning gains from the lowest 25%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (38) of our lowest 25% third, fourth, and fifth graders made learning gains on FCAT Math assessment.	60% of our lowest 25% third, fourth, and fifth graders will make learning gains on FCAT Math assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers may be unsure of how to effectively differentiate instruction in order to maintain momentum with struggling students while remediating areas of weakness	Hold professional development trainings on effective strategies that can be used to differentiate instruction during the 60 minute math block.	Principal, CRT, Math Coach, Teachers	Classroom walkthroughs and informal observations. Evaluation of student data	Envision informal and formal assessments (Topic Assessments) Edusoft Math Foresight FCAT Math Moby Math
2	New teachers may not be familiar with the intervention pieces that are available (Envision Intervention, Number Worlds, Successmaker, Fasttmath).	Hold a professional development meeting to demonstrate how to use each intervention piece and how they can be tailored to meet the individual needs of each child.	Principal, CRT, Math Coach, Teachers	Classroom walkthroughs to observe use of the intervention system and review student/teacher data.	Envision informal and formal assessments (Topic Assessments) Edusoft Math Foresight Math FCAT Math Moby Math
3	Staff is not familiar with analyzing data and using it to guide instruction.	Meet with teams to go over how to pull various reports and what components will be best to look at when analyzing student data.	Principal, CRT, Math Coach, Teachers	RTI/Data meetings to review data and prescriptive scheduling to make data-driven instructional decisions.	Envision informal and formal assessments (Topic Assessments) Edusoft Math Foresight Math FCAT Math Moby Math
4	Lack of time for math interventions.	Teachers will be provided with time to target the lowest 25% in their classes.	Principal, CRT, Math Coach, Teachers	RTI/Data meetings to review data and make data driven instructional decisions.	Envision informal and formal assessments (Topic Assessments) Edusoft Math FCAT Math Moby Math

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #					
	5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

	63	65	69	72	76	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Bonneville will identify all subgroups and utilize innovative and research-based mathematics programs and strategies to maximize achievement for students from all subgroups.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49%(52) of our Hispanic, 68% (78) of our White, and 61% (17) of our Black population scored at least at level 3 or above.	59% of our Hispanic, 75% of our White, and 71% of our Black population will score at least at least at least 3 or above.

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	As one of our largest student populations, Hispanic students and families may feel a strong disconnect between home and school cultures.	School-wide activities and classroom lessons that promote an acceptance of all cultures with a respect for the diversity of our population.	Entire staff	Observing increased motivation by students, participation in events, and evaluation of student academic data.	Noting attendance at school-wide events
2	Students and families are more comfortable communicating in their home language and shut down due to frustration and inability to communicate.	Bonneville will work to decrease the language barrier between home and school. We want to maximize achievement for students regardless of native language or ELL status, and to insure learning gains are reached for all subgroups. We will insure that we have ample staff and/or volunteers who can translate for parents in order to increase their involvement.	Principal, Staff, Speakers of other languages	Observing increased participation in school-wide activities by students/families that are native speakers of other languages.	Noting attendance sheets at various school-wide events.

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:	Bonneville will work to decrease the language barrier between home and school. We want to maximize achievement for students regardless of native language or ELL status, ensuring AYP is reached for all subgroups.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (18) of our ELL third, fourth, and fifth graders scored a Level 3 or above on FCAT Math assessment.	48% of our ELL third, fourth, and fifth graders will score a Level 3 or above on FCAT Math assessment.

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students and families are more comfortable communicating in their home language and may not participate due to frustration and inability to communicate.	Provide more staff that can translate for parents in order to increase their involvement.	Principal, Staff, Speakers of other languages	Observing increased participation in school-wide activities by students/families that are native speakers of other languages.	Noting attendance sheets at various school-wide events.
2	Students and families may be fluent in math but may be hindered by real-world math applications that integrate both reading and writing.	Have the necessary tools (ie: English/Spanish dictionaries available) or provide word problems in the child's native language that allows teachers to evaluate mathematics knowledge without being hindered by a language barrier.	Principal, CRT, Coaches, Teachers	Evaluate student math progress when given problems in native language versus English to determine if the weakness is in math or a language barrier.	Envision formal and informal assessments Edusoft Data Foresight Data FCAT Math
3	Teachers may need additional knowledge to effectively teach English Language Learners.	Promote continual professional development pertaining to effective teaching strategies for English Language Learners.	Principal, CRT, Teachers	Inform teachers of all opportunities for ESOL endorsement/certification as well as professional development on signmeup.	Review training logs for increased attendance by our staff at ELL professional development Edusoft Data Foresight Data FCAT Math

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:	Bonneville will identify all students with disabilities and the necessary accommodations that are available to promote academic success and achievement.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (10) of our SWD third, fourth, and fifth graders scored a Level 3 or above on FCAT Math assessment.	39% of our SWD third, fourth, and fifth grade will score a Level 3 or above on FCAT Math assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers may be unsure of how to effectively differentiate instruction in order to maintain momentum with struggling students while remediating areas of weakness.	Hold professional development trainings on effective strategies that can be used to differentiate instruction during the 60 minute math block.	Principal, CRT, Math Coach, Teachers	Classroom walkthroughs and informal observations; Evaluation of student data.	Envision informal and formal assessments: Edusoft Math, Foresight Math, FCAT Math

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Bonneville will gain a better understanding of the community and our students while providing the necessary instruction, interventions, and strategies to meet the needs of our student population and maximize achievement for students that are economically disadvantaged, ensuring success for all subgroups.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (106) of our economically disadvantaged third, fourth, and fifth graders scored a Level 3 or above on FCAT Math assessment.	65% of our economically disadvantaged third, fourth, and fifth graders will score a Level 3 or above on FCAT Math assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Our staff may not be familiar with the characteristics of children of poverty.	Provide Ruby Payne trainings to help our teachers understand our students' home culture and the affects that poverty may have on their learning.	Trained Ruby Payne staff.	Ruby Payne staff development trainings throughout the year.	Informal assessments at the completion of trainings and classroom and school-wide walkthroughs to observe teachers' familiarity with the characteristic of children of poverty.
2	Parents and students may not have the resources at home to reinforce what is being taught in school.	Teachers will use the Teaching Tools materials in the Envision program to provide students with flash cards, manipulatives, and activities that can be completed at home for additional support.	Math Coach, Teachers	Team meetings with teachers to discuss the tools available for use. Inform parents about use of materials at home.	Envision informal and formal assessments: Edusoft Math; Foresight Math; FCAT Math
3	Parents and students may not have the resources at home to reinforce skills being taught in school.	Bonneville will provide extended media center time before and/or after school to include tutors and use of technology.	Extended Media Staff, Technology Support	Monthly meetings with the extended media staff to ensure effectiveness of time and materials. Sign in sheets for students attending before and/or after school.	Data reports of programs utilized in extended media such as Moby Math, Success Maker Math, and Pearson.

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
Envision Training with					RTI/Data meetings to review individual student, class, and grade level	

understanding of online component that can be used to monitor student progress and growth.	K-5 Math	District, CRT, Math Coach	All Staff	Signmeup scheduled dates, Preplanning, and various Wednesday staff development trainings	data. Reflective teaching by teachers to identify and foster collaboration and identification of strategies to best meet the needs of our students.	Principal, teachers, Math coach, CRT
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Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Florida Ready Math	Addresses Benchmarks	General Fund	\$3,383.00
			Subtotal: \$3,383.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Successmaker	Renewal of program	General Fund	\$2,750.00
Safari Montage	Renewal of program	General Fund	\$548.00
			Subtotal: \$3,298.00
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
Foresight Math	Testing	General	\$2,633.00
Initiate a Math Club for mathematically proficient students in grades 4 and 5 to promote higher order mathematical thinking.	AIMs, Math Superstars, OCCTM (Orange County Council of Teachers of Math) Elementary Contest Materials	General Fund	\$800.00
			Subtotal: \$3,433.00
			Grand Total: \$10,114.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal # 1a:	Bonneville will use the OCPS Benchmark pre-test for science and Foresight science tests to give us a baseline of data. Science blocks will be built into every grade level's daily schedule and the science lab will be on the schedule for 1st-5th on a rotational basis. Vocabulary and informational text reading comprehension skills will be emphasized along with hands on experiences in the classroom. All grade levels will incorporate STEM activities into their quartile pacing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% () of our fifth graders scored at the proficiency	70% () of our fifth graders will score at the proficiency

level in science.					level in science.
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher understanding of higher level questioning.	Include higher order questions in lesson plans and common board configurations. Ensure use of Webb's Depth of Knowledge Use of Marzano's High Yield Strategies through PLC.	Principal, CRT, Instructional coaches, teachers, PLC teams	Review lesson plans. Classroom observations	Foresight, Edusoft, and FCAT data.
2	Level of competency in science pedagogy.	Deconstruction of the standards to ensure proper implementation in the classroom utilizing the science curriculum and other necessary instruction.	Principal, CRT, Instructional coaches, teachers	Monthly meetings with grade level teams to review lesson plans.	Foresight and Edusoft data. Edusoft mini assessment data.
3	Utilizing the NGSS.	To implement the new standards into lessons that are age and grade appropriate.	Principal, CRT, Instructional coaches, teachers	Review lesson plans. Classroom observations.	Foresight, Edusoft, and FCAT data.
4	Lack of knowledge in new curriculum.	Share district training dates with staff. Provide follow up discussions with grade level teams.	Principal, CRT, teachers	Biweekly meetings with teams to ensure effective classroom instruction; Reviewing science assessments taken online.	FCAT data Science Fusion data, accessed online.

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 There are fewer than 10 students in the subgroup
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				

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	We will utilize the Foresight Science test 3 times this year with 5th graders and while analyzing the data, we

Achievement Level 4 in science. Science Goal #2a:	will look for high scores and "bubble" students. We will identify the students who are performing in the top 20% in science to ensure teachers are enriching and challenging these students with technology, club, special projects, and in depth STEM activities.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (14) of our fifth graders scored at or above achievement Level 4 in science.	17% of our fifth graders will score at or above achievement Level 4 in science.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited use of technology.	Teachers will utilize Encyclopedia Britannica's online resources to increase student inquiry. Provide each grade level with a smart board. Utilize the online component with our new Science Fusion curriculum. Utilize the computer lab for online labs.	Principal, CRT, Instructional coaches, teachers	Classroom observations	Foresight, Edusoft, and FCAT data; Science Fusion assessments.
2	Field experience.	Students will participate in the Science Fair. Students will utilize the science lab for Essential labs.	Principal, CRT, Instructional coaches, teachers	Science Fair projects Science Lab schedule	Participation of families and students in the Science Fair. Copy of the master schedule with lab times.
3	Student have limited exposure to science activities due to after-school transportation issues.	After school Science Environmental Club	Club organizer	Teacher-student discussions	Teacher, student, and parent surveys.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Classroom support and modeling of effective lesson delivery for core science program and hands-on lab experiments	K-5 Science	Math/Science Coach, Principal, CRT	School wide	During the instructional block and then discussion during planning time	Schedule with Math/Science coach to visit monthly throughout the school year, schedule model lessons and classroom visits	Principal, Math/Science Coach, CRT, teachers
Foresight Testing	3-5	Instructional support	3-5 Grade Levels	Data Meetings	Lesson Plans, Classroom Observations	Principal, Teachers, CRT

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Safari Montage	Renewal of program	General	\$548.00
			Subtotal: \$548.00
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
Science Club	Materials, fee for competition and transportation	General	\$800.00
			Subtotal: \$800.00
			Grand Total: \$1,348.00

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:	Bonneville Elementary will continue to teach students through a writing structure for both expository and narrative writing. Teachers will use writing samples to teach good writing skills, as well as target specific skills that enhance writing. Writing will be embed throughout all curricula and highlighted through a Writing night.
2012 Current Level of Performance:	2013 Expected Level of Performance:
87% (64) Students scored at Level 3 and/or higher in FCAT writing.	90% Students will score at Level 3.5 and/or higher on the 2013 FCAT writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of oral language skills: vocabulary, speaking, writing.	Utilize a structure for expository and narrative writing for planning an essay.	Principal, CRT, Instructional support team, teachers	Classroom observations	FCAT Writing scores practice FCAT writing scores
2	Students are unaware of how to write an essay.	Provide students with sample essays to compare Levels 4, 5, and 6 essays to other written essays.	Principal, CRT, Instructional support team, teachers	Classroom observations to see if students are highlighting, rewriting, and critiquing sample essays.	FCAT Writing scores
3	Insufficient time dedicated to writing in Kindergarten - third grades.	Writing Buddies that will be implemented in the last nine weeks of the school year. Provide a 30-minute writing block for Kindergarten - third grades.	Principal, CRT, Instructional support team, teachers	Third grade essays that are completed with their fourth grade buddy. Kindergarten - third grade students will become evaluative writers and narrative writers.	Schedule of Writing Buddies. Copy of master schedule
4	Parents are unaware of FCAT Writing requirements for fourth grade students.	Writing FCAT night that will educate parents on the expectations of FCAT Writing	Principal, CRT, Instructional support team, teachers	A successful turn out where parents have a clear understanding of what their child will experience on FCAT Writing.	Sign in sheet for FCAT night
5	Student's Writing Notebook is unorganized	Using a Writing notebook to hold sample writing, qualities of good writing, and works in progress.	Principal, CRT, Instructional support team, teachers	Students understand that organization helps not only in their life skills but in writing skills. Students will have tools handy for them to create on or above level essays.	Table of contents for Writer's Notebook, sample writer's notebook
6	Students lack the knowledge of the FCAT writing rubric.	Students score essays using a writing rubric that has been adapted to the FCAT Writing expectations.	Principal, CRT, Instructional support team, teachers	Students will understand the expectations for each score on FCAT Writing. Through using this rubric, students will be able to have corrective feedback within a timely manner.	Copy of the Writing rubric used for fourth grade writing scores.
	Students lack an understanding of FCAT testing environment for FCAT Writing.	Conduct a mock FCAT Writing 4 times throughout the year (September -	Principal, CRT, Instructional support team, teachers	Teachers will meet with students based on their essays from	Matrix of writing scores from all 4 Mock FCAT Writing

7		May)		each mock essay. Students then can take their feedback and make corrections in future essays.	
8	Teachers do not have sufficient time for yearly planning.	Have fourth grade teachers plan writing pacing and implement each nine weeks.	Principal, CRT, Instructional support team, teachers	Provide ample time for teachers to plan and pace the school year.	Copy of pacing guide for Writing.
9	Mobility rate is relatively high for our community.	Provide a 45 minute writing block for fourth grade students to ensure effective, consistent instruction.	Principal, teachers	Classroom observations	FCAT Writing scores
10	Parents have a language barrier and have trouble supporting students at home.	Promote writing and discussions at home that build narrative story-telling skills.	Principal, CRT, teachers	Writing samples	FCAT Writing scores

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	NA There are fewer than 10 students in the subgroup
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
Training in the FCAT rubric and the writing process including use of state calibrated papers	K-5 Writing	4th grade team leader, CRT, Reading Coach	School wide	Some on early release Wednesdays; some during common planning time	Monitor lesson plans and visit classrooms during the writing block	Monitor lesson plans and visit classrooms during the writing block

Enhancing Writing through all curriculum areas	K-5 Writing	Curriculum team	Instructional Staff	Preplanning	Classroom Observations/Team meeting discussions	Principal Curriculum team
Data analysis of Foresight reports to identify instructional areas of need	3rd, 4th grade	Principal, 4th grade team leader	3rd, 4th grade teachers	Some on early release Wednesdays; some during common planning time	Meet with 3rd and 4th grade teams after each Foresight assessment to analyze the reports and target the weaknesses, make changes to instructional focus calendars as needed	Principal Curriculum team

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Bonneville will be addressing attendance issues and the importance of consistent attendance through Child Study Team meetings and through communication with parents at parent meetings for instance PLC, SAC, PTA, RtI, parent teacher conferences, staffing meetings, and any other meetings parents attend. We will increase communication with parents about the impact of attendance on academic success.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96% (531) students based on EDW Data	96% students based on EDW Data
2012 Current Number of Students with Excessive	2013 Expected Number of Students with Excessive

Absences (10 or more)	Absences (10 or more)
192 students based on EDW Data	173 students based on EDW Data
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
92 students based on EDW Data	83 students based on EDW Data

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	Illness in the family and they keep all children home Not having transportation to School Keeping students home to care for them home for younger siblings Poor telephone numbers	Communicate with parents through parent handbook, letters, school compact, and meetings, the importance of being in school every day and the impact it has on academics Communicate the Florida attendance laws to parents Call home when a student misses his/her second day in a row or write notes in planners	Classroom teachers, Registrar, Social Worker, School Resource Officer	Keep copies of communication Monitor the EDW for attendance each month	Daily attendance
2	Taking family trips during the school year	Give perfect attendance awards every nine weeks	Classroom teachers, Principal	Encourage students to work toward the perfect attendance award and make earning perfect attendance part of the criteria for lunch with the Principal Award	Number of perfect attendance awards given out each nine weeks
3	Parents not home, working night jobs Parents letting them stay home when not sick Child responsible for getting themselves up and to school Child allowed to stay up late with no set bedtime	Conduct Child Study Team meeting when they hit 5 absences in 30 days or 10 within 90 days Put a contract in place with the parent and consequences of nonattendance explained to parent	Classroom teachers, Registrar, Social Worker, School Resource Officer	Keep copies of all letters, contracts and meeting notes	OCPS Enterprise Data Warehouse screens on 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
No Data Submitted						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Communication: Letters	Copy Paper	General Budget	\$200.00
Communication: Student Planners	Planners	General Budget	\$2,000.00
			Subtotal: \$2,200.00
			Grand Total: \$2,200.00

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:	Bonneville Elementary School strives to provide a safe and stress free educational environment for all of our students by enforcing the policies and guidelines mandated by the Student Code of Conduct. The Administrative team at Bonneville Elementary provides collaborative efforts to sustain and maintain the highest level of safety for the faculty and students at our school.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
2	1
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School

2	1
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
51	48
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
32	29

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 full understanding of the Student Code of Conduct by students.	Provide students and teachers with a Student Code of Conduct Review and lesson plan to give the students opportunities to ask questions and clarify uncertainties.	Principal, Reading coach, Math coach, guidance counselor, and teachers	Follow up with teachers to determine the receptiveness of the materials to the students.	Student Code of Conduct Quiz Question & Answer Session
2	Transition times and periods of less structure i.e. recess, arrival and dismissal.	Place faculty and staff in Transition areas and during periods of less structure to provide supervision of the students.	Principal, CRT, Behavior Specialist, Reading Coach, Math Coach, Guidance Counselor, Parenting Resource Teacher, Staffing Specialist, Custodial Staff, Teachers, and Paraprofessionals	Every Marking period meet with supervision faculty and staff.	Analyze data to determine where incidents are occurring

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement		The goal is to increase the amount of parents that are academically involved in their child's education. Bonneville Elementary will focus on increasing parent attendance in academic activities as well as helping parents become more comfortable and familiar with the core curriculum and educational computer software.			
Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
35% of the parents participated in school activities		50% of the parents will participate in this years school activities			
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 parent education- Some parents do not know how to help their child with their homework and school assignments due to lack of curriculum knowledge.	Parent Academy- Parents will learn how to operate the same computer programs that their children will use. Parents will learn how to help their child academically and be	Parent Resource Coordinator, Guidance	Parent attendance at scheduled meetings/activities	Parent/Teacher Survey Parent focus groups

		given additional school and community resources in order to effectively help their child.			
2	Lack of parent volunteers	Volunteer-Encourage parents to volunteer in order for them to be aware of the school goals, vision, and to build a strong community relationship between the school and the parent.	Parent Resource Coordinator, Guidance	Parent attendance at scheduled meetings/activities	Parent/teacher survey parent focus groups
3	Lack of parent participation	Parent Workshops- Title I parent workshops will be given on different educational and community topics.	Parent Resource Coordinator, Guidance	Parent attendance	Parent/teacher survey parent focus groups
4	Parent's work schedule- Parents often work late and are unable to volunteer during school hours.	Host events scheduled during the evening and on weekends to accommodate varying parent work schedules.	Parent Resource Coordinator, Leadership Team	Attendance	Parent/teacher survey
5	Language barrier- Bonneville has a high Hispanic population. At Bonneville, parents who speak another language sometimes feel uncomfortable and may not return the SAC surveys.	Host Hispanic heritage events on campus Have a translator available at all meetings/activities Flyers/Letters printed in English and Spanish.	Parent resource coordinator, Leadership team	Attendance	Parent/teacher survey

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

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

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

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		Each teacher K-5 at Bonneville will conduct a STEM Project/activity every quarter. See this web site for sample projects: https://www.ocps.net/cs/services/cs/curreareas/STEM/Pages/Elementary.aspx			
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 time.	Incorporate with core benchmarks in Lesson Plans. Science lab as been added to our lab rotation	Math coach, teacher, principal	Email labs being completed to the Math Coach	Teacher observation
2	Lack of resources.	Science Lab has been open to all teachers to use materials.	Math Coach, teacher, principal	Accomplishment of the project.	Teacher observation
3	Lack of teacher familiarity.	Provide PD through PLCs/ongoing.	Math Coach, teacher, principal	FCAT Math & Science scores.	FCAT, Foresight, & Edusoft scores

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
Training during PLC	K-5	Math Coach & teachers	All instructional.	Monthly	PLC Notes	Math Coach and teachers
Familiarize all teachers						

with STEM and the available resources to integrate math and science.	K-5 Science	Teachers, District presenters	School wide	Various staff development trainings	Classroom/Lab Observations	Principal, Teachers, coaches
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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
Science Club	Materials, competition, transportation	General Fund	\$800.00
			Subtotal: \$800.00
			Grand Total: \$800.00

End of STEM Goal(s)

Additional Goal(s)

All elementary students will read independently on grade level by age nine. Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. All elementary students will read independently on grade level by age nine. Goal All elementary students will read independently on grade level by age nine. Goal #1:			See Reading part of SIP		
2012 Current level:			2013 Expected level:		
See Reading part of SIP			See Reading part of SIP		
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	See reading part of SIP				

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
See Reading SIP						

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 All elementary students will read independently on grade level by age nine. Goal(s)

All elementary students will become fluent in all four basic mathematical operations for whole numbers by forth grade and adding and subtracting fractions and decimals by the end of fifth grade. Goal:

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

1. All elementary students will become fluent in all four basic mathematical operations for whole numbers by forth grade and adding and subtracting fractions and decimals by the end of fifth grade. Goal					
All elementary students will become fluent in all four basic mathematical operations for whole numbers by forth grade and adding and subtracting fractions and decimals by the end of fifth grade. Goal # 1:		See Math part of SIP			
2012 Current level:		2013 Expected level:			
See Math part of SIP		See Math part of SIP			
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	See Math part of SIP				

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
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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 All elementary students will become fluent in all four basic mathematical operations for whole numbers by fourth grade and adding and subtracting fractions and decimals by the end of fifth grade. Goal(s)

All students will be proficient in FCAT reading, mathematics, science, and writing and all students will demonstrate learning gains in reading and math. Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. All students will be proficient in FCAT reading, mathematics, science, and writing and all students will demonstrate learning gains in reading and math. Goal		Please view SIP learning gains section.			
All students will be proficient in FCAT reading, mathematics, science, and writing and all students will demonstrate learning gains in reading and math. Goal #1:					
2012 Current level:		2013 Expected level:			
Please view SIP learning gains section.		Please view SIP learning gains section.			
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	Please view SIP learning gains section.				

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
Please view SIP learning gains section.						

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 All students will be proficient in FCAT reading, mathematics, science, and writing and all students will demonstrate learning gains in reading and math. Goal(s)

All schools will increase enrollment and performance in advanced programs with an emphasis on under-represented populations. Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. All schools will increase enrollment and performance in advanced programs with an emphasis on under-represented populations. Goal All schools will increase enrollment and performance in advanced programs with an emphasis on under-represented populations. Goal # 1:	Please view level 4 and above sections.

2012 Current level:			2013 Expected level:		
Please view level 4 and above sections.			Please view level 4 and above sections.		
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	Please view level 4 and above sections.				

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
Please view level 4 and above sections.						

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 All schools will increase enrollment and performance in advanced programs with an emphasis on under-represented populations. Goal(s)

All elementary school will implement the "Destination College" program to support

academic rigor and promote college readiness. Goal:

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

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

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

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 All elementary school will implement the "Destination College" program to support academic rigor and promote college readiness. Goal (s)

All schools will eliminate the disproportionate classification and placement of minority students in special education. Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
<p>1. All schools will eliminate the disproportionate classification and placement of minority students in special education. Goal</p> <p>All schools will eliminate the disproportionate classification and placement of minority students in special education. Goal #1:</p>	Please see the SIP part for learning gains.

2012 Current level:			2013 Expected level:		
Please see the SIP part for learning gains.			Please see the SIP part for learning gains.		
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	Please see the SIP part for learning gains.				

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
Please see the SIP part for learning gains.						

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 All schools will eliminate the disproportionate classification and placement of minority students in special education. Goal(s)

All school will decrease drop-out rates and increase graduation rate for all students.

Goal:

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

1. All school will decrease drop-out rates and increase graduation rate for all students. Goal All school will decrease drop-out rates and increase graduation rate for all students. Goal #1:	Please see the SIP part for learning gains.
2012 Current level:	2013 Expected level:
Please see the SIP part for learning gains.	Please see the SIP part for learning gains.

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	Please see the SIP part for learning gains.				

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
Please see the SIP part for learning gains.						

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 All school will decrease drop-out rates and increase graduation rate for all students. Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Florida Ready Reading	Benchmark support	General Fund	\$3,383.00
Mathematics	Florida Ready Math	Addresses Benchmarks	General Fund	\$3,383.00
				Subtotal: \$6,766.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Successmaker	Computer program renewal	General Fund	\$2,633.00
Reading	Safari Montage	Program Renewal	General Fund	\$548.00
Reading	STAR	Program Renewal	General Fund	\$3,858.00
Mathematics	Successmaker	Renewal of program	General Fund	\$2,750.00
Mathematics	Safari Montage	Renewal of program	General Fund	\$548.00
Science	Safari Montage	Renewal of program	General	\$548.00
				Subtotal: \$10,885.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
		Bonneville Elementary will use the Title II funds to enhance teacher knowledge on how to support an engaging, rigorous, and culturally relevant educational environment. We will purchase the book You've Got to Reach Them to Teach Them: Hard Facts About the		

Reading	Bonneville Elementary will use the Title II funds to enhance teacher knowledge on how to support an engaging, rigorous, and culturally relevant educational environment. We will purchase the book <i>You've Got to Reach Them to Teach Them: Hard Facts About the Soft Skills of Student Engagement</i> by Mary Kim Schreck. Teachers will learn effective specific instructional practices to enhance student achievement and learning gains. We will also renew memberships of the International Reading Association for our Curriculum Resource Teacher and Reading Coach in order to stay up to date with the most recent research. They will share breakthroughs on evidence-based teaching tools, cutting-edge literacy journals, and professional development resources during monthly professional development sessions.	Soft Skills of Student Engagement by Mary Kim Schreck. Teachers will learn effective specific instructional practices to enhance student achievement and learning gains. We will also renew memberships of the International Reading Association for our Curriculum Resource Teacher and Reading Coach in order to stay up to date with the most recent research. They will share breakthroughs on evidence-based teaching tools, cutting-edge literacy journals, and professional development resources during monthly professional development sessions. Bonneville's subgroups are ELL, Hispanic, SWD, and FRL. Of those four subgroups in reading from 2011 to 2012 our ELL percentage of students meeting proficiency has declined, the Hispanic subgroup only had an increase of 2%, while our SWD subgroup had a 13% increase, and the FRL subgroup had an 8% increase. The school's focus to increase teacher knowledge for engaging, rigorous, and culturally relevant educational environments will impact all subgroups but will provide extra support for more culturally relevant instruction.	Title II	\$1,400.00
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Subtotal: \$1,400.00

Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Foresight Testing	Test aligned benchmarks	General Fund	\$2,633.00
Mathematics	Foresight Math	Testing	General	\$2,633.00
Mathematics	Initiate a Math Club for mathematically proficient students in grades 4 and 5 to promote higher order mathematical thinking.	AIMs, Math Superstars, OCCTM (Orange County Council of Teachers of Math) Elementary Contest Materials	General Fund	\$800.00
Science	Science Club	Materials, fee for competition and transportation	General	\$800.00
Attendance	Communication: Letters	Copy Paper	General Budget	\$200.00
Attendance	Communication: Student Planners	Planners	General Budget	\$2,000.00
STEM	Science Club	Materials, competition, transportation	General Fund	\$800.00
				Subtotal: \$9,866.00
				Grand Total: \$28,917.00

School-level Differentiated Accountability Compliance

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

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

No Attachment

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

The SAC generously agreed to fund teacher mini grants to extend student learning opportunities in the areas of reading, math, science or writing. With approximately \$3,797.00 remaining from past school recognition funds not spent on non-recurring faculty and staff bonuses or for temporary personnel, the SAC members agreed to offer up to six mini grants (or a total amount of \$3,000) for equipment or materials designed to increase students achievement in the core areas of reading, math, science or writing. All 2012-2013 teachers were given copies of the grant rubric and the opportunity to apply for funding. A team of SAC members, including teachers and parents, will determine grant recipients by October 2012. Grant winning teachers will showcase/highlight the work of students as a part of the funding to be shared at subsequent SAC meetings. In addition, SAC members will examine student achievement data, review the various programs offered for students in the areas of reading, math, science, and writing and be invited to a showcase highlighting schools sensus and trainings.

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

Orange School District BONNEVILLE ELEMENTARY 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	82%	97%	63%	327	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	66%	68%			134	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?	43% (NO)	63% (YES)			106	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					567	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Orange School District BONNEVILLE ELEMENTARY 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	84%	82%	65%	314	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	63%	56%			119	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?	58% (YES)	54% (YES)			112	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					545	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested