FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: ORANGE RIDGE-BULLOCK ELEMENTARY

District Name: Manatee

Principal: Douglas E. DuPouy

SAC Chair: Sara Fuller

Superintendent: Bob Gagnon

Date of School Board Approval:

Last Modified on: 10/15/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Douglas E. DuPouy	B.S. El. Ed M.S. El. Ed. Ed.S Leadership ESOL Certified	3.5	21	2012 School Grade D 2011 School Grade C 2010 School Grade D 2009 School Grade B
Assis Principal	Greg Sander	B.S in El.Ed M.S in Leadership ESOL Certified National Board Certified	3	3	2012 School Grade D 2011 School Grade C 2010 Moody Elem.B 2009 Moody Elem. A

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)
Reading Coach	Alane Enderle	B.S. in Elem. Ed. M.S. in Reading National Board Cert.	10	1	School Grade 2012 D School Grade 2011 C School Grade 2010 D
Math Coach	Mishael Jones	B.S. in Elem. Ed.	7	6	School Grade 2012 D School Grade 2011 C School Grade 2010 D

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	Peer Teachers new to the school with a veteran teacher	Doug DuPouy and Greg Sander	1 school year	
2	Peer Teachers new to a grade level with a veteran teacher at that level	Doug DuPouy and Greg Sander	1 school year	
3	Provide school visits and training for teachers new to school	Doug DuPouy and Greg Sander	On-going	
4	Provide on-going training for teachers currently at the school	Doug DuPouy and Greg Sander	On-going	
5				

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
NN/A All staff members are highly effective	

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
57	12.3%(7)	40.4%(23)	45.6%(26)	12.3%(7)	43.9%(25)	100.0%(57)	35.1%(20)	17.5%(10)	70.2%(40)

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
		Reading Coach can	

Alane Enderle	All seven new teachers hired this school year	help new teachers plan their Reading Block as well as Writing Block	Provide extra opportunity for planning Reading and Writing Block together.
Mishael Jones	All seven new teachers hired this school year.	Math Coach can help new teachers plan their Math Block	Provide extra opportunity for planning Math lessons together.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after school programs or Summer School. The district coordinates with Title II and Title III in ensuring staff development needs are provided.

Title I, Part C- Migrant

District Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met. Parent Liaison on staff is paid with Title I funds to provide services to support our students and parents.

Title I, Part D

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. ORB uses Title II funds to provide Professional Development and additional teachers.

Title III

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

Title X- Homeless

Students are referred to Project Heart for assistance.

Supplemental Academic Instruction (SAI)

Title One Remediation funding allows us to provide an after school program that offers recreation as well as enrichment activities for students focusing on Math and Reading needs of our low performing students.

Violence Prevention Programs

District has a bullying program in which ORB participates
District supports a Diversity Program for Students, more Alike than Different, in which ORB participates.
ORB is a positive Behavior Support (PBS) School. We analyze student data on violence through our Quick Query Discipline Reporting System. Appropriate interventions are put in place.

Nutrition Programs

97% of our students receive Free or Reduced Lunches. All of our students this year receive Free Breakfast. We also have free snacks with our After School student programs. This is the second year our school has been awarded the Fruit and Vegetable Grant also in which students will get to sample a different fruit or vegetable each day.

Housing Programs

Head Start

Voluntary PreK program (VPK) enables the majority of lower performing students to make a smooth transition to Kindergarten. Pre-K Transition- Specialist assigned to our school for assistance with the transitions. He works with each Family and every child who will be transitioning to ORBS and helps families become accustomed to our services.

Adult Education

This is the second year that we will be having the Parent/Adult GED class offered on Tuesday and Thursday. We will continue our Adult Rosetta Stone Program working with our parents who are non-English speaking (ESOL) so that they can learn English.

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Jenna Polise- RTI Team Chair and Gap analysis
Jenna Polise- Guidance Counselor/Case Manager
Jessica Kobryniec - School Psychologist/Case Manager
Hank Maier- ESE Specialist
Mishael Jones- Math Coach/Case Manager
Alane Enderle- Reading Coach/Case Manager
Nuris Fanning- ESOL Instructor/Case Manager
Administrator- Doug DuPouy and Greg Sander both Case Managers

Members of Positive Behavior Support (PBS) Team (Behavior Part of RTI)
Doug DuPouy
Greg Sander
Sue McInnis
Pam McCarthy
Cindy Wonnacott
Elizabeth Kimbrell
Annette Maddox
Eric Heminger
Jeanette McNeil
Julie Kerber

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 Problem Solving Team meets weekly. Cases are assigned to a case manager and interventions are determined by the team. Parents are invited to attend meetings with the case manager. The Positive Behavior Support Team meets monthly. The team tracks, discusses, and analyzes the number of referrals, suspensions, and other student behavior issues. They determine the level of intervention that is necessary for studeents and any support teachers may need.

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

Members of both teams participate in the development of the School Improvement Plan and are involved in committees to help with the implementation of the SIP Plan.

MTSS Implementation

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

> ORB currently uses the Quick Query Data System as well as the PMRN System. Data used to analyze student academics include DRA2, FCAT, FAIR,SAT, District Writes, and School wide writing assessments. All data is tracked on progress monitoring sheets. As the new program called FOCUS rolls out, we will be using this system rather than the Quick Query Data System to look at Student Data.

Describe the plan to train staff on MTSS.

> There are several days that the ORB Staff has committed to the on-site training for the remainder of the staff. The RTI team attends several off site trainings sponsored by USF. New members will take an online course.

Describe the plan to support MTSS.

>

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

> Doug DuPouy-Principal
> Greg Sander- Assistant Principal
> Jenna Polise- Guidance Counselor
> Alane Enderle- Reading Coach
> Judy Murphy- RTI Coach
> Joyce Choate- RTI Interventionist

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

> The Literacy Leadership Team will meet twice monthly to assess the needs of the school, staff, and students. These meetings will focus on upcoming staff trainings, upcoming testing, and strategies to help the teachers meet student needs.

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

> The major initiatives of the Literacy Leadership Team will be to find ways to help meet the needs of low reading students so that our school can achieve the goal of AYP in all subgroups.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/16/2012)

*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.

> We encourage the parents of our community to enroll their children in our PreK classes as we have two VPK classrooms as well as two ESE PreK classes. As a Title One School, this helps to give our students a basic foundation of skills that prepares them better as in-coming Kindergartners the following school year. Our students transition very well after having the PreK experience as they have a great understanding of the routine of the school day.

*Grades 6-12 Only

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

*High Schools Only

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

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

Postsecondary Transition

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	ORB will have a 5% increase in the percentage of students scoring Level 3 on the FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
gr 3 15% (17)gr 4 24% (18)gr 5 24% (23)	gr 3 20% (22)gr 4 29% (22)gr 5 29% (28)

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	ESOL Students do not understand English	Continue ESOL instruction with Certified ESOL instructor.	Doug DuPouy Greg Sander	Evaluation data will be used to monitor progress of student achievement	*FAIR *DRA2 *Successmaker*Florida Alternative Assessment
2	ESE Students	Continue ESE Inclusion Model for Instruction	Doug DuPouy Greg Sander	Evaluation data will be used to monitor progress of student achievement	*FAIR *DRA2 *Successmaker*Florida Alternative Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Students will increase scoring at a Level 4, 5, and 6 by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Six out of seventeen (35%) of our Alternate Assessment students scored at Levels 4, 5, and 6.	Seven out of seventeen (41%) of our Alternate Assessment students will score at Levels 4, 5, and 6.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance/Health	Proper Hand washing and Sanitizing the classrooms	Classroom Teachers Custodians	Attendance Data	Focus Attendance Data
2	Mastery difficult with ESE students	Teaching learning strategies to mastery of Unique Learning Curriculum.	Classroom Teachers Doug DuPouy Greg Sander	Data	Data from Benchmark testing within curriculum

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:	ORB will have a 5% increase in the percentage of students scoring Level 4&5 on the FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
gr 3 9% (10)gr 4 10% (9)gr 5 9% (8)	gr 3 14% (15) gr 4 15% (12) gr 5 14% (13)

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	ESOL students speak and comprehend very little English	*Continue instruction with Certified ESOL instructor. *Modified schedule of Reading Instruction Successmaker	Doug DuPouy Greg Sander	Monitoring of assessment data	*FAIR *DRA2 *Successmaker *FCAT *Florida Alternative Assessment
2	ESE students need remedial and intensive instruction and monitoring	*Continue current ESE Inclusion Model *Modified schedule of Reading Instruction *Successmaker	Doug DuPouy Greg Sander	Monitoring of assessment data	*FAIR *DRA2 *Successmaker *FCAT *Florida Alternative Assessment
3	Tardies result in students missing much of reading block	*Modified schedule of Reading Instruction	Doug DuPouy Greg Sander	*Monitoring the number of tardies *Monitoring of assessment data	*FAIR *DRA2 *Successmaker *FCAT *Florida Alternative Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Students will increase by 5% (1) in scoring a Level 7 in Reading on the Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2 out of 17 students (12%) of students scored at or above Achievement Level 7 in Reading	16% (3)will score at a Level 7.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance/Health	Sanitizing room and proper hand washing	Doug DuPouy Greg Sander	Focus Attendance Data	Focus Attendance
2	Mastery difficult with ESE students	Teaching learning strategies to mastery	Classroom Teachers Doug DuPouy	Data	Data from Benchmark Testing

			Greg Sander		

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:	ORB will have a 20% increase in the percentage of students making Learning Gains on the FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (125)	83%(143)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ESOL	Instruction by Certified ESOL Instructor and Team. Modified Reading Instruction Schedule.	Doug DuPouy Greg Sander	Monitoring of Assessment data	*FCAT *FAIR *DRA2 *Successmaker *Florida Alternative Assessment
2	ESE	*Continue ESE Inclusion Model *Modified schedule in Reading Instruction	Doug DuPouy Greg Sander	Monitoring of Assessment data	*FCAT *FAIR *DRA2 *Successmaker *Florida Alternative Assessment
3	Tardies	*Modified Reading Instruction Schedule. *Rewards system for classes with no tardies	Doug DuPouy Greg Sander	Monitoring of Assessment data	*FCAT *FAIR *DRA2 *Successmaker *Florida Alternative Assessment

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:	Students will make a 5% gain on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	50% (9)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance/Health	Proper Hand washing Sanitizing classrooms	Classroom Teachers Custodians	Attendance Data	Focus Attendance

2	Mastery difficult with ESE students	Teaching learning strategies to mastery of Unique Learning Curriculum	Classroom Teachers Doug DuPouy Greg Sander	Data	Benchmark 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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	At least 76% of the lowest performing students will make Learning Gains on the FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (37)	76%(36)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ESOL	*Instruction by Certified ESOL Instructor *Modified Reading Instruction Schedule *Successmaker	Doug DuPouy Greg Sander	Monitoring of assessment data	*FCAT *FAIR *DRA2 *Successmaker*Florida Alternative Assessment
2	ESE	*Continue ESE Inclusion Model *Modified schedule of Reading Instruction Successmaker	Doug DuPouy Greg Sander	Monitoring of assessment data	*FCAT *FAIR *DRA2 *Successmaker *Florida Alternative Assessment
3	Tardies	*Modified schedule of Reading Instruction *Rewards for classes having 100% non tardies per week.	Doug DuPouy Greg Sander	Monitoring of assessment data	*FCAT *FAIR *DRA2 *Successmaker*Florida Alternative Assess

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

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:	ORB will make AYP by meeting the AMO, Safe Harbor or the Growth Model and show a reduction in % of students NAYP.
2012 Current Level of Performance:	2013 Expected Level of Performance:

White=NA,Black =43%(33),Hispanic=51% (63),Asian=NA,American Indian=NA

NAYP White=0%(35),Black=20%(22),Hispanic=28%(35),Asian =NA,American Indian=NA

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ESOL	*Continue ESOL Instruction with a Certified ESOL Instructor *Modified schedule of Reading Instruction *Successmaker	Doug DuPouy Greg Sander	Monitor assessment data	*FAIR *DRA2 *FCAT *Successmaker *Florida Alternative Assessment
2	ESE	*Continue the ESE Inclusion Model of Instruction *Modified schedule of Reading Instruction Succcessmaker	Doug DuPouy Greg Sander	Monitor assessment data	*FAIR *DRA2 *FCAT *Successmaker *Florida Alternative Assessment
3	Tardies	*Modified schedule of Reading Instruction *Rewards Program for classrooms with no tardies per week.	Doug DuPouy Greg Sander	Monitor assessment data	*FAIR *DRA2 *FCAT *Successmaker *Florida Alternative Assessment

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:	ORB will make the target AMO in Reading by increasing the AMO to 33%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (28)	22% (21)NAYP

	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	ESOL	*Instruction by a Certified ESOL instructor *Successmaker	Doug DuPouy Greg Sander	Monitor assessments throughout year	*FCAT *FAIR *DRA2 *Successmaker *Florida Alternative Assessment

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:	ORB will make AYP by meeting the AMO, or the Growth Model therefore reducing the percentage of NAYP students.
2012 Current Level of Performance:	2013 Expected Level of Performance:

0% (17)		28% (18)NAYP		

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	Learning Disabilities	*Inclusion Model of Instruction *FCAT Prep Instruction *Remediation Time Block *Successmaker	Doug DuPouy Greg Sander	Benchmark assessments with accommodations	*FCAT *FAIR *Successmaker *DRA2 *Florida Alternative Assessment

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:	ORB will make AYP by meeting the AMO, or the Growth Model seeing a reduction in the percentage of NAYP students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (114)	43% (96)NAYP

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	ESOL	*Instruction by Certified ESOL Instructor *To continue Modified schedule of Reading Instruction *Successmaker	Doug DuPouy Greg Sander	Monitor progress through assessments	*FCAT *DRA2 *FAIR *Successmaker *Florida Alternative Assessment
2	ESE	*Continue ESE Inclusion Model of Instruction *Successmaker	Doug DuPouy Greg Sander	Monitor progress through assessments	*FCAT *DRA2 *FAIR *Successmaker *FloridaAlternative Assessment
3	Tardies	*To continue Modified schedule of Reading Instruction Rewards Program for classrooms with no tardies all week	Doug DuPouy Greg Sander	Monitor progress through assessments	*FCAT *DRA2 *FAIR *Successmaker *FloridaAlternative Assessment

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
Literacy coaching training	K-5	Reading college	Reading Coach, Alane Enderle	End of October	Alane will provide in class literacy coaching for the 8 new teachers to ORB using gradual release model.	Doug DuPouy and Greg Sander

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
After school remediation for reading instruction. Staff will follow reading and math curriculum guides.	salary to pay staff,	Title 1.	$65,000.00
			Subtotal: $65,000.00
			Grand Total: $65,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	Students taking the Cella test will score at a 40% proficient range as evidenced on LIS portion of the Cella test.
2012 Current Percent of Students Proficient in listening/speaking:	
35%	

				Problem-Solving Process to Increase Student Achievement		
				Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students experienced difficulty while reading/writing content area Curriculum.	Vocabulary taught in content Interactive Word Wall	Teacher Counselor Administrators	Formal/Informal	Teacher made Test Cella FCAT DRA2

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:	35% of the students taking the Cella Test will score in the proficient range as evidenced on the Reading portion of the Cella Test.
2012 Current Percent of Students Proficient in reading:	
24%	

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	Non-motivated Readers	Staff will increase the reading of nonfiction text in order to improve vocabulary/comprehension in grade level academics.	Teacher Team Leaders Administration Counselor	Formal/Informal Classroom Assessments	Teacher made Test Cella FCAT DRA2
2	Teach vocabulary in Context. Word Walls	teaching by using the word walls- interactive teacher/student	Teacher Admin.	Formal/Informal Classroom Assessments	Teacher made Test Cella FCAT DRA2

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	25% of the students taking the Cella test will score in the proficient range as evidenced by the Writing portion of the Cella Test.
2012 Current Percent of Students Proficient in writing:	
23%	

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	Some students are not actively engaged in their instruction	Engage students in current events real world issues and other media types	Teacher Team Leader Counselor Administrators	Formal/Informal Assessments	Teacher made test FAIR Cella DRA FCAT
2	Limited Background Knowledge	Build background knowledge prior to instruction	Administrators ESOL Teacher	Formal/Informal Assessments	Teacher made test DRA FCAT

				Cella

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	ORB will make a 5% increase in the percentage of students scoring Level 3 on the FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
gr 3 22% (26)gr 4 18% (16)gr 5 20% (17)	gr 3 27% (30)gr 4 23% (18) gr 5 25% (24)

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	ESOL	*Instructed by Certified ESOL Instructor *To continue Modified math instruction schedule *Successmaker	Doug DuPouy Greg Sander	Progress Monitor assessments throughout year	*District math Benchmark Assessments *FCAT *Successmaker *Florida Alternative Assessment
2	ESE	*Continue ESE inclusion instruction model *Successmaker	Doug DuPouy Greg Sander	Progress Monitor assessments throughout year	*District math Benchmark Assessments *FCAT *SuccessMaker *Florida Alternative Assessment
3	Tardies	*To continue Modified math instruction schedule *Rewards Program for classrooms not having any tardies for an entire week.	Doug DuPouy Greg Sander	*Progress Monitor assessments throughout year *Monitor tardies data	*District math Benchmark Assessments *FCAT *Successmaker *Florida Alternative Assessment
4	Students lacking foundation skills	Teaching Foundation Skills	Doug DuPouy Greg Sander Mishael Jones	Math Lab Room 303	District Math Benchmark Assessments FCAT Successmaker Florida Alternative Assessment

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:	Student will show an increase by 5% in the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:

7 out of 17 (41%)0f students scored at Levels 4, 5, and 6		9 out of 17 (53%) of students will score at a Level 4,5, and 6.	

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance /Health	Proper Hand washing Sanitizing the classroom	Classroom Teachers Custodians	Attendance Data	Focus Attendance Data
2	Mastery difficult with ESE students	Teaching learning strategies to mastery of Unique Learning Curriculum	Classroom Teachers Doug DuPouy Greg Sander	Data	Data from Benchmark testing

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:	ORB will make a 5% increase in the percentage of students scoring Level 4&5 on the FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
gr 3 3% (4)gr 4 1% (1) gr 5 13% (11)	gr 3 8% (9) gr 4 6% (5) gr 5 18% (17)

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	ESOL	*Instruction by Certified ESOL Instructor *To continue Modified Math Instruction Schedule *Successmaker	Doug DuPouy Greg Sander	Monitor assessment data throughout year	*FCAT *District Benchmark Assessments *Successmaker *Florida Alternative Assessment
2	ESE	*Continue ESE Inclusion Model of Instruction *Successmaker	Doug DuPouy Greg Sander	Monitor assessment data throughout year	*FCAT *District Benchmark Assessments *Successmaker *Florida Alternative Assessment
3	Tardies	*To continue Modified Math Instruction Schedule *Rewards Program for classrooms not having any tardies for a complete week	Doug DuPouy Greg Sander	Monitor assessment data throughout year Monitor tardies data	*FCAT *District Benchmark Assessments *Successmaker *Florida Alternative Assessment

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.	Students will increase by 5% in scoring at or above Achievement Level 7

Mathematics Goal #2b:					

2012 Current Level of Performance:	2013 Expected Level of Performance:
1 out of(6%) 17 students performed at a Achievement Level 7	2 (11%)out of 19 students will increase in Achievement Level 7.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance/Health	Proper Hand Washing Sanitizing classrooms	Classroom Teachers Custodians	Attendance Data	Focus Attendance Data
2	Mastery difficult with ESE students	Teaching learning strategies to mastery of Unique Learning Curriculum	Classroom Teachers Doug DuPouy Greg Sander	Data	Data from Benchmark testing

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:	ORB will make a 5% increase in the percentage of students making learning gains on the FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57%(109)	62% (119)

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	ESOL	*Instruction by Certified ESOL Instructor *To Continue Modified Math Instruction Schedule Successmaker	Doug DuPouy Greg Sander	Monitor assessment data	*FCAT *District Math Benchmarks *Successmaker *Florida Alternative Assessment
2	ESE	*Continue ESE Inclusion Model of Instruction *Successmaker	Doug DuPouy Greg Sander	Monitor assessment data	*FCAT *District Math Benchmarks *Successmaker *Florida Alternative Assessment
3	Tardies	*To Continue Modified Math Instruction Schedule *Rewards Program for classrooms not having any tardies for an entire week	Doug DuPouy Greg Sander	Monitor assessment data Monitor tardies data	*FCAT *District Math Benchmarks *Successmaker *Florida Alternative Assessment

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:	50% of students taking the Alternate Assessment will make learning gains in Mathematics.	
2012 Current Level of Performance:	2013 Expected Level of Performance:	
0% (17)	50% (8)	

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	Mastery difficult with ESE students	Teaching learning strategies to mastery of Unique Learning Curriculum	Classroom Teachers Doug DuPouy Greg Sander	Data	Data from Benchmark testing

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	At least 65% of the lowest performing students will make Learning Gains on the FCAT.	
2012 Current Level of Performance:	2013 Expected Level of Performance:	
65%(31)	65% (31)	

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	ESOL	*Instruction by certified ESOL Instructor *To Continue modified Math Instruction Schedule *Successmaker	Doug DuPouy Greg Sander	Monitor assessment data	*District math Benchmark Assessments *FCAT *Successmaker *Florida Alternative Assessment
2	ESE	*Continue ESE Inclusion Model of instruction *Successmaker	Doug DuPouy Greg Sander	Monitor assessment data	*District math Benchmark Assessments *FCAT *Successmaker *Florida Alternative Assessment
3	Tardies	*Continue modified Math Instruction Schedule *Rewards Program for classrooms that do not have tardies for an entire week.	Doug DuPouy Greg Sander	Monitor assessment data Monitor tardies data	*District math Benchmark Assessments *FCAT *Successmaker *Florida Alternative Assessment
	Lack of Math Foundation	Continue Successmaker Math and Math Coach will work with 25% lower	Mishael Jones	Monitor assessment data	District Math Benchmark Assessments

4		students			FCAT Successmaker Florida Alternative Assessment

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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 # Our Target AMO for our students in Math in 36% which is a 7% increase from 29% of our students from 2012. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	29					

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:	ORB will make AYP by meeting the AMO, Safe Harbor or the Growth Model reducing the percentage of NAYP students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White NABlack 39% (30)Hispanic 63% (77)Asian NA American Indian	NAYP White0%(36),Black 23%(20),Hispanic 32% (45),Asian NA,American Indian NA

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ESOL	Instruction by Certified ESOL Instructor Continue Modified Math Instruction Schedule Successmaker	Doug DuPouy Greg Sander	Monitor assessment data	*District Math Benchmark Assessments *FCAT *Successmaker *Florida Alternative Assessment
2	ESE	Continue ESE Inclusion Model of Instruction Successmaker	Doug DuPouy Greg Sander	Monitor assessment data	*District Math Benchmark Assessments *FCAT *Successmaker *Florida Alternative Assessment
3	Tardies	Continue Modified Math Instruction Schedule Rewards Program for classrooms with no tardies for entire week	Doug DuPouy Greg Sander	Monitor assessment data and tardies data	*District Math Benchmark Assessments *FCAT *Successmaker *Florida Alternative Assessment

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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:

5C. English Language Learners (ELL) not making

satisfactory progress in mathematics.

Mathematics Goal #5C:

	ORB will make AYP by meeting the AMO, Safe Harbor or the Growth Model reducing the percentage of NAYP students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57%(71)	NAYP 32% (35)

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	ESOL	Instruction by Certified ESOL Instructor To continue Modified Math Instruction Schedule Successmaker	Doug DuPouy Greg Sander	Monitor assessment data	*District Math Benchmark Assessments *FCAT *Successmaker *Florida Alternative Assessment
2	Tardies	To continue Modified Math Instruction Schedule Rewards Program for classrooms not having tardies for entire week.	Doug DuPouy Greg Sander	Monitor assessment data and tardy incidences	*District Math Benchmark Assessments *FCAT *Successmaker *Florida Alternative Assessment

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:	ORB will make AYP by meeting the AMO, Safe Harbor or the Growth Model reducing the percentage of NAYP students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (30)	NAYP 29% (17)

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	ESE	Continue ESE Inclusion Model of Instruction To continue Modified Math Instruction Schedule Successmaker	Doug DuPouy Greg Sander	Monitor assessment data Monitor incidents of tardies	*District Math BenchmarkAssessments *FCAT *Successmaker *Florida Alternative Assessment
2	Tardies	*To continue Modified Math Instruction Schedule *Rewards Program for classrooms not having tardies for an entire	Doug DuPouy Greg Sander	Monitor incidents of tardies	*Daily Sign in data of late students*District Math BenchmarkAssessments *FCAT *Successmaker

		week.			*Florida Alternative Assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	ORB will make AYP by meeting the AMO, Safe Harbor or the Growth Model reducing the percentage of NAYP students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (69)	NAYP 36% (81)

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	ESOL	Instruction by Certified ESOL Instructor To continue Modified Math Instruction Schedule Successmaker	Doug DuPouy Greg Sander	Monitor Assessment Data	*District Math Benchmark Assessments *FCAT *Successmaker *Florida Alternative Assessment
2	ESE	Continue ESE Inclusion Model of Instruction Successmaker	Doug DuPouy Greg Sander	Monitor Assessment Data	*FCAT *Successmaker *District Math Benchmark Assessments *Florida Alternative Assessment
3	Tardies	To continue Modified Math Instruction Schedule Rewards Program for classrooms not having tardies for the entire week.	Doug DuPouy Greg Sander	Monitor Assessment Data Monitor incidences of tardies data	*FCAT *Successmaker *District Math Benchmark Assessments *Florida Alternative Assessment

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
No Data Submitted						

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Math Common Core Book Club	Money to help purchase books for Book Club	Title One	$1,500.00
			Subtotal: $1,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
After school remediation for reading instruction. Staff will follow reading and math curriculum guides.	salary to pay staff	Title 1	$65,000.00
			Subtotal: $65,000.00
			Grand Total: $66,500.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	ORB will make a 5% increase in the percentage of students scoring Level 3 on the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (15)	23% (22)

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	ESOL	Instruction by Certified ESOL Instructor	Doug DuPouy Greg Sander	Monitor assessment data	*FCAT *Florida Alternative Assessment
2	ESE	Continue ESE Inclusion Model of Instruction	Doug DuPouy Greg Sander	Monitor assessment data	*FCAT *Florida Alternative Assessment
	Tardies	To continue Modified Science Instruction Schedule	Doug DuPouy Greg Sander	Monitor tardies data	*FCAT *Florida Alternative

					Assessment
3		Rewards Program will be used for classrooms with no tardies for entire week.			

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:	Student scores will increase by 5% at Levels 4,5, and 6
2012 Current Level of Performance:	2013 Expected Level of Performance:
3 students (75%)	4 out of 5 students (80%)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance/Health	Proper Hand washing and classroom sanitizing	Classroom Teachers Custodians	Attendance Data	Focus Attendance Data
2	Mastery difficult with ESE students	Teaching learning strategies to mastery of Unique Learning Curriculum	Classroom Teachers Doug DuPouy Greg Sander	Data	Data from Benchmark Testing

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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 group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	ORB will make a 5% increase in the percentage of students scoring a Level 4 & 5 on the FCAT Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
1% (2)	6% (5)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ESOL	Instruction by certified ESOL Instructor	Doug DuPouy Greg Sander	Monitor assessment data	*FCAT *Florida Alternative Assessment
2	ESE	Continue ESE Inclusion Model of Instruction	Doug DuPouy Greg Sander	Monitor assessment data	*FCAT *Florida Alternative Assessment
3	Tardies	Continue modified schedule of instruction Rewards Program for classrooms with no	Doug DuPouy Greg Sander	Monitor tardy data	*FCAT *FloridaAlternative Assessment

	tardies for an entire week.	

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:	Students will increase by 20% in scoring at or above Achievement Level 7 in Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% 0 students	20% (1) student

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance/Health	Proper Hand washing Classroom Sanitizing	Classroom Teacher Custodians	Attendance Data	Focus Attendance Data
2	Mastery difficult with ESE students	Teaching learning strategies to mastery of Unique Learning Curriculum	Classroom Teachers Doug DuPouy Greg Sander	Data	Data from Benchmark testing

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
ORB College Science Enrichment	Grades 4-5	TBA	4th and 5th Grade Teachers	on-going 2012-2013 School year	Monthly Collaborative Planning Meetings	Doug DuPouy Greg Sander

Science Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
After School Collaborative Planning	Funds to pay teachers for Planning	Title One	$2,000.00
			Subtotal: $2,000.00
			Grand Total: $2,000.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	ORB will increase the percentage of students scoring a 3.0 or higher by 5% on the 2012 FCAT Writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (56)	69% (53)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ESE ESOL	*Weekly prompt writing *Conferring *Flooding *Rubric training	Doug DuPouy Greg Sander	*Benchmark assessments *ORB writes assessments	*ORB weekly writing *FCAT *District Writes Benchmark *Florida Alternative Assessment
2	Tardies	Adjusted Master Scheduling	Doug DuPouy Greg Sander	*Tardy data reviews	tardy 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:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	Students will increase their Writing scores scoring 4 or higher by 12%
2012 Current Level of Performance:	2013 Expected Level of Performance:
71%(5) students	83% (5) students.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Health/Attendace	Proper Hand washing Sanitizing classrooms	Classroom Teachers Custodians	Attendance Data	Focus Attendance Data
2	Mastery difficult with ESE students	Teaching learning strategies to mastery of Unique Learning Curriculum	Classroom Teachers Doug DuPouy Greg Sander	Data	Data from Benchmark testing

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
Writing Across the Curriculum	K-5	Doug DuPouy Greg Sander	School Wide	On-going 2012-2013 School Year	Monitoring Data	Doug DuPouy Greg Sander

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
Writing Across the Curriculum	Student Writing Journals	Title One Supply money	$5,000.00
			Subtotal: $5,000.00
			Grand Total: $5,000.00

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:	Decrease the number of unexcused,the number of 10 or more absences and tardies by 5%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
93%	94%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
227 10 or more unexcused absences.	122
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
92 10 or more unexcused tardies.	80

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	*Mobility *Communicationwith ESOL parents *Parental transportation	*Connect Ed. reminders in English and Spanish. *Translate reminders in fliers (Eng/Sp) *Will encourage parents to have students use buses when appropriate.	Doug DuPouy Greg Sander	Attendance rate and number of unexcused absences and tardies.	Attendance rate and number of unexcused absences and tardies.

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

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

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

Attendance Budget:

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

	Subtotal: $0.00

Technology

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

Professional Development

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

Other

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	To decrease the total number of suspension by 5% including in school and out of school.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
22.5 days by 13 students.	To decrease by 5%=21days by 12 students
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
22.5 days by 13 students.	To decrease by 5% =21days by 12 students.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
128 days by 52 students.	To decrease by 5%=122 days by 49 students.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
128 days by 52 students.	To decrease by 5% =122 days by 49 students.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	*ESE students	Positive Behavior	Doug DuPouy	Decrease in student	Number of

1	*Instructor consistency in discipline issues	System (PBS)	Greg Sander	referrals on Quick Query	referrals and number of in school and out of school suspensions.

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1:	
	Parents will be given information and instruction on

			NGSSS per grade level.
Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.			
2012 Current Level of Parent Involvement:			2013 Expected Level of Parent Involvement:
Based on sign in sheets 1,300 parents participated in a parent involvement activity.			We will increase parent involvement as documented by sign in sheets and evaluation forms for parent activities by 5% (1365).

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents not understanding NGSSS and Common Core	Parent workshops SAC meetings	Principal or designee.	Parent evaluation forms.	Evaluation Forms.
2	Parents not understanding how to use materials at home with their child.	Parent literacy events and math events.	Principal or designee.	Parent evaluation forms.	Evaluation forms.
3	Parents not attending parent involvement activities.	Offer community resources such as GED and Language Lab on campus.	Principal or designee.	Parent self-reporting and successfully completing language modules and GED.	Self-reporting and post testing.

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
Literacy and Math/Science Nights	money to purchase materials for Literacy, Math Science Night	Title One	$3,000.00
Parent Involvement Workshops	Money to purchase materials for Parent Workshops	Title One	$1,500.00
Parent Registration costs for Evening GED and ESOL classes	Money to pay registration cost for students parents to attend GED and ESOL Classes Tuesday and Thursday Evenings	Title One	$1,500.00
			Subtotal: $6,000.00
			Grand Total: $6,000.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Develop a plan for STEM and Introduce/familiarize the faculty to STEM and how it can be used to solve real world problems.

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	Time for Professional Development and staff lacking knowledge about STEM.	Leadership team develops a plan Faculty Meetings, PLC's and Common planning with coaches provide opportunities for professional development.	Administration, Math Coach, Science Team	Group Discussions, Feedback from PD	Exit Slips

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
STEM-What IS It?	All	Doug DuPouy Greg Sander	Grades Pre K- 5	2-4 Quarters	Discussions	Admin. Doug DuPouy Greg Sander

STEM Budget:

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

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Math Common Core Book Club	Money to help purchase books for Book Club	Title One	$1,500.00
				Subtotal: $1,500.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	After school remediation for reading instruction. Staff will follow reading and math curriculum guides.	salary to pay staff,	Title 1.	$65,000.00
Mathematics	After school remediation for reading instruction. Staff will follow reading and math curriculum guides.	salary to pay staff	Title 1	$65,000.00
Science	After School Collaborative Planning	Funds to pay teachers for Planning	Title One	$2,000.00
Writing	Writing Across the Curriculum	Student Writing Journals	Title One Supply money	$5,000.00
Parent Involvement	Literacy and Math/Science Nights	money to purchase materials for Literacy, Math Science Night	Title One	$3,000.00
Parent Involvement	Parent Involvement Workshops	Money to purchase materials for Parent Workshops	Title One	$1,500.00
Parent Involvement	Parent Registration costs for Evening GED and ESOL classes	Money to pay registration cost for students parents to attend GED and ESOL Classes Tuesday and Thursday Evenings	Title One	$1,500.00
				Subtotal: $143,000.00
				Grand Total: $144,500.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

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School Advisory Council

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.

 No. Disagree with the above statement.

If NO, describe the measures being taken to Comply with SAC Requirement

Notices are sent home to all parents inviting them to our SAC Meetings. We also do Connect Ed messages to remind them of the upcoming meetings.

Projected use of SAC Funds	Amount
Parent Involvement Meetings Registration costs for Parents attending our GED and ESOL Classes offered here on our campus at night.	$1,500.00

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

Our SAC meets four times per year. The emphasis of each meeting is focused around student learning goals and a discussion regarding the goals that we have put in place to show student gains.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Manatee School District
ORANGE RIDGE-BULLOCK ELEMENTARY
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	56%	55%	85%	23%	219	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	61%	52%			113	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	54% (YES)	60% (YES)			114	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					446	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Manatee School District
ORANGE RIDGE-BULLOCK ELEMENTARY
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	58%	59%	76%	26%	219	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	51%	49%			100	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	41% (NO)	71% (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					431	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested