

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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325 West Gaines Street
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Florida Department of Education
325 West Gaines Street
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School Name: SUGAR MILL ELEMENTARY SCHOOL

District Name: Volusia

Principal: Janet M. Garzia

SAC Chair: Kimberly Scaccia

Superintendent: Dr. Margaret Smith

Date of School Board Approval: December 11, 2012

Last Modified on: 10/22/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Janet M. Garzia	B.A. Elementary Education M.Ed. Administration/Supervision Certification: School Principal All Levels Educational Leadership All Levels Elementary Education 1-6	4	19	2012 (SME) - A School, (69% R/61% M; 63% R/74% M; 60% R/56% M) 2011 (SME) - A School, AYP 97% (76% R/79% M; 79% R/78% M; 74% R/75% M) 2010(SME) – B School, AYP 97% (80% R/82% M; 63% R/65% M; 41% R/ 64% M) 2009(HHE) – A School, AYP 100% (75% R/73% M; 70% R/78% M; 71% R/73% M) * 2008(HHE) – C School, AYP 77% (70% R/62% M; 62% R/65% M; 67% R/74% M) * 2007(HHE) – B School, AYP 85% (69% R/61% M; 73% R/ 59% M; 65% R/61% M) * Prior to 2006 I was a highly qualified administrator who continually improved my leadership skills through ongoing professional development. I strove to provide quality leadership and support to my faculty and staff as we worked toward increasing student achievement.

					*(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)
Assis Principal	Valentine Ross	B.A. History/Social Studies M.Ed. Administration/Supervision Certification: Administration and Supervision History 6-12 Sociology 6-12 ESE K-12	5	20	2012 (SME) - A School, (69% R/61% M; 63% R/74% M; 60% R/56% M) 2011 (SME) - A School, AYP 97% (76% R/79% M; 79% R/78% M; 74% R/75% M) 2010(SME) – B School, AYP 97% (80% R/82% M; 63% R/65% M; 41% R/ 64% M) 2009(SME) – A School, AYP 100% (85% R/85% M; 73% R/72% M; 68% R/65% M) * 2008(SME) – A School, AYP 95% (86% R/85% M; 73% R/77% M; 62% R/67% M) * 2007(SCHS) – B School, AYP 74% (61% R/85% M; 58% R/ 76% M; 42% R/59% M) * Prior to 2006 I was a highly qualified administrator who continually improved my leadership skills through ongoing professional development. I strove to provide quality leadership and support to my faculty and staff as we worked toward increasing student achievement. *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)

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)
Academic Coach	Melissa Dirlam	B.A. Psychology Certification: ESE K-12	7	3	2012 (SCE) - A School, (70% R/65% M; 68% R/80% M; 74% R/69% M) 2011 (SME) - A School, AYP 97% (76% R/79% M; 79% R/78% M; 74% R/75% M) 2010(SME) – B School, AYP 97% (80% R/82% M; 63% R/65% M; 41% R/ 64% M) 2009(SME) – A School, AYP 100% (85% R/85% M; 73% R/72% M; 68% R/65% M) * 2008(SME) – A School, AYP 95% (86% R/85% M; 73% R/77% M; 62% R/67% M) * *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Network with Community and Business Partners	Principal	August 2013	
2	3. Professional Development	Administration Academic Coach	August 2013	
3	4. PLC Activities	Administration Academic Coach	August 2013	
4	5. Celebrations/Teacher Recognition	Administration Faculty	August 2013	
5	6. Leadership Opportunities	Administration	August 2013	

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
N/A	N/A

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
49	0.0%(0)	2.0%(1)	30.6%(15)	67.3%(33)	42.9%(21)	100.0%(49)	6.1%(3)	14.3%(7)	26.5%(13)

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
None	N/A	N/A	N/A

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

Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation. Programs supported by Title I at Sugar Mill Elementary include:

- Academic Coach for the purpose of comprehensive staff development
- Reading/Math Intervention Teacher to provide interventions for students in need via a push-in model
- Supplemental Tutoring after school
- Supplemental materials and supplies needed to close the achievement gap
- Supplemental funds for ongoing staff development as determined by the results of FCAT data
- Parent To Kids workshops to teach literacy skills to parents so they can help their children to become better readers
- Parent/Teacher Curriculum Nights so parents can help prepare their children for academic success

Title I, Part C- Migrant

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following:

- Academic Assistance through credit accrual/recovery, tutoring, and summer school
- Translation Services for parent/teacher conferences
- Parental support through parent/kid activity nights and workshops on school success

- Migrant Parent Advisory Council (MPAC)
- Medical Assistance through referrals to outside community agencies
- Food Assistance through referrals to food assistance programs

Title I, Part D

The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

Title II

The district receives federal funds to provide access to Professional Development activities for public and private school teachers and principals in the core subject areas to ensure quality instruction and student success.

Title III

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently monitor the progress of ELL students to identify specific needs, as well as target interventions and enrichments that ensure the appropriate pathway toward graduation.

Title X- Homeless

The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

Supplemental Academic Instruction (SAI)

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels. Sugar Mill Elementary utilizes these resources through the following:

- Push in Tutoring for Math and Reading
- Science Night
- Curriculum Nights

Violence Prevention Programs

The school offers the following non-violence and anti-drug programs:

- Student Mentoring Program
 - Crisis Training Program
 - Suicide Prevention Instruction
 - Anti-Bullying Instruction
- Second Step Social Skills Program
Anti-Drug/Alcohol Instruction

Nutrition Programs

Sugar Mill Elementary offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Wellness Policy School Plan
- Nutrition/Wellness/Health classes incorporated into Physical Education and Science

Housing Programs

N/A

Head Start

The District, in conjunction with the Head Start agency serving the community, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children's learning and development as the children transition to elementary school.
- Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll.
- Collaborating and participating in joint Professional Development, including transition-related training for school staff and Head Start staff when feasible.
- Coordinating the services being provided by Head Start with services in elementary schools.
- Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

Sugar Mill Elementary offers students' career awareness opportunities through guest speakers from business and industry and field trips to business and industry locations.

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Janet Garzia-Principal, Valentine Ross-Assistant Principal, Melissa Dirlam-Academic Coach, Lynne Norris-PST Chairperson, and Doug Sayre-School Psychologist

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 school based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress. The school-based MTSS leadership team meets regularly throughout the school year in order to address the academic and behavioral needs that develop throughout the year, as well as to monitor outcomes of supports and interventions.

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 school improvement plan is data driven and focuses on areas of school-based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with RtI as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

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.

Pinnacle Gradebook provides evidence of performance in core instruction across content areas. In addition, information gleaned from FAIR assessments, DRAs, OPM probes, interim assessments and FCAT provide valuable information regarding reading performance for both individuals and groups of students. Interim assessments and FCAT also provide critical information regarding student performance in the areas of mathematics, science, and writing. Pinnacle Insight reports provide further information regarding performance by both individual and groups of students (disaggregated by specific groups) in order to inform instruction and intervention. Behavioral expectations are communicated by the school to all students and parents. Those students who do not obtain proficiency in behavioral expectations are provided supports and interventions matched to student need. Office discipline data are maintained and monitored by the school site. Tier 2 and tier 3 supports/interventions and the response to these interventions are entered into the electronic PST system. Summary reports within the system are available to MTSS school-based leadership (i.e. the Principal, PST Chair, and school psychologist).

Describe the plan to train staff on MTSS.

The district Coordinator of MTSS in conjunction with the Deputy Superintendent for Instructional Services will be providing schools with relevant training materials on MTSS. In addition to an overview of MTSS that will be available to all schools, the foundational principles of MTSS and resources will be embedded within other resources and trainings (e.g., Deliberate Practice and Common Core State Standards Training).

Describe the plan to support MTSS.

School-based support for MTSS will be provided by the District MTSS Leadership Team. In turn, the school-based MTSS Leadership team will disseminate relevant MTSS information to teachers and parents. Data-based meetings throughout the school year will identify those students in need of academic and/or behavioral supports. Furthermore, based on this data-based decision making, supports will be implemented and monitored. School-specific reports, such as those available in Pinnacle Insight, will facilitate the development of a data-based MTSS framework. This data, in conjunction with identified school-based tiered resources, will ensure that a Multi-Tiered System of Supports is an overarching framework that guides the work of the school.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Members of the Literacy Leadership Team include Principal, Assistant Principal, Academic Coach, Primary Teacher, two Intermediate Teachers, ESE Teacher, Guidance Counselor, Special Area Teacher.

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

PLC Meeting format – establish facilitator, note taker, and time keeper; discuss agenda items; set agenda for next meeting prior to adjournment
Principal – approach topics from academic, teacher performance, and community impact perspective
Assistant Principal – approach topics from academic and teacher performance perspective
Academic Coach – approach topics from academic and teacher performance perspective
Primary Teacher - approach topics from a primary learner perspective
Intermediate Teachers - approach topics from an intermediate learner perspective
ESE Teacher - approach topics from an ESE perspective
Guidance Counselor – approach topics from MTSS and parent involvement perspective

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

Parent evenings to increase parental awareness and support of the curriculum. Teacher support to implement reading and intervention strategies and activities for lower performing students and reading and math acceleration strategies and activities for higher performing students. Facilitate literacy and writing across all curricular areas through professional development and coaching.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/3/2012)

*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.

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.

- Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
- Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
- Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

*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.

N/A

*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?

N/A

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?

N/A

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](#)

N/A

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:	Students achieving proficiency (FCAT Level 3) in reading will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (85)	34%

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	Opportunities to train new teachers, funding for follow up coaching	Teachers will receive training in practices that promote high student engagement; receive follow up support and coaching.	Academic Coach Administrators Teachers	Ongoing monitoring of formative and summative assessment data VSET observations and conferences Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results
2	Large number of students low SES, ELL, other ethnic minority, and students with disabilities impacted by multiple barriers are moderate to high risk	Identified students through FAIR and MacMillan Interim tests will receive additional reading instruction using scientifically research based reading strategies.	Academic Coach Administrators Teachers	Ongoing monitoring of reading formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Reading assessment data, FAIR data, FCAT results
3	Teachers who do not teach Language Arts are not familiar enough with literacy strategies necessary to accomplish the rigor required by Common Core State Standards	Train teachers to use High-Impact Literacy Strategies that support achieving the Anchor Literacy Standards	Academic Coach Administrators Teachers	Ongoing monitoring through VSET observations Teacher records of reflections on literacy strategy use	FAIR data, FCAT results

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

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	Students achieving above proficiency (FCAT Levels 4 and 5) in reading will increase at least 2% in grades 3, 4, and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (99)	39%

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	Funding for materials Time Volunteers	Students will check out teacher-created enrichment skill bags which will include chapter books with differentiated activities based on the five areas of reading.	Academic Coach Teachers Parents Volunteers	Teacher observation Student work Weekly reading assessments	Reading Unit Tests District Assessments FCAT results
2	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.	Teams (with the support of the coaching staff) will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment.	Administrator Academic Coach Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students	Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results
3	More rigorous instruction is needed, with more opportunities for higher-level thinking skills.	Professional development on Charlotte Danielson's Framework 3b: Using Questioning and Discussion Techniques (Domain 1)	Academic Leadership Team	Ratio of higher-level questions to lower-level questions will be assessed during walk-throughs and coaching provided to those with a low percentage of higher-level questions.	Walk-throughs

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:	N/A
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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N/A	N/A
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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:	Students making Learning Gains in reading will increase by at least 2%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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64% (111)	66%
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with large gaps in reading achievement.	Intensive assistance in Reading will be provided by Classroom teachers and the Intervention Teacher, assisted by the evaluation and monitoring of the administrative team.	Academic Coach ESE Team Administrators	FAIR assessments will be analyzed three times each year. FCAT Explorer and District Interim Assessments will be monitored monthly to note student improvements.	FAIR assessments FCAT Explorer District Interim Assessments
2	Teachers using data from available resources and progress monitoring assessments to target instruction in classroom	Provide school based training on Pinnacle Gradebook and Insight reports	Academic Coach Administrators	Monitor District Interim Assessments	FCAT 2.0 FAIR assessments
3	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.	Teams (with the support of the Academic Coach) will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated	Academic Coach Administrator Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth	Reading assessment data, FAIR data, Science assessment data, FCAT results

	instruction and enrichment.		among all students	
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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:

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	Students in the lowest 25% making Learning Gains will increase by at least 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (27)	61%

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	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.	Teams (with the support of the Academic Coach) will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment.	Academic Coach Administrators Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students	Reading assessment data, FAIR data, Science assessment data, FCAT results
2	Funding for materials Time Volunteers	Students will also receive leveled fluency passages which will come from Approaching Teacher Resource from Macmillan reading series.	Academic Coach Teachers Parents Volunteers	Teacher observation Student work Weekly reading assessments	Reading Unit Tests District Assessments FCAT Results
	Students in the lowest	Provide in school tutoring	Academic Coach	Track student growth	Reading

3	25% are usually students with disabilities, low SES and/or ELL. Many are affected by these multiple barriers.	in the areas of vocabulary, fluency, phonics, and comprehension instruction using scientifically based reading materials.	Tutors Administrators	using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	assessment data, FAIR data, FCAT results.
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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%.		Reading Goal # By 2015-2016, 81% of the students will meet the targeted reading goal.				
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	69	73	75	78	81	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The subpopulation groups of Black and Hispanic students making satisfactory progress will increase 12% and 8% respectively.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 44% making satisfactory progress Hispanic: 63% making satisfactory progress	Black: 56% making satisfactory progress Hispanic: 71% making satisfactory progress

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: We have a growing number of Hispanic students that receive services in our ESOL program	Ensure that all teachers receive professional development related to effective instructional strategies in reading for ELL Students. Follow up and coaching will be provided.	Teachers Academic Coach Administrators	Ongoing monitoring of formative assessments and teacher observation by administration.	District Assessments and FCAT results
2	Black: Students may have limited background knowledge and experiences.	Ensure that all teachers receive provide exposure to multiple genres and use research based anchor literacy strategies. Coaching will be provided.	Teachers Academic Coach Administrators	Ongoing monitoring of formative assessments and teacher observation by administration.	District Assessments and FCAT results

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

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

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Students with disabilities making satisfactory progress will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% making satisfactory progress	33% making satisfactory progress

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 individual needs of some students in the Exceptional Student Education program are not being met.	Provide intensive, systematic instruction on 3 foundational reading skills in small groups to students who score below the proficient level. Typically, these groups meet between three and five times a week, for 20 to 40 minutes	ESE Team Administrators	Ongoing monitoring of formative assessments	FAIR FCAT

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:	Economically disadvantaged students making satisfactory progress will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% making satisfactory progress	65% making satisfactory progress

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	Challenges of working with students who do not have exposure to high-level academic vocabulary in their homes	Implementation of a school-wide literacy system that emphasizes a unified, systematic approach to the teaching of vocabulary using research-based strategies	Administrators Academic Coach Literacy Leadership Team	Classroom Walkthrough Literacy Leadership Team Meetings	VSET Observations Domain 3
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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
PD topic - Reading with Meaning	Grades 1 – 2	Academic Coach	Grade-level PLC	Initial training during October through December implementation within 30 days; follow-up within 60 days.	Classroom visitation / coaching	Academic Coach
PD topic - Reciprocal Teaching at Work	Grades 3-5	Academic Coach	Grade level PLC	Initial training during October through December; implementation within 30 days; follow-up within 60 days.	Classroom visitation/coaching	Academic Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Working with FCAT Level 1 and 2 students in grades 3-5/Coaching and training teachers	Intervention Teacher/Academic Coach	Title I monies	\$59,339.53
			Subtotal: \$59,339.53
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use iPads for small group intervention to assist with remediation of specific skills	iPads	Title I monies	\$2,077.97
			Subtotal: \$2,077.97
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Professional book studies	Reading with Meaning and Reciprocal Teaching at Work	Title I monies	\$750.00
			Subtotal: \$750.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$62,167.50

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:		N/A		
2012 Current Percent of Students Proficient in listening/speaking:				
N/A				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	Students achieving proficiency (FCAT Level 3) in math will increase by at least 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (76)	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	Teachers are not yet familiar with the Common Core State Standards in math	Provide professional development on embedding the 8 Standards for Mathematical Practices into daily instruction as appropriate Implement new math Curriculum Maps, which have these standards incorporated	Administrators Academic Coach Teachers	Ongoing monitoring of formative assessments, summative district assessments, and teacher observations by administrators	VSET Evaluation FSA, SSA, District Interims FCAT 2.0
2	Not all math teachers are familiar with incorporating literacy strategies.	Provide professional development on literacy strategies appropriate for math teachers.	Administrators Academic Coach Teachers	Ongoing monitoring of formative assessments, summative district assessments, and teacher observations by administrators	VSET Evaluation FSA, SSA, District Interims FCAT 2.0

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	Students achieving above proficiency (FCAT Levels 4 and 5) in math will increase by at least 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (87)	36%

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 and focus to devote to professional dialogue about teaching practices	Participate in professional development on Lesson Study, to include a focus on the following elements: Identifying similarities and differences, summarizing and note taking, setting objectives and providing feedback, and cooperative Learning Consider the incorporation of project-based learning elements for enrichment.	Administrators Academic Coach	Participation in professional development, coupled with follow-up observations Teacher reflections	VSET observation FCAT 2.0

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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.	Students making Learning Gains in math will increase by at
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Mathematics Goal # 3a:	least 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (128)	72%

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	Not all math teachers are familiar with incorporating literacy strategies.	Provide professional development on literacy strategies appropriate for math teachers.	Administrators Academic Coach	Ongoing monitoring of formative assessments, summative district assessments, and teacher observations by administrators	VSET Evaluation FSA, SSA, District interims FCAT 2.0

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	Percentage of students in Lowest 25% making learning gains in mathematics will increase by at least 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (25)	56%

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	Not all math teachers are familiar with incorporating literacy strategies.	Provide professional development on literacy strategies appropriate for math teachers.	Administrators Academic Coach Teachers	Ongoing monitoring of formative assessments, summative district assessments, and teacher observations by administrators	VSET Evaluation FSA, SSA, District interims FCAT 2.0

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 # By the year 2015-2016, 78% of students will perform at a satisfactory level. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	66%	69%	72%	75%	78%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The subpopulation groups of Black, Hispanic, and White students making satisfactory progress will increase 12%, 3%, and 7% respectively.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 44% making satisfactory progress Hispanic: 53% making satisfactory progress White: 63% making satisfactory progress	Black: 56% making satisfactory progress Hispanic: 56% making satisfactory progress White: 70% making satisfactory progress

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 population: We have a growing number of Hispanic students that receive services in our ESOL program	Ensure that all teachers receive professional development related to effective instructional strategies in reading for ELL students. Follow up and coaching will be provided.	Administrators Academic Coach Teachers	Ongoing monitoring of formative assessments, summative district assessments, and teacher observations by administrators	VSET Evaluation District interims FCAT 2.0
2	Black and White populations: Students may have limited background knowledge and experiences.	Ensure that all teachers receive professional development related to effective instructional strategies using manipulatives and technology in math.	Administrators Academic Coach Teachers	Ongoing monitoring of formative assessments, summative district assessments, and teacher observations by administrators	VSET Evaluation District interims FCAT 2.0

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	N/A
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2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Students with Disabilities making satisfactory progress will increase by 6%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% making satisfactory progress	47% making satisfactory progress

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 individual needs of some students in the Exceptional Student Education program are not being met.	Provide intensive, systematic instruction on 3 foundational skills in small groups to students who score below the proficient level. Typically, these groups meet between three and five times a week, for 20 to 40 minutes	Administrators Academic Coach Teachers	Ongoing monitoring of formative assessments	FAIR District Interims FCAT 2.0

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Economically Disadvantaged students making satisfactory progress will increase by 9%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% making satisfactory progress	65% making satisfactory progress

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

			Monitoring		
1	Challenges of working with students who do not have exposure to high-level academic vocabulary in their homes	Implementation of school-wide curriculum resources, including core program and diagnostic/intervention materials that emphasize the use of multiple instructional strategies	Administrators Academic Coach Teachers	Classroom Walkthrough Ongoing monitoring of diagnostic/formative/summative assessments	VSET Observations Domain 3 District Interims FCAT 2.0

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
PLC Training - Math foldables and manipulatives	K-5	Academic Coach	Grade level PLC	Training during the first semester; with initial implementation within 30 days, follow-up within 60 days.	Classroom visitations/coaching	Academic Coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Remediation of skills with FCAT Level 1 and 2 students in grades 3-5/Coaching and training of teachers	Intervention Teacher/Academic Coach	Title I monies	\$59,339.53
			Subtotal: \$59,339.53
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize iPads for small group intervention to assist with remediation of specific skills	iPads	Title I monies	\$2,077.97
			Subtotal: \$2,077.97
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
Using foldables during classroom instruction	Foldables - paper, glue, markers Foldable books	Title I monies	\$300.00
			Subtotal: \$300.00
			Grand Total: \$61,717.50

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	Students achieving proficiency (FCAT Level 3) in science will increase by at least 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (42)	45%

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 knowledge of CCSS standards and literacy strategies to incorporate into science instruction	Participate in professional development on the 5E Instructional Model Participate in training on incorporating CCSS Literacy and Mathematics Standards in Science Lessons (such as close reading)	Administrators Academic Coach Teachers	Monitor usage and implementation through: ISN (Interactive Student Notebooks)	District Interim 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:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Students achieving above proficiency (FCAT Levels 4 and 5) in science will increase by at least 2%.

2012 Current Level of Performance:			2013 Expected Level of Performance:		
28% (27)			30%		
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 reluctant to participate, and it can be hard to determine what individual students know on a daily basis.	Implement 75 Formative Assessment Strategies as a Science Department Increase Level of Student Questioning To Focus on Cognitive Complexity of Learning Targets for instruction and assessment	Administrators Academic Coach Teachers	Teacher Data	VSET Evaluation Domain 3

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:	N/A			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
N/A	N/A			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
PLC Training - Science technology (Think Central)	K-5	Academic Coach	Grade level PLC	Complete training during fall semester; initial implementation within 30 days, follow-up within 60 days	Classroom visitations/coaching	Academic Coach

Science Budget:

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:		Students scoring at or above Achievement Level 3.0 in writing will increase by at least 1%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
86% (84)		87%			
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 outside of Language Arts do not often provide practice for students to write about their content areas	Administer Volusia Writes schedule with fidelity in all curriculum areas Provide support and coaching to teachers on scoring Implement CCSS Anchor Literacy Standards school-wide.	Administrators Academic Coach Teachers	Monitor growth of Volusia Writes scores	Volusia Writes data FCAT Writing scores

2	Language Arts teachers are not yet familiar enough with the state changes in scoring of FCAT Writing responses	Use the state-provided CD of 2012 students' FCAT Writing responses for professional development Implement writing strategies provided through district training which focus on the change in state writing expectations.	Administrators Academic Coach Teachers	Monitor Volusia Writes scores	Volusia Writes FCAT Writing
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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:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
PLC Training - Writing across the Curriculum	K-5	Academic Coach	Grade Level PLC	Train during the fall semester; initial implementation during the first 30 days, follow-up during the next 60 days	Classroom visitations/coaching	Academic Coach

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		To decrease the number of excessive absences and tardies by 5%.			
Attendance Goal # 1:					
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
94.51%		95%			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
214		203			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
140		133			
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	Pattern of unexcused absences and lates	Parent/guardian notification of absences/tardies 5, 10, 15 day absence letters and/or tardy notes and Connect Ed PST or IEP Attendance Meetings	Administrators, Teachers, Attendance Clerk, School Counselors, School Social Workers PST Chair or IEP	Analyzing data gathered from daily attendance reports to show patterns of non-attendance/ tardies	School-wide and/or individual student attendance reports

		Attendance contracts w/student and/or parent/guardian	Facilitator/Case Manager		
2	Compliant attendance sometimes goes unrecognized and unrewarded.	Attendance incentives/recognition	Administrators	Analyzing data gathered from attendance reports	School-wide, classroom, and/or individual student attendance reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC Training - PST Process for attendance concerns	K-5	Academic Coach PST Chairperson	Grade Level PLC	September, follow-up throughout the year	Tracking students brought to PST	PST Chairperson

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	To decrease the number of Out-of-School Suspensions
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Suspension Goal #1:	by 10%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
0	May increase as out-of-school suspensions decrease
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	May increase as out-of-school suspensions decrease
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
82	74
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
31	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	Parental permission and participation required	Identified at risk students will participate in the guidance lessons designed to increase positive social interactions.	Administrators Guidance Counselor	Intervention data will be analyzed and reviewed at PST meetings and grade level PLC meetings.	Discipline referral data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC Training - Educate teachers about MTSS and the PST process	K-5	PST Chairperson Administration	Grade level PLC	Train in September; follow-up throughout the year	Track students through discipline file and PST meetings	PST Chairperson Administration

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:		Maintain Five Star status by continuing parental involvement in school activities			
<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:			
Five Star School Status		Maintain Five Star status			
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	Unavailability of babysitting for younger children	Family Science Night	Teachers Administrators	Review sign-in sheet	Evening survey
2	Unavailability of babysitting for younger children	Parent Curriculum Nights	Administrators Teachers Academic Coach	Review sign-in sheet Review parent survey comments Monitor parent communication with teachers	Evening survey
3	Unable to commit to weekly meetings	Parent-to-Kid Workshop	Teachers	Parent involvement and end survey	Final 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
PLC focus - CCSS and SRG	K-5 and Special Area	Academic Coach Administrators	Grade level PLC	January and February	Monitoring presentations and activities during parent evenings	Academic Coach and Administrators

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
Educating parents about the CCSS and curriculum standards	Teachers and Paraprofessionals	Title I monies	\$3,400.00
			Subtotal: \$3,400.00
			Grand Total: \$3,400.00

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:			Teachers will produce 2 new project-based STEM Lessons for science and/or math.		
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 to develop high-quality lessons that integrate all areas of STEM	Utilize STEM Modules created by the STEM Cadre, which are aligned to the Common	District STEM TOA District IS TOAs Administrators	Monitor usage and implementation data of STEM modules	Usage data

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Working with FCAT Level 1 and 2 students in grades 3-5/Coaching and training teachers	Intervention Teacher/Academic Coach	Title I monies	\$59,339.53
Mathematics	Remediation of skills with FCAT Level 1 and 2 students in grades 3-5/Coaching and training of teachers	Intervention Teacher/Academic Coach	Title I monies	\$59,339.53
				Subtotal: \$118,679.06
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Use iPads for small group intervention to assist with remediation of specific skills	iPads	Title I monies	\$2,077.97
Mathematics	Utilize iPads for small group intervention to assist with remediation of specific skills	iPads	Title I monies	\$2,077.97
				Subtotal: \$4,155.94
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Professional book studies	Reading with Meaning and Reciprocal Teaching at Work	Title I monies	\$750.00
				Subtotal: \$750.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Using foldables during classroom instruction	Foldables - paper, glue, markers Foldable books	Title I monies	\$300.00
Parent Involvement	Educating parents about the CCSS and curriculum standards	Teachers and Paraprofessionals	Title I monies	\$3,400.00
				Subtotal: \$3,700.00
				Grand Total: \$127,285.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input checked="" 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 (Uploaded on 10/3/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business

and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Award teacher mini-grants as approved	\$8,000.00

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

Review the School Improvement Plan and provide input. Review data and provide recommendations to support the SIP goals. Approve teacher mini-grants as necessary. Review and update SAC bylaws. Approve recommendation of School Reward Money.

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

Volusia School District SUGAR MILL ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	82%	90%	77%	332	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%	47%			113	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?	53% (YES)	51% (YES)			104	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					549	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Volusia School District SUGAR MILL ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	82%	95%	54%	311	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%	65%			128	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?	41% (NO)	64% (YES)			105	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					544	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested