FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: PATHWAYS ELEMENTARY SCHOOL

District Name: Volusia

Principal: Joseph Ronca

SAC Chair: Cynthia Cosio

Superintendent: Margaret Smith

Date of School Board Approval: Pending School Board Action on December 11, 2012

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	Joseph S. Ronca	BA Elementary Education MA Educational Leadership Elementary Education Certification Educational Leadership Certification	6	18	2012 - A School, (64% R/64% M; 66% R/79% M; 63% R/69% M* 2011 - C School, AYP 95% (80% R/76% M; 61% R/46% M; 53% R/33% M)* 2010 – A School, AYP 87% (78% R/76% M; 65% R/56% M; 60% R;/58% M)* 2009 – A School, AYP 90% (85% R/75% M; 73% R/57% M; 61% R/53% M)* 2008 – B School, AYP 90% (84% R/75% M; 68% R/61% M; 62% R/47% M)* 2007 – A School, AYP 95% (85% R/81% M; 77% R/64% M; 59% R/57% M)* 2006 – A School, AYP 95% (93% R/90% M; 73% R/58% M; 70% R/NA% M)* 2005 – A School, AYP 100% (92% R/93% M; 73% R/72% M; 67% R/NA% M)* 2004 – A School, AYP 100% (89% R/83% M; 80% R/77% M; 74% R/NA% M)* 2003 – A School, AYP NA (87% R/83% M; 77% R/78% M; 76% R/NA% M)* *(% Proficient Reading/Math; % Learning Gains R/M;

					% Lowest 25% R/M)
Assis Principal	Beverly A. Mallory	BA Special Education MS Educational Leadership ESE Certification Educational Leadership Certification	8	8	2012 - A School, (64% R/64% M; 66% R/79% M; 63% R/69% M)* 2011 - C School, AYP 95% (80% R/76% M; 61% R/46% M; 53% R/33% M)* 2010 – A School, AYP 87% (78% R/76% M; 65% R/56% M; 60% R;/58% M)* 2009 – A School, AYP 90% (85% R/75% M; 73% R/57% M; 61% R/53% M)* 2008 – B School, AYP 90% (84% R/75% M; 68% R/61% M; 62% R/47% M)* 2007 – A School, AYP 95% (85% R/81% M; 77% R/64% M; 59% R/57% M)* 2006 – A School, AYP 95% (93% R/90% M; 73% R/58% M; 70% R/NA% M)* *(% 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)
N.A.	N.A.	N.A.			N.A.

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. Leadership Opportunities (Team Leader, Committee Chair, SAC Representative)	Principal Assistant Principal	June 5, 2013	
2	2. Professional Development	Principal Assistant Principal	June 5, 2013	
3	3. PLC Activities	Principal Assistant Principal	June 5, 2013	
4	4. Celebrations/Teacher Recognition (Teacher of the Quarter, High Five Certificates, Teacher of the Year)	Principal Assistant Principal Chamber of Commerce FUTURES	June 5, 2013	
5	5. Student showcase/acknowledgement through awards assemblies	Principal Assistant Principal Community Partners	June 5, 2013	
6	6. Full implementation of the new evaluation system - Volusia's System for Empowering Teachers, based on Charlotte Danielson's Framework for Effective Teachers	Principal Assistant Principal	June 5, 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

	Teacher has completed all but two courses to obtain her Gifted endorsement. Teacher is currently enrolled in and ESOL class and working towards endorsement in ESOL.
One teacher is Out of Field in the Gifted Program. One teacher is Out of Field in ESOL.	

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
56	0.0%(0)	5.4%(3)	51.8%(29)	42.9%(24)	48.2%(27)	100.0%(56)	10.7%(6)	12.5%(7)	23.2%(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
Jessica Hatten	Carolyn Pascoe	Carolyn is a new teacher to the first grade and in her second year of teaching. She is being mentored by a highly qualified first grade teacher.	Coaching, observations, collaborative planning if needed

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

N.A.

Title I, Part C- Migrant

N.A.

Title I, Part D

N.A.

Title II

N.A.

Title III

N.A.

Title X- Homeless

N.A.

Supplemental Academic Instruction (SAI)

N.A.

Violence Prevention Programs

N.A.

Nutrition Programs

N.A.

Housing Programs

N.A.

Head Start

N.A.

Adult Education

N.A.

Career and Technical Education

N.A.

Job Training

N.A.

Other

N.A.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: Provides a common vision for the use of data-based decision making by promoting Response to Interventions (RtI), Professional Learning Communities (PLC), and Problem Solving Team (PST). Ensures that the teachers are implementing the VCS problem solving/RtI model (i.e., Problem Identification, Analysis of Problem, Intervention, Implementation, and Response to Intervention). For those students who do not respond positively to interventions beyond core, ensure that the school's PST is accessed as needed. Ensures adequate professional development is scheduled for the faculty. School Psychologists will provide/facilitate training on skill building and understanding of the components of PST/RtI. Support the school's team in the completion of resource mapping (academic and behavioral) with focus on standard protocol interventions in order to enhance implementation of PS/RtI. Communicates with parents through school newsletters, relevant meetings, and the sharing of the parent link of the VCS Problem Solving Team/RtI website (under Psychological Services) in order to address the purpose of PS/RtI in meeting student needs and to address frequently asked questions. In addition, parents are provided information about PS/RtI at PST meetings.

School Psychologist: Assists schools in interpreting individual, class-wide, grade-level and school-wide data in order to develop appropriate targeted interventions linked to the academic or emotional/behavioral problem. Ensure that on-going progress monitoring is in place in the area of intervention to most appropriately determine the student's response to intervention. Provides professional development to staff on PS/RtI.

General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as consultation, support, pull-out and push-in.

School Guidance Counselor: Assists the school in identifying students at risk for academic, social, emotional, and behavioral concerns. Helps the team to identify specific trends in mental health and behavioral concerns among groups of students.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

School Social Worker: Assists the school in identifying interventions and assists parents with accessing community agencies to support the child's academic, emotional, behavioral, and social success.

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).

Kindergarten Teacher, Assists in collecting data, provides information on core instruction and interventions, coordinates PLC meetings.
First Grade Teacher, Assists in collecting data, provides information on core instruction and interventions, coordinates PLC meetings.
Second Grade Teacher, Assists in collecting data, provides information on core instruction and interventions, coordinates PLC meetings.
Third Grade Teacher, Assists in collecting data, provides information on core instruction and interventions, coordinates PLC meetings.
Fourth Grade Teacher, Assists in collecting data, provides information on core instruction and interventions, coordinates PLC meetings.
Fifth Grade Teacher, Assists in collecting data, provides information on core instruction and interventions, coordinates PLC meetings.
Gifted Program Teacher, Assists in collecting data, provides information on core instruction and interventions, coordinates PLC meetings.
ESE Teacher, Assists in collecting data, provides information on core instruction and interventions, coordinates PLC meetings.
Special Area Teacher, Assists in collecting data, provides information on core instruction and interventions, coordinates PLC meetings.
Assistant Principal, Assists in collecting data, provides information on core instruction and interventions.
Principal, Refer to MTSS/RtI Team responsibilities noted previously.

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

The LLT meets on a regular basis with the school principal. Each member is responsible for leading the Professional Learning Communities meetings at their grade level or in their department. They are responsible for keeping the PLC focused and insuring its Guidelines for Success are being followed. After the PLC meeting the LLT member is responsible for turning in PLC notes to the principal.

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

To ensure teachers at their grade level or in their department are meeting regularly in Professional Learning Communities to address the essential questions:
• What do we want students to learn?
• How will we know that students have learned what we want them to learn?
• How will we give time and support to students who don't learn what we want them to learn?
• How will we give time and support to students who already know or learn quickly what we want them to learn?

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.

N.A.

*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

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

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 scoring at Achievement Level 3 in reading will increase by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (89)	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	Finding the time in our schedule for regular and ongoing Professional Learning Communities (PLC) meetings.	Professional Learning Communities will meet twice per month to analyze student assessment data and determine interventions to be implemented.	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Professional Learning Communities Meeting Notes will be monitored by the principal. Formative assessments Interim Assessments 2013 FCAT data
2	Finding the time in our schedule for regular and ongoing analysis of the progress monitoring data to make the necessary changes in instruction and decisions in PLC meetings.	Ongoing progress monitoring will be done using formative assessments, interim assessments, and curriculum based monitoring.	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Formative assessments Interim Assessments 2013 FCAT data
3	Lack of resources; lack of time for teachers to provide needed tutoring and interventions.	A substitute teacher with certification to teach will be hired to provide tutoring and intervention to identified students in grades 3, 4, 5.	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Formative assessments Interim Assessments 2013 FCAT data
4	Adequate time for teachers to collaborate and plan for implementation.	Provide professional development opportunities for teachers on the Common Core State Standards (CCSS).	Principal Assistant Principal Teachers	Ongoing monitoring of classroom activities and lesson plans as evidence the CCSS are being implemented.	Formative assessments Interim Assessments 2013 FCAT data
5	Adequate time for administrators to conduct walk-thru observations and collaborate with teachers.	Fully implement the Volusia System for Empowering Teachers (VSET) based on Charlotte Danielson's framework for effective teaching.	Principal Assistant Principal Teachers	Regular and ongoing walk-thru observations of classrooms and effective implementation of the new evaluation system - VSET.	Formative assessments Interim Assessments 2013 FCAT data

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

	1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:		Students scoring at Levels 4, 5, and 6 in reading on the Florida Alternate Assessment will increase by 16%.		
	2012 Current Level of Performance:		2013 Expected Level of Performance:		
	9% (1)		25% (2)		

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Finding the time in our schedule for regular and ongoing Professional Learning Communities (PLC) meetings.	Professional Learning Communities will meet twice per month to analyze student assessment data and determine interventions to be implemented.	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Professional Learning Communities Meeting Notes will be monitored by the principal. Formative assessments Interim Assessments 2013 FAA data
2	Finding the time in our schedule for regular and ongoing analysis of the progress monitoring data to make the necessary changes in instruction and decisions in PLC meetings.	Ongoing progress monitoring will be done using formative assessments, interim assessments, and curriculum based monitoring.	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Formative assessments Interim Assessments 2013 FAA data
3	Adequate time for teachers to collaborate and plan for implementation.	Provide professional development opportunities for teachers on the Common Core State Standards (CCSS).	Principal Assistant Principal Teachers	Ongoing monitoring of classroom activities and lesson plans as evidence the CCSS are being implemented.	Formative assessments Interim Assessments 2013 FAA data
4	Adequate time for administrators to conduct walk-thru observations and collaborate with teachers.	Fully implement the Volusia System for Empowering Teachers (VSET) based on Charlotte Danielson's framework for effective teaching.	Principal Assistant Principal Teachers	Regular and ongoing walk-thru observations of classrooms and effective implementation of the new evaluation system - VSET.	Formative assessments Interim Assessments 2013 FAA 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:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Students scoring at or above Achievement Level 4 in reading will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (98)	40%

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	Finding the time in our schedule for regular and ongoing Professional Learning Communities (PLC) meetings.	Professional Learning Communities will meet twice per month to analyze student assessment data and determine interventions to be implemented.	Principal Assistant Principal	Ongoing monitoring of assessment data will indicate an improvement in student achievement. .	Professional Learning Communities Meeting Notes will be monitored by the principal Formative assessments Interim assessments 2013 FCAT data
2	Finding the time in our schedule for regular and ongoing analysis of the progress monitoring data to make the necessary changes in instruction and decisions in PLC meetings.	Ongoing progress monitoring will be done using formative assessments, interim assessments, and curriculum based monitoring.	Principal Assistant Principal	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Formative assessments Interim assessments 2013 FCAT data
3	Lack of resources; lack of time for teachers to provide needed tutoring and interventions.	A substitute teacher with certification to teach will be hired to provide tutoring and intervention to identified students in grades 3, 4, 5.	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Formative assessments Interim assessments 2013 FCAT data
4	Adequate time for teachers to collaborate and plan for implementation.	Provide professional development opportunities for teachers on the Common Core State Standards (CCSS).	Principal Assistant Principal Teachers	Ongoing monitoring of classroom activities and lesson plans as evidence the CCSS are being implemented.	Formative assessments Interim assessments 2013 FCAT data
5	Adequate time for administrators to conduct walk-thru observations and collaborate with teachers.	Fully implement the Volusia System for Empowering Teachers (VSET)based on Charlotte Danielson's framework for effective teaching.	Principal Assistant Principal Teachers	Regular and ongoing walk-thru observations of classrooms and effective implementation of the new evaluation system - VSET.	Formative assessments Interim assessments 2013 FCAT 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:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Students scoring at or above Achievement Level 7 in reading on the Florida Alternate Assessment will increase by 16%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9% (1)	25% (2)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Finding the time in our schedule for regular and ongoing Professional Learning Communities (PLC) meetings.	Professional Learning Communities will meet twice per month to analyze student assessment data and determine interventions to be implemented.	Principal Assistant Principal	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Professional Learning Communities Meeting Notes will be monitored by the principal. Formative assessments

					Interim assessments 2013 FAA data
2	Finding the time in our schedule for regular and ongoing analysis of the progress monitoring data to make the necessary changes in instruction and decisions in PLC meetings.	Ongoing progress monitoring will be done using formative assessments, interim assessments, and curriculum based monitoring.	Principal Assistant Principal	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Formative assessments Interim assessments 2013 FAA data
3	Adequate time for teachers to collaborate and plan for implementation.	Provide professional development opportunities for teachers on the Common Core State Standards (CCSS).	Principal Assistant Principal Teachers	Ongoing monitoring of classroom activities and lesson plans as evidence the CCSS are being implemented.	Formative assessments Interim assessments 2013 FAA data
4	Adequate time for administrators to conduct walk-thru observations and collaborate with teachers.	Fully implement the Volusia System for Empowering Teachers (VSET)based on Charlotte Danielson's framework for effective teaching.	Principal Assistant Principal Teachers	Regular and ongoing walk-thru observations of classrooms and effective implementation of the new evaluation system - VSET.	Formative assessments Interim assessments 2013 FAA 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:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Students making learning gains in reading will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (109)	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	Finding the time in our schedule for regular and ongoing Professional Learning Communities (PLC) meetings.	Professional Learning Communities will meet twice per month to analyze student assessment data and determine interventions to be implemented.	Principal Assistant Principal	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Professional Learning Communities Meeting Notes will be monitored by the principal. Formative assessments Interim assessments 2013 FCAT data
2	Finding the time in our schedule for regular and ongoing analysis of the progress monitoring data to make the necessary changes in instruction and decisions in PLC meetings.	Ongoing progress monitoring will be done using formative assessments, interim assessments, and curriculum based monitoring.	Principal Assistant Principal	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Formative assessments Interim assessments 2013 FCAT data
3	Lack of resources; lack of time for teachers to provide needed tutoring and interventions.	A substitute teacher with certification to teach will be hired to provide tutoring and intervention to identified students in grades 3, 4, 5.	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Formative assessments Interim Assessments 2013 FCAT data

	Adequate time for teachers to collaborate and plan for implementation.	Provide professional development opportunities for teachers on the Common Core State Standards (CCSS).	Principal Assistant Principal Teachers	Ongoing monitoring of classroom activities and lesson plans as evidence the CCSS are being implemented.	Formative assessments Interim assessments 2013 FCAT data
4					
5	Adequate time for administrators to conduct walk-thru observations and collaborate with teachers.	Fully implement the Volusia System for Empowering Teachers (VSET) based on Charlotte Danielson's framework for effective teaching.	Principal Assistant Principal Teachers	Regular and ongoing walk-thru observations of classrooms and effective implementation of the new evaluation system - VSET.	Formative assessments Interim assessments 2013 FCAT 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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Students making learning gains in reading on the Florida Alternate Assessment will increase by 8%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (1)	25%

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	Finding the time in our schedule for regular and ongoing Professional Learning Communities (PLC) meetings.	Professional Learning Communities will meet twice per month to analyze student assessment data and determine interventions to be implemented.	Principal Assistant Principal	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Professional Learning Communities Meeting Notes will be monitored by the principal. Formative assessments Interim assessments 2013 FAA data
2	Finding the time in our schedule for regular and ongoing analysis of the progress monitoring data to make the necessary changes in instruction and decisions in PLC meetings.	Ongoing progress monitoring will be done using formative assessments, interim assessments, and curriculum based monitoring.	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Formative assessments Interim assessments 2013 FAA data
3	Adequate time for teachers to collaborate and plan for implementation.	Provide professional development opportunities for teachers on the Common Core State Standards (CCSS).	Principal Assistant Principal Teachers	Ongoing monitoring of classroom activities and lesson plans as evidence the CCSS are being implemented.	Formative assessments Interim assessments 2013 FAA data
4	Adequate time for administrators to conduct walk-thru observations and collaborate with teachers.	Fully implement the Volusia System for Empowering Teachers (VSET) based on Charlotte Danielson's framework for effective teaching.	Principal Assistant Principal Teachers	Regular and ongoing walk-thru observations of classrooms and effective implementation of the new evaluation system - VSET.	Formative assessments Interim assessments 2013 FAA 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:	Students in the lowest 25% making learning gains in reading will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (26)	67%

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	Growing number of students with disabilities. Finding the time in our schedule for regular and ongoing Professional Learning Communities (PLC) meetings.	Professional Learning Communities will meet twice per month to analyze student assessment data and determine interventions to be implemented.	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Professional Learning Communities Meeting Notes will be monitored by the principal. Formative assessments Interim assessments 2013 FCAT data
2	Finding the time in our schedule for regular and ongoing analysis of the progress monitoring data to make the necessary changes in instruction and decisions in PLC meetings.	Ongoing progress monitoring will be done using formative assessments, interim assessments, and curriculum based monitoring.	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Formative assessments Interim assessments 2013 FCAT data
3	Lack of resources; lack of time for teachers to provide needed tutoring and interventions.	A substitute teacher with certification to teach will be hired to provide tutoring and intervention to identified students in grades 3, 4, 5.	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Formative assessments Interim Assessments 2013 FCAT data
4	Adequate time for teachers to collaborate and plan for implementation.	Provide professional development opportunities for teachers on the Common Core State Standards (CCSS).	Principal Assistant Principal Teachers	Ongoing monitoring of classroom activities and lesson plans as evidence the CCSS are being implemented.	Formative assessments Interim assessments 2013 FCAT data
5	Adequate time for administrators to conduct walk-thru observations and collaborate with teachers.	Fully implement the Volusia System for Empowering Teachers (VSET) based on Charlotte Danielson's framework for effective teaching.	Principal Assistant Principal Teachers	Regular and ongoing walk-thru observations of classrooms and effective implementation of the new evaluation system - VSET.	Formative assessments Interim assessments 2013 FCAT data

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # In 2010-2011, 60% scored at level 3 or higher in readng. Target: Increase level 3 and higher rate to 80%. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	64%	67%	70%	73%	77%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The percent of students in ethnic subgroups making satisfactory progress in reading will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Percent making satisfactory progress in reading: Hispanic: 36% Asian: 80%	Percent making satisfactory progress in reading: Hispanic: 39% Asian: 83%

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	Finding the time in our schedule for regular and ongoing Professional Learning Communities (PLC) meetings.	Professional Learning Communities will meet twice per month to analyze student assessment data and determine interventions to be implemented.	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement. Professional Learning Communities Meeting Notes will be monitored by the principal.	Formative assessments Interim assessments 2013 FCAT data
2	Lack of resources; lack of time for teachers to provide needed tutoring and interventions.	A substitute teacher with certification to teach will be hired to provide tutoring and intervention to identified students in grades 3, 4, 5.	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Formative assessments Interim Assessments 2013 FCAT data
3	Finding the time in our schedule for regular and ongoing analysis of the progress monitoring data to make the necessary changes in instruction and decisions in PLC meetings.	Ongoing progress monitoring will be done using formative assessments, interim assessments, and curriculum based monitoring.	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Formative assessments Interim assessments 2013 FCAT data
4	Adequate time for teachers to collaborate and plan for implementation.	Provide professional development opportunities for teachers on the Common Core State Standards (CCSS).	Principal Assistant Principal Teachers	Ongoing monitoring of classroom activities and lesson plans as evidence the CCSS are being implemented.	Formative assessments Interim assessments 2013 FCAT data
5	Adequate time for administrators to conduct walk-thru observations and collaborate with teachers.	Fully implement the Volusia System for Empowering Teachers (VSET) based on Charlotte Danielson's framework for effective teaching.	Principal Assistant Principal Teachers	Regular and ongoing walk-thru observations of classrooms and effective implementation of the new evaluation system - VSET.	Formative assessments Interim assessments 2013 FCAT 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The percent of English Language Learners making satisfactory progress in reading will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

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	Finding the time in our schedule for regular and ongoing Professional Learning Communities (PLC) meetings.	Professional Learning Communities will meet twice per month to analyze student assessment data and determine interventions to be implemented.	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Professional Learning Communities Meeting Notes will be monitored by the principal. Formative assessments Interim Assessments 2013 FCAT data
2	Finding the time in our schedule for regular and ongoing analysis of the progress monitoring data to make the necessary changes in instruction and decisions in PLC meetings.	Ongoing progress monitoring will be done using formative assessments, interim assessments, and curriculum based monitoring.	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Formative assessments Interim Assessments 2013 FCAT data
3	Adequate time for teachers to collaborate and plan for implementation.	Provide professional development opportunities for teachers on the Common Core State Standards (CCSS).	Principal Assistant Principal Teachers	Ongoing monitoring of classroom activities and lesson plans as evidence the CCSS are being implemented.	Formative assessments Interim Assessments 2013 FCAT data
4	Adequate time for administrators to conduct walk-thru observations and collaborate with teachers.	Fully implement the Volusia System for Empowering Teachers (VSET) based on Charlotte Danielson's framework for effective teaching.	Principal Assistant Principal Teachers	Regular and ongoing walk-thru observations of classrooms and effective implementation of the new evaluation system - VSET.	Formative assessments Interim Assessments 2013 FCAT data
5	Lack of resources; lack of time for teachers to provide needed tutoring and interventions.	A substitute teacher with certification to teach will be hired to provide tutoring and intervention to identified students in grades 3, 4, 5.	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Formative assessments Interim Assessments 2013 FCAT 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 subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The percent of students with disabilities making satisfactory progress in reading will increase by 9%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21%	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
	Majority of students with	Professional Learning	Principal	Ongoing monitoring of	Professional

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	disabilities are significantly below grade level. Finding the time in our schedule for regular and ongoing Professional Learning Communities (PLC) meetings.	Communities will meet twice per month to analyze student assessment data and determine interventions to be implemented.	Assistant Principal Teachers	assessment data will indicate an improvement in student achievement.	Learning Communities Meeting Notes will be monitored by the principal. Formative assessments Interim assessments 2013 FCAT data
2	Finding the time in our schedule for regular and ongoing analysis of the progress monitoring data to make the necessary changes in instruction and decisions in PLC meetings.	Ongoing progress monitoring will be done using formative assessments, interim assessments, and curriculum based monitoring.	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Formative assessments Interim assessments 2013 FCAT data
3	Lack of resources; lack of time for teachers to provide needed tutoring and interventions.	A substitute teacher with certification to teach will be hired to provide tutoring and intervention to identified students in grades 3, 4, 5.	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Formative assessments Interim Assessments 2013 FCAT data
4	Adequate time for teachers to collaborate and plan for implementation.	Provide professional development opportunities for teachers on the Common Core State Standards (CCSS).	Principal Assistant Principal Teachers	Ongoing monitoring of classroom activities and lesson plans as evidence the CCSS are being implemented.	Formative assessments Interim assessments 2013 FCAT data
5	Adequate time for administrators to conduct walk-thru observations and collaborate with teachers.	Fully implement the Volusia System for Empowering Teachers (VSET) based on Charlotte Danielson's framework for effective teaching.	Principal Assistant Principal Teachers	Regular and ongoing walk-thru observations of classrooms and effective implementation of the new evaluation system - VSET.	Formative assessments Interim assessments 2013 FCAT 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 subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The percentage of economically disadvantaged students making satisfactory progress in reading will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55%	58%

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	Finding the time in our schedule for regular and ongoing Professional Learning Communities (PLC) meetings. NOTE: Since 2005-06, our economically disadvantaged population has grown from 28% to 41%.	Professional Learning Communities will meet twice per month to analyze student assessment data and determine interventions to be implemented.	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Professional Learning Communities Meeting Notes will be monitored by the principal. Formative assessments Interim assessments 2013 FCAT data
	Finding the time in our schedule for regular and	Ongoing progress monitoring will be done	Principal Assistant Principal	Ongoing monitoring of assessment data will	Formative assessments

2	ongoing analysis of the progress monitoring data to make the necessary changes in instruction and decisions in PLC meetings.	using formative assessments, interim assessments, and curriculum based monitoring.	Teachers	indicate an improvement in student achievement.	Interim assessments 2013 FCAT data
3	Lack of resources; lack of time for teachers to provide needed tutoring and interventions.	A substitute teacher with certification to teach will be hired to provide tutoring and intervention to identified students in grades 3, 4, 5.	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Formative assessments Interim Assessments 2013 FCAT data
4	Adequate time for teachers to collaborate and plan for implementation.	Provide professional development opportunities for teachers on the Common Core State Standards (CCSS).	Principal Assistant Principal Teachers	Ongoing monitoring of classroom activities and lesson plans as evidence the CCSS are being implemented.	Formative assessments Interim assessments 2013 FCAT data
5	Adequate time for administrators to conduct walk-thru observations and collaborate with teachers.	Fully implement the Volusia System for Empowering Teachers (VSET) based on Charlotte Danielson's framework for effective teaching.	Principal Assistant Principal Teachers	Regular and ongoing walk-thru observations of classrooms and effective implementation of the new evaluation system - VSET.	Formative assessments Interim assessments 2013 FCAT 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 focus: Reading Mathematics Writing	PK - 5	PLC Leader: Team Leader at each grade level, K-5	PLC work is school-wide	Twice per month beginning in October 2012 through May 2013	PLC Notes are submitted to the principal for monitoring	Principal Assistant Principal Teachers
PD: Common Core State Standards	K - 5	PD Facilitator: Principal Assistant Principal	PD participants are all teachers	Early Release Wednesdays	Ongoing monitoring of classroom activities and lesson plans as evidence the CCSS are being implemented	Principal Assistant Principal Teachers
PD: Volusia System for Empowering Teachers	PK - 5	PD Facilitator: VSET leadership team	VSET is school-wide	All day training during pre-planning; training on PD day in September; ongoing training as needed throughout the year	Regular and ongoing walk-thru observations of classrooms and effective implementation of the new evaluation system - VSET	Principal Assistant Princial Teachers

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Substitute teacher to provide interventions during the school day	A certified substitute teacher will be hired three days per week to work with grades 3, 4, & 5 students who are targeted by the classroom teachers for interventions	PTA funds	$2,550.00
			Subtotal: $2,550.00
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: $2,550.00

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The percentage of students scoring proficient in Listening/Speaking on CELLA will increase by 5%.
2012 Current Percent of Students Proficient in listening/speaking:	
43% (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	Finding the time in our schedule for regular and ongoing Professional Learning Communities (PLC) meetings.	Professional Learning Communities will meet twice per month to analyze student assessment data and determine interventions to be implemented.	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Professional Learning Communities Meeting Notes will be monitored by the principal. Formative assessments Interim assessments 2013 CELLA data
2	Finding the time in our schedule for regular and ongoing analysis of the progress monitoring data to make the necessary changes in instruction and decisions in PLC meetings.	Ongoing progress monitoring will be done using formative assessments, interim assessments, and curriculum based monitoring.	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Formative assessments Interim assessments 2013 CELLA data
3	Lack of resources; lack of time for teachers to provide needed tutoring and interventions.	A substitute teacher with certification to teach will be hired to provide tutoring and intervention to identified students in	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Formative assessments Interim assessments 2013 CELLA data

	grades 3, 4, 5.			
4	Adequate time for teachers to collaborate and plan for implementation.	Provide professional development opportunities for teachers on the Common Core State Standards (CCSS).	Principal Assistant Principal Teachers	Ongoing monitoring of classroom activities and lesson plans as evidence the CCSS are being implemented.	Formative assessments Interim assessments 2013 CELLA data
5	Adequate time for administrators to conduct walk-thru observations and collaborate with teachers.	Fully implement the Volusia System for Empowering Teachers (VSET) based on Charlotte Danielson's framework for effective teaching.	Principal Assistant Principal Teachers	Regular and ongoing walk-thru observations of classrooms and effective implementation of the new evaluation system - VSET.	Formative assessments Interim assessments 2013 CELLA data

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:	The percentage of students scoring proficient in Reading on CELLA will increase by 5%.
2012 Current Percent of Students Proficient in reading:	
36% (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	Finding the time in our schedule for regular and ongoing Professional Learning Communities (PLC) meetings.	Professional Learning Communities will meet twice per month to analyze student assessment data and determine interventions to be implemented.	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Professional Learning Communities Meeting Notes will be monitored by the principal. Formative assessments Interim assessments 2013 CELLA data
2	Finding the time in our schedule for regular and ongoing analysis of the progress monitoring data to make the necessary changes in instruction and decisions in PLC meetings.	Ongoing progress monitoring will be done using formative assessments, interim assessments, and curriculum based monitoring.	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Formative assessments Interim assessments 2013 CELLA data
3	Lack of resources; lack of time for teachers to provide needed tutoring and interventions.	A substitute teacher with certification to teach will be hired to provide tutoring and intervention to identified students in grades 3, 4, 5.	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Formative assessments Interim assessments 2013 CELLA data
4	Adequate time for teachers to collaborate and plan for implementation.	Provide professional development opportunities for teachers on the Common Core State Standards (CCSS).	Principal Assistant Principal Teachers	Ongoing monitoring of classroom activities and lesson plans as evidence the CCSS are being implemented.	Formative assessments Interim assessments 2013 CELLA data
5	Adequate time for administrators to conduct walk-thru observations and	Fully implement the Volusia System for Empowering Teachers (VSET) based on	Principal Assistant Principal Teachers	Regular and ongoing walk-thru observations of classrooms and effective	Formative assessments Interim assessments

| | | Charlotte Danielson's framework for effective teaching. | | implementation of the new evaluation system - VSET. | 2013 CELLA data |

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

| 3. Students scoring proficient in writing.

CELLA Goal #3: | The percentage of students scoring proficient in Writing on CELLA will increase by 5%. |

2012 Current Percent of Students Proficient in writing:

50% (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	Finding the time in our schedule for regular and ongoing Professional Learning Communities (PLC) meetings.	Professional Learning Communities will meet twice per month to analyze student assessment data and determine interventions to be implemented.	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Professional Learning Communities Meeting Notes will be monitored by the principal. Formative assessments Interim assessments 2013 CELLA data
2	Finding the time in our schedule for regular and ongoing analysis of the progress monitoring data to make the necessary changes in instruction and decisions in PLC meetings.	Ongoing progress monitoring will be done using formative assessments, interim assessments, and curriculum based monitoring.	PrincipaL Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Formative assessments Interim assessments 2013 CELLA data
3	Lack of resources; lack of time for teachers to provide needed tutoring and interventions.	A substitute teacher with certification to teach will be hired to provide tutoring and intervention to identified students in grades 3, 4, 5.	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Formative assessments Interim assessments 2013 CELLA data
4	Adequate time for teachers to collaborate and plan for implementation.	Provide professional development opportunities for teachers on the Common Core State Standards (CCSS).	Principal Assistant Principal Teachers	Ongoing monitoring of classroom activities and lesson plans as evidence the CCSS are being implemented.	Formative assessments Interim assessments 2013 CELLA data
5	Adequate time for administrators to conduct walk-thru observations and collaborate with teachers.	Fully implement the Volusia System for Empowering Teachers (VSET) based on Charlotte Danielson's framework for effective teaching.	Principal Assistant Principal Teachers	Regular and ongoing walk-thru observations of classrooms and effective implementation of the new evaluation system - VSET.	Formative assessments Interim assessments 2013 CELLA data

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 scoring at Achievement Level 3 in Mathematics will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (91)	37%

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	Finding the time in our schedule for regular and ongoing Professional Learning Communities (PLC) meetings.	Professional Learning Communities will meet twice per month to analyze student assessment data and determine interventions to be implemented.	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Professional Learning Communities Meeting Notes will be monitored by the principal. Formative assessments Interim Assessments 2013 FCAT data
2	Finding the time in our schedule for regular and ongoing analysis of the progress monitoring data to make the necessary changes in instruction and decisions in PLC meetings.	Ongoing progress monitoring will be done using formative assessments, interim assessments, and curriculum based monitoring.	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Formative assessments Interim Assessments 2013 FCAT data
3	Lack of resources; lack of time for teachers to provide needed tutoring and interventions.	A substitute teacher with certification to teach will be hired to provide tutoring and intervention to identified students in grades 3, 4, 5.	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Formative assessments Interim Assessments 2013 FCAT data
4	Adequate time for teachers to collaborate and plan for implementation.	Provide professional development opportunities for teachers on the Common Core State Standards (CCSS).	Principal Assistant Principal Teachers	Ongoing monitoring of classroom activities and lesson plans as evidence the CCSS are being implemented.	Formative assessments Interim Assessments 2013 FCAT data
5	Adequate time for administrators to conduct walk-thru observations and collaborate with teachers.	Fully implement the Volusia System for Empowering Teachers (VSET) based on Charlotte Danielson's framework for effective teaching.	Principal Assistant Principal Teachers	Regular and ongoing walk-thru observations of classrooms and effective implementation of the new evaluation system - VSET.	Formative assessments Interim Assessments 2013 FCAT data
6	Adequate funding for professional development activities.	Seven teachers in grades 3 - 5 will participate in Thinking Math training.	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Formative Assessments Interim Assessments 2013 FCAT data

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	Students scoring at Levels 4, 5, and 6 in mathematics on the Florida Alternate Assessment will increse by 19%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (2)	37% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Finding the time in our schedule for regular and ongoing Professional Learning Communities (PLC) meetings.	Professional Learning Communities will meet twice per month to analyze student assessment data and determine interventions to be implemented.	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Professional Learning Communities Meeting Notes will be monitored by the principal. Formative assessments Interim Assessments 2013 FAA data
2	Finding the time in our schedule for regular and ongoing analysis of the progress monitoring data to make the necessary changes in instruction and decisions in PLC meetings.	Ongoing progress monitoring will be done using formative assessments, interim assessments, and curriculum based monitoring.	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Formative assessments Interim Assessments 2013 FAA data
3	Adequate time for teachers to collaborate and plan for implementation.	Provide professional development opportunities for teachers on the Common Core State Standards (CCSS).	Principal Assistant Principal Teachers	Ongoing monitoring of classroom activities and lesson plans as evidence the CCSS are being implemented.	Formative assessments Interim Assessments 2013 FAA data
4	Adequate time for administrators to conduct walk-thru observations and collaborate with teachers.	Fully implement the Volusia System for Empowering Teachers (VSET) based on Charlotte Danielson's framework for effective teaching.	Principal Assistant Principal Teachers	Regular and ongoing walk-thru observations of classrooms and effective implementation of the new evaluation system - VSET.	Formative assessments Interim Assessments 2013 FAA 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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Students scoring at or above Achievement Level 4 in mathematics will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (95)	38%

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	Finding the time in our schedule for regular and ongoing Professional Learning Communities (PLC) meetings.	Professional Learning Communities will meet twice per month to analyze student assessment data and determine interventions to be implemented.	Principal Assistant Principal	Ongoing monitoring of assessment data will indicate an improvement in student achievement. .	Professional Learning Communities Meeting Notes will be monitored by the principal Formative assessments Interim assessments 2013 FCAT data
2	Finding the time in our schedule for regular and ongoing analysis of the progress monitoring data to make the necessary changes in instruction and decisions in PLC meetings.	Ongoing progress monitoring will be done using formative assessments, interim assessments, and curriculum based monitoring.	Principal Assistant Principal	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Formative assessments Interim assessments 2013 FCAT data
3	Lack of resources; lack of time for teachers to provide needed tutoring and interventions.	A substitute teacher with certification to teach will be hired to provide tutoring and intervention to identified students in grades 3, 4, 5.	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Formative assessments Interim assessments 2013 FCAT data
4	Adequate time for teachers to collaborate and plan for implementation.	Provide professional development opportunities for teachers on the Common Core State Standards (CCSS).	Principal Assistant Principal Teachers	Ongoing monitoring of classroom activities and lesson plans as evidence the CCSS are being implemented.	Formative assessments Interim assessments 2013 FCAT data
5	Adequate time for administrators to conduct walk-thru observations and collaborate with teachers.	Fully implement the Volusia System for Empowering Teachers (VSET)based on Charlotte Danielson's framework for effective teaching.	Principal Assistant Principal Teachers	Regular and ongoing walk-thru observations of classrooms and effective implementation of the new evaluation system - VSET.	Formative assessments Interim assessments 2013 FCAT data
6	Adequate funding for professional development activities.	Seven teachers in grades 3 - 5 will participate in Thinking Math training.	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Formative assessments Interim assessments 2013 FCAT 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:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	Students scoring at or above Achievement Level 7 in mathematics on the Florida Alternate Assessment will increase by 25%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	25% (2)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Finding the time in our	Professional Learning	Principal	Ongoing monitoring of	Professional

			Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	schedule for regular and ongoing Professional Learning Communities (PLC) meetings.	Communities will meet twice per month to analyze student assessment data and determine interventions to be implemented.	Assistant Principal	assessment data will indicate an improvement in student achievement.	Learning Communities Meeting Notes will be monitored by the principal. Formative assessments Interim assessments 2013 FAA data
2	Finding the time in our schedule for regular and ongoing analysis of the progress monitoring data to make the necessary changes in instruction and decisions in PLC meetings.	Ongoing progress monitoring will be done using formative assessments, interim assessments, and curriculum based monitoring.	Principal Assistant Principal	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Formative assessments Interim assessments 2013 FAA data
3	Adequate time for teachers to collaborate and plan for implementation.	Provide professional development opportunities for teachers on the Common Core State Standards (CCSS).	Principal Assistant Principal Teachers	Ongoing monitoring of classroom activities and lesson plans as evidence the CCSS are being implemented.	Formative assessments Interim assessments 2013 FAA data
4	Adequate time for administrators to conduct walk-thru observations and collaborate with teachers.	Fully implement the Volusia System for Empowering Teachers (VSET)based on Charlotte Danielson's framework for effective teaching.	Principal Assistant Principal Teachers	Regular and ongoing walk-thru observations of classrooms and effective implementation of the new evaluation system - VSET.	Formative assessments Interim assessments 2013 FAA 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:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The percentage of students making learning gains in mathematics will increas by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (129)	83%

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	Finding the time in our schedule for regular and ongoing Professional Learning Communities (PLC) meetings.	Professional Learning Communities will meet twice per month to analyze student assessment data and determine interventions to be implemented.	Principal Assistant Principal	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Professional Learning Communities Meeting Notes will be monitored by the principal. Formative assessments Interim assessments 2013 FCAT data
2	Finding the time in our schedule for regular and ongoing analysis of the progress monitoring data to make the necessary changes in instruction and decisions in PLC meetings.	Ongoing progress monitoring will be done using formative assessments, interim assessments, and curriculum based monitoring.	Principal Assistant Principal	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Formative assessments Interim assessments 2013 FCAT data

		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	3	Lack of resources; lack of time for teachers to provide needed tutoring and interventions.	A substitute teacher with certification to teach will be hired to provide tutoring and intervention to identified students in grades 3, 4, 5.	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Formative assessments Interim Assessments 2013 FCAT data
	4	Adequate time for teachers to collaborate and plan for implementation.	Provide professional development opportunities for teachers on the Common Core State Standards (CCSS).	Principal Assistant Principal Teachers	Ongoing monitoring of classroom activities and lesson plans as evidence the CCSS are being implemented.	Formative assessments Interim assessments 2013 FCAT data
	5	Adequate time for administrators to conduct walk-thru observations and collaborate with teachers.	Fully implement the Volusia System for Empowering Teachers (VSET) based on Charlotte Danielson's framework for effective teaching.	Principal Assistant Principal Teachers	Regular and ongoing walk-thru observations of classrooms and effective implementation of the new evaluation system - VSET.	Formative assessments Interim assessments 2013 FCAT data
	6	Adequate funding for professional development activities.	Seven teachers in grades 3 - 5 will participate in Thinking Math training.	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Formative assessments Interim assessments 2013 FCAT 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:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	The percentage of students making learning gains in mathematics on the FAA will increase by 8%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (1)	25% (2)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Finding the time in our schedule for regular and ongoing Professional Learning Communities (PLC) meetings.	Professional Learning Communities will meet twice per month to analyze student assessment data and determine interventions to be implemented.	Principal Assistant Principal	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Professional Learning Communities Meeting Notes will be monitored by the principal. Formative assessments Interim assessments 2013 FAA data
2	Finding the time in our schedule for regular and ongoing analysis of the progress monitoring data to make the necessary changes in instruction and decisions in PLC meetings.	Ongoing progress monitoring will be done using formative assessments, interim assessments, and curriculum based monitoring.	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Formative assessments Interim assessments 2013 FAA data
3	Adequate time for teachers to collaborate and plan for implementation.	Provide professional development opportunities for teachers on the Common Core State Standards	Principal Assistant Principal Teachers	Ongoing monitoring of classroom activities and lesson plans as evidence the CCSS are being implemented.	Formative assessments Interim assessments 2013 FAA data

		(CCSS).			
4	Adequate time for administrators to conduct walk-thru observations and collaborate with teachers.	Fully implement the Volusia System for Empowering Teachers (VSET) based on Charlotte Danielson's framework for effective teaching.	Principal Assistant Principal Teachers	Regular and ongoing walk-thru observations of classrooms and effective implementation of the new evaluation system - VSET.	Formative assessments Interim assessments 2013 FAA 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 mathematics. Mathematics Goal #4:	The percentage of students in the lowest 25% making learning gains in mathematics will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (29)	71%

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	Growing number of students with disabilities. Finding the time in our schedule for regular and ongoing Professional Learning Communities (PLC) meetings.	Professional Learning Communities will meet twice per month to analyze student assessment data and determine interventions to be implemented.	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Professional Learning Communities Meeting Notes will be monitored by the principal. Formative assessments Interim assessments 2013 FCAT data
2	Finding the time in our schedule for regular and ongoing analysis of the progress monitoring data to make the necessary changes in instruction and decisions in PLC meetings.	Ongoing progress monitoring will be done using formative assessments, interim assessments, and curriculum based monitoring.	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Formative assessments Interim assessments 2013 FCAT data
3	Lack of resources; lack of time for teachers to provide needed tutoring and interventions.	A substitute teacher with certification to teach will be hired to provide tutoring and intervention to identified students in grades 3, 4, 5.	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Formative assessments Interim Assessments 2013 FCAT data
4	Adequate time for teachers to collaborate and plan for implementation.	Provide professional development opportunities for teachers on the Common Core State Standards (CCSS).	Principal Assistant Principal Teachers	Ongoing monitoring of classroom activities and lesson plans as evidence the CCSS are being implemented.	Formative assessments Interim assessments 2013 FCAT data
5	Adequate time for administrators to conduct walk-thru observations and collaborate with teachers.	Fully implement the Volusia System for Empowering Teachers (VSET) based on Charlotte Danielson's framework for effective teaching.	Principal Assistant Principal Teachers	Regular and ongoing walk-thru observations of classrooms and effective implementation of the new evaluation system - VSET.	Formative assessments Interim assessments 2013 FCAT data
6	Adequate funding for professional development activities.	Seven teachers in grades 3 - 5 will participate in Thinking Math training.	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Formative assessments Interim assessments

					2013 FCAT data

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #
	In 2010-11, 57% scored at level 3 or higher in math. Target: Increase level 3 and higher rate to 79% in 2016-2017.
	5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	64%	67%	70%	73%	77%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The percentage of students in ethnic subgroups making satisfactory progress in math will increase 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Percent making satisfactory progress: Black: 42% Hispanic: 57% Asian: 80%	Percent making satisfactory progress: Black: 45% Hispanic: 60% Asian: 83%

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	Finding the time in our schedule for regular and ongoing Professional Learning Communities (PLC) meetings.	Professional Learning Communities will meet twice per month to analyze student assessment data and determine interventions to be implemented.	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement. Professional Learning Communities Meeting Notes will be monitored by the principal.	Formative assessments Interim assessments 2013 FCAT data
2	Lack of resources; lack of time for teachers to provide needed tutoring and interventions.	A substitute teacher with certification to teach will be hired to provide tutoring and intervention to identified students in grades 3, 4, 5.	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Formative assessments Interim Assessments 2013 FCAT data
3	Finding the time in our schedule for regular and ongoing analysis of the progress monitoring data to make the necessary changes in instruction and decisions in PLC meetings.	Ongoing progress monitoring will be done using formative assessments, interim assessments, and curriculum based monitoring.	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Formative assessments Interim assessments 2013 FCAT data
4	Adequate time for teachers to collaborate and plan for implementation.	Provide professional development opportunities for teachers on the Common Core State Standards (CCSS).	Principal Assistant Principal Teachers	Ongoing monitoring of classroom activities and lesson plans as evidence the CCSS are being implemented.	Formative assessments Interim assessments 2013 FCAT data
5	Adequate time for administrators to conduct walk-thru observations and collaborate with teachers.	Fully implement the Volusia System for Empowering Teachers (VSET) based on Charlotte Danielson's	Principal Assistant Principal Teachers	Regular and ongoing walk-thru observations of classrooms and effective implementation of the new evaluation system -	Formative assessments Interim assessments 2013 FCAT data

				framework for effective teaching.	VSET.	

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:	The percentage of English Language Learners making satisfactory progress in math will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67%	70%

<table>
<tr><th colspan="6">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><th></th><th>Anticipated Barrier</th><th>Strategy</th><th>Person or Position Responsible for Monitoring</th><th>Process Used to Determine Effectiveness of Strategy</th><th>Evaluation Tool</th></tr>
<tr><td>1</td><td>Finding the time in our schedule for regular and ongoing Professional Learning Communities (PLC) meetings.</td><td>Professional Learning Communities will meet twice per month to analyze student assessment data and determine interventions to be implemented.</td><td>Principal Assistant Principal Teachers</td><td>Ongoing monitoring of assessment data will indicate an improvement in student achievement.</td><td>Professional Learning Communities Meeting Notes will be monitored by the principal. Formative assessments Interim Assessments 2013 FCAT data</td></tr>
<tr><td>2</td><td>Finding the time in our schedule for regular and ongoing analysis of the progress monitoring data to make the necessary changes in instruction and decisions in PLC meetings.</td><td>Ongoing progress monitoring will be done using formative assessments, interim assessments, and curriculum based monitoring.</td><td>Principal Assistant Principal Teachers</td><td>Ongoing monitoring of assessment data will indicate an improvement in student achievement.</td><td>Formative assessments Interim Assessments 2013 FCAT data</td></tr>
<tr><td>3</td><td>Adequate time for teachers to collaborate and plan for implementation.</td><td>Provide professional development opportunities for teachers on the Common Core State Standards (CCSS).</td><td>Principal Assistant Principal Teachers</td><td>Ongoing monitoring of classroom activities and lesson plans as evidence the CCSS are being implemented.</td><td>Formative assessments Interim Assessments 2013 FCAT data</td></tr>
<tr><td>4</td><td>Adequate time for administrators to conduct walk-thru observations and collaborate with teachers.</td><td>Fully implement the Volusia System for Empowering Teachers (VSET) based on Charlotte Danielson's framework for effective teaching.</td><td>Principal Assistant Principal Teachers</td><td>Regular and ongoing walk-thru observations of classrooms and effective implementation of the new evaluation system - VSET.</td><td>Formative assessments Interim Assessments 2013 FCAT data</td></tr>
<tr><td>5</td><td>Lack of resources; lack of time for teachers to provide needed tutoring and interventions.</td><td>A substitute teacher with certification to teach will be hired to provide tutoring and intervention to identified students in grades 3, 4, 5.</td><td>Principal Assistant Principal Teachers</td><td>Ongoing monitoring of assessment data will indicate an improvement in student achievement.</td><td>Formative assessments Interim Assessments 2013 FCAT data</td></tr>
</table>

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The percentage of students with disabilities making saticfactory progress in math will increase by 5%.

	2012 Current Level of Performance:			2013 Expected Level of Performance:	
	23%			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	Majority of students with disabilities are significantly below grade level. Finding the time in our schedule for regular and ongoing Professional Learning Communities (PLC) meetings.	Professional Learning Communities will meet twice per month to analyze student assessment data and determine interventions to be implemented.	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Professional Learning Communities Meeting Notes will be monitored by the principal. Formative assessments Interim assessments 2013 FCAT data
2	Finding the time in our schedule for regular and ongoing analysis of the progress monitoring data to make the necessary changes in instruction and decisions in PLC meetings.	Ongoing progress monitoring will be done using formative assessments, interim assessments, and curriculum based monitoring.	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Formative assessments Interim assessments 2013 FCAT data
3	Lack of resources; lack of time for teachers to provide needed tutoring and interventions.	A substitute teacher with certification to teach will be hired to provide tutoring and intervention to identified students in grades 3, 4, 5.	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Formative assessments Interim Assessments 2013 FCAT data
4	Adequate time for teachers to collaborate and plan for implementation.	Provide professional development opportunities for teachers on the Common Core State Standards (CCSS).	Principal Assistant Principal Teachers	Ongoing monitoring of classroom activities and lesson plans as evidence the CCSS are being implemented.	Formative assessments Interim assessments 2013 FCAT data
5	Adequate time for administrators to conduct walk-thru observations and collaborate with teachers.	Fully implement the Volusia System for Empowering Teachers (VSET) based on Charlotte Danielson's framework for effective teaching.	Principal Assistant Principal Teachers	Regular and ongoing walk-thru observations of classrooms and effective implementation of the new evaluation system - VSET.	Formative assessments Interim assessments 2013 FCAT 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 subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The percentage of Economically Disadvantaged students making satisfactory progress in mathematics will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52%	55%
	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		Finding the time in our schedule for regular and ongoing Professional Learning Communities (PLC) meetings. NOTE: Since 2005-06, our economically disadvantaged population has grown from 28% to 41%.	Professional Learning Communities will meet twice per month to analyze student assessment data and determine interventions to be implemented.	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Professional Learning Communities Meeting Notes will be monitored by the principal. Formative assessments Interim assessments 2013 FCAT data
2		Finding the time in our schedule for regular and ongoing analysis of the progress monitoring data to make the necessary changes in instruction and decisions in PLC meetings.	Ongoing progress monitoring will be done using formative assessments, interim assessments, and curriculum based monitoring.	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Formative assessments Interim assessments 2013 FCAT data
3		Lack of resources; lack of time for teachers to provide needed tutoring and interventions.	A substitute teacher with certification to teach will be hired to provide tutoring and intervention to identified students in grades 3, 4, 5.	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Formative assessments Interim Assessments 2013 FCAT data
4		Adequate time for teachers to collaborate and plan for implementation.	Provide professional development opportunities for teachers on the Common Core State Standards (CCSS).	Principal Assistant Principal Teachers	Ongoing monitoring of classroom activities and lesson plans as evidence the CCSS are being implemented.	Formative assessments Interim assessments 2013 FCAT data
5		Adequate time for administrators to conduct walk-thru observations and collaborate with teachers.	Fully implement the Volusia System for Empowering Teachers (VSET) based on Charlotte Danielson's framework for effective teaching.	Principal Assistant Principal Teachers	Regular and ongoing walk-thru observations of classrooms and effective implementation of the new evaluation system - VSET.	Formative assessments Interim assessments 2013 FCAT data

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
PD: Common Core State Standards	K - 5	PD Facilitator: Principal Assistant Principal	PD participants are all teachers	Early Release Wednesdays	Ongoing monitoring of classroom activities and lesson plans as evidence the CCSS are being implemented	Principal Assistant Principal Teachers
PLC Focus: Reading Mathematics Writing	PK - 5	PLC Leader: Team Leader at each grade level, K-5	PLC work is school-wide	Twice per month beginning in October 2012 through May 2013	PLC Notes are submitted to the principal for monitoring	Principal Assistant Principal Teachers
PD: Volusia System for Empowering Teachers (VSET)	PK - 5	PD Facilitators: VSET Leadership Team	PD participants are all teachers	All day training during pre-planning; training on PD day in September; ongoing training as needed throughout the year	Regular and ongoing walk-thru observations of classrooms and effective implementation of the new evaluation system - VSET	Principal Assistant Principal Teachers
PD: Thinking Math	3 - 5	Thinking Math Trainer	PD participants are seven teachers in grades 3 - 5	October 2012 - January 2013	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Principal Assistant Principal Teachers

Mathematics Budget:

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:	The percentage of students scoring at Achievement Level 3 in science will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (42)	46%
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
	Finding the time in our schedule for regular and ongoing	Professional Learning Communities will meet twice per month to	Principal Assistant Principal	Ongoing monitoring of assessment data will indicate an	Professional Learning Communities

1	Professional Learning Communities (PLC) meetings.	analyze student assessment data and determine interventions to be implemented.	Teachers	improvement in student achievement.	Meeting Notes will be monitored by the principal. Formative assessments Interim Assessments 2013 FCAT data
2	Finding the time in our schedule for regular and ongoing analysis of the progress monitoring data to make the necessary changes in instruction and decisions in PLC meetings.	Ongoing progress monitoring will be done using formative assessments, interim assessments, and curriculum based monitoring.	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Formative assessments Interim Assessments 2013 FCAT data
3	Lack of resources; lack of time for teachers to provide needed tutoring and interventions.	A substitute teacher with certification to teach will be hired to provide tutoring and intervention to identified students in grades 3, 4, 5.	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Formative assessments Interim Assessments 2013 FCAT data
4	Adequate time for teachers to collaborate and plan for implementation.	Provide professional development opportunities for teachers on the Common Core State Standards (CCSS).	Principal Assistant Principal Teachers	Ongoing monitoring of classroom activities and lesson plans as evidence the CCSS are being implemented.	Formative assessments Interim Assessments 2013 FCAT data
5	Adequate time for administrators to conduct walk-thru observations and collaborate with teachers.	Fully implement the Volusia System for Empowering Teachers (VSET) based on Charlotte Danielson's framework for effective teaching.	Principal Assistant Principal Teachers	Regular and ongoing walk-thru observations of classrooms and effective implementation of the new evaluation system - VSET.	Formative assessments Interim Assessments 2013 FCAT data

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	The percentage of students scoring at Levels 4, 5, and 6 in science on the FAA will increase by 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (2)	37% (3)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Finding the time in our schedule for regular and ongoing Professional Learning Communities (PLC) meetings.	Professional Learning Communities will meet twice per month to analyze student assessment data and determine interventions to be implemented.	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Professional Learning Communities Meeting Notes will be monitored by the principal. Formative assessments Interim Assessments 2013 FAA data
	Finding the time in our schedule for regular	Ongoing progress monitoring will be done	Principal Assistant	Ongoing monitoring of assessment data will	Formative assessments

		Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2	and ongoing analysis of the progress monitoring data to make the necessary changes in instruction and decisions in PLC meetings.	using formative assessments, interim assessments, and curriculum based monitoring.	Principal Teachers	indicate an improvement in student achievement.	Interim Assessments 2013 FAA data
3	Adequate time for teachers to collaborate and plan for implementation.	Provide professional development opportunities for teachers on the Common Core State Standards (CCSS).	Principal Assistant Principal Teachers	Ongoing monitoring of classroom activities and lesson plans as evidence the CCSS are being implemented.	Formative assessments Interim Assessments 2013 FAA data
4	Adequate time for administrators to conduct walk-thru observations and collaborate with teachers.	Fully implement the Volusia System for Empowering Teachers (VSET) based on Charlotte Danielson's framework for effective teaching.	Principal Assistant Principal Teachers	Regular and ongoing walk-thru observations of classrooms and effective implementation of the new evaluation system - VSET.	Formative assessments Interim Assessments 2013 FAA 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:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The percentage of students scoring at or above Achievement Level 4 in science will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (26)	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	Finding the time in our schedule for regular and ongoing Professional Learning Communities (PLC) meetings.	Professional Learning Communities will meet twice per month to analyze student assessment data and determine interventions to be implemented.	Principal Assistant Principal	Ongoing monitoring of assessment data will indicate an improvement in student achievement. .	Professional Learning Communities Meeting Notes will be monitored by the principal Formative assessments Interim assessments 2013 FCAT data
2	Finding the time in our schedule for regular and ongoing analysis of the progress monitoring data to make the necessary changes in instruction and decisions in PLC meetings.	Ongoing progress monitoring will be done using formative assessments, interim assessments, and curriculum based monitoring.	Principal Assistant Principal	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Formative assessments Interim assessments 2013 FCAT data
3	Lack of resources; lack of time for teachers to provide needed tutoring and interventions.	A substitute teacher with certification to teach will be hired to provide tutoring and intervention to identified students in grades 3, 4, 5.	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Formative assessments Interim assessments 2013 FCAT data
	Adequate time for teachers to collaborate	Provide professional development	Principal Assistant	Ongoing monitoring of classroom activities	Formative assessments

| 4 | and plan for implementation. | opportunities for teachers on the Common Core State Standards (CCSS). | Principal Teachers | and lesson plans as evidence the CCSS are being implemented. | Interim assessments 2013 FCAT data |
| 5 | Adequate time for administrators to conduct walk-thru observations and collaborate with teachers. | Fully implement the Volusia System for Empowering Teachers (VSET)based on Charlotte Danielson's framework for effective teaching. | Principal Assistant Principal Teachers | Regular and ongoing walk-thru observations of classrooms and effective implementation of the new evaluation system - VSET. | Formative assessments Interim assessments 2013 FCAT 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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	The percentage of students scoring at or above Achievement Level 7 in science on the FAA will increase by 25%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	25%

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	Finding the time in our schedule for regular and ongoing Professional Learning Communities (PLC) meetings.	Professional Learning Communities will meet twice per month to analyze student assessment data and determine interventions to be implemented.	Principal Assistant Principal	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Professional Learning Communities Meeting Notes will be monitored by the principal. Formative assessments Interim assessments 2013 FAA data
2	Finding the time in our schedule for regular and ongoing analysis of the progress monitoring data to make the necessary changes in instruction and decisions in PLC meetings.	Ongoing progress monitoring will be done using formative assessments, interim assessments, and curriculum based monitoring.	Principal Assistant Principal	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Formative assessments Interim assessments 2013 FAA data
3	Adequate time for teachers to collaborate and plan for implementation.	Provide professional development opportunities for teachers on the Common Core State Standards (CCSS).	Principal Assistant Principal Teachers	Ongoing monitoring of classroom activities and lesson plans as evidence the CCSS are being implemented.	Formative assessments Interim assessments 2013 FAA data
4	Adequate time for administrators to conduct walk-thru observations and collaborate with teachers.	Fully implement the Volusia System for Empowering Teachers (VSET)based on Charlotte Danielson's framework for effective teaching.	Principal Assistant Principal Teachers	Regular and ongoing walk-thru observations of classrooms and effective implementation of the new evaluation system - VSET.	Formative assessments Interim assessments 2013 FAA 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
PD: Common Core State Standards	K - 5	PD Facilitator: Principal Assistant Principal	PD participants are all teachers	Early Release Wednesdays	Ongoing monitoring of classroom activities and lesson plans as evidence the CCSS are being implemented.	Principal Assistant Principal Teachers
PD: Volusia System for Empowering Teachers	PK - 5	PD Facilitators: VSET Leadership Team	VSET is school-wide	All day training during pre-planning; training on PD day in September; ongoing training throughout the year	Regular and ongoing walk-thru observations of classrooms and effective implementation of the new evaluation system - VSET	Principal Assistant Principal Teachers

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 Achievement Level 3.0 and higher in writing will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	75% (60)		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	Finding the time in our schedule for regular and ongoing Professional Learning Communities (PLC) meetings.	Professional Learning Communities will meet twice per month to analyze student assessment data and determine interventions to be implemented.	Principal Assistant Principal	Professional Learning Communities Meeting Notes will be monitored by the principal.	Formative assessments Volusia Writing Prompts 2013 FCAT data
2	Lack of resources; lack of time for teachers to provide needed tutoring and interventions.	A substitute teacher with certification to teach will be hired to provide tutoring and intervention to identified students in grades 3, 4, 5.	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Formative assessments Volusia Writing Prompts 2013 FCAT data
3	Adequate time for teachers to collaborate and plan for implementation.	Provide professional development opportunities for teachers on the Common Core State Standards (CCSS).	Principal Assistant Principal Teachers	Ongoing monitoring of classroom activities and lesson plans as evidence the CCSS are being implemented.	Formative assessments Interim assessments 2013 FCAT data
4	Adequate time for administrators to conduct walk-thru observations and collaborate with teachers.	Fully implement the Volusia System for Empowering Teachers (VSET) based on Charlotte Danielson's framework for effective teaching.	Principal Assistant Principal Teachers	Regular and ongoing walk-thru observations of classrooms and effective implementation of the new evaluation system - VSET.	Formative assessments Interim assessments 2013 FCAT data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	Students scoring at 4 or higher in writing on the FAA will be maintained at 25% (Note: This reflects doubling the number of students to 2 out of 8 being assessed using the FAA in 2013.)
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (1)	25% (2 out of the 8 students being assessed using the FAA)

			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	Finding the time in our schedule for regular and ongoing analysis of the progress monitoring data to make the necessary changes in instruction and decisions in PLC meetings.	Ongoing progress monitoring will be done using formative assessments, interim assessments, and curriculum based monitoring.	Principal Assistant Principal Teachers	Ongoing monitoring of assessment data will indicate an improvement in student achievement.	Formative assessments Interim assessments 2013 FAA data
	Finding the time in our schedule for regular and	Professional Learning Communities will meet	Principal Assistant Principal	Ongoing monitoring of assessment data will	Professional Learning

2	ongoing Professional Learning Communities (PLC) meetings.	twice per month to analyze student assessment data and determine interventions to be implemented.	Teachers	indicate an improvement in student achievement.	Communities Meeting Notes will be monitored by the principal. Formative assessments Interim assessments 2013 FAA data
3	Adequate time for teachers to collaborate and plan for implementation.	Provide professional development opportunities for teachers on the Common Core State Standards (CCSS).	Principal Assistant Principal Teachers	Ongoing monitoring of classroom activities and lesson plans as evidence the CCSS are being implemented.	Formative assessments Interim assessments 2013 FAA data
4	Adequate time for administrators to conduct walk-thru observations and collaborate with teachers.	Fully implement the Volusia System for Empowering Teachers (VSET) based on Charlotte Danielson's framework for effective teaching.	Principal Assistant Principal Teachers	Regular and ongoing walk-thru observations of classrooms and effective implementation of the new evaluation system - VSET.	Formative assessments Interim assessments 2013 FAA 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 Focus: Reading Mathematics Writing	PK - 5	PLC Leader: Team Leader at each grade level	PLC work is school-wide	Twice per month beginning in October 2012 through May 2013	PLC Notes are submitted to the principal for monitoring	Principal Assistant Principal Teachers
PD: Common Core State Standards (CCSS)	K - %	PD Facilitator: Principal Assistant Principal	PD participants are all teachers	Early Release Wednesdays	Ongoing monitoring of classroom activities and lesson plans as evidence the CCSS are being implemented	Principal Assistant Prinicpal Teachers
PD: Volusia System for Empowering Teachers (VSET)	PK - 5	PD Facilitator: VSET Leadership Team	VSET is school-wide	All day training during pre-planning; training on PD day in September; ongoing training throughout the year	Regular and ongoing walk-thru observations of classroom and effective implementation of the new evaluation system - VSET	Principal Assistant Principal Teachers
PD: FCAT Writing 2.0	3rd & 4th grade teachers	PD Facilitator: District-level staff and school-based trainer	PD participants will be all 3rd and 4th grade teachers	October 2012	Ongoing monitoring of students writing progress as measured on the Volusia Writes	Principal Assistant Principal Teachers

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Substitute teacher to provide interventions during the school day	A certified substitute teacher will be hired three days per week to work with grade 3, 4 & 5 students who are tarteted by the classroom teachers for interventions	PTA funds	$2,550.00
		Subtotal: $2,550.00	

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: $2,550.00

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	The number of students with excessive absences and tardies (10 or more) will decrease by 10%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.53%	96%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
168	151
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
123	111

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
	Difficult to control behaviors of parents. Our ESE-Multi students are highly susceptible to illnesses. High number of students with allergies and asthma.	Enforce clear and consistent policies and procedures for addressing absences and tardies: 5 absences - parent called 10 absences - letter to the parent 15 absences - letter to	Principal Attendance Clerk Guidance Counselor Social Worker Teacher	Attendace and Tardy Reports will indicate a decrease in the number of students with excessive absences and tardies.	End of year attendance and tardy data reports

| 1 | parent, doctor's note required & referral to PST

3 tardies - Connect Ed message to parent
5 tardies - letter to parent
10 tardies - letter to parent
15 tardies - letter to parent and referral to PST | | | | |

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	The number of in-school and out-of-school suspensions and the number of students involved will decrease by 10%.
2012 Total Number of In—School Suspensions	2013 Expected Number of In-School Suspensions
8	7
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
6	5
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
16	14
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
8	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	Difficult to control certain student behaviors.	A Behavior Leadership Team (BLT) will be formed and meet at least monthly to identify targeted students and provide support and suggested interventions to said students.	BLT Principal Assistant Principal	Discipline Data will indicate a decrease in the number of discipline referrals for targeted students.	End of the year Discipline Data reports.
2	Difficult to control certain student behaviors.	Enforce clear and consistent policies and procedures.	Principal Assistant Principal Guidance Counselor	Discipline Data will indicate a decrease in the number of discipline referrals	End of the year Discipline Data 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
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: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	To maintain our Golden School Award and 5 Star School status by continuing consistent parent involvement at all school functions and parent/teacher conferences.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Current Golden School Award and 5 Star School	Maintain Golden School Award and 5 Star School status

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

				Monitoring	Strategy	
1		Parent work schedules	The school will continue to maintain community and business partnerships, Chamber of Commerce membership, family involvement, active volunteers, volunteer recognition programs, student community service projects, PTA activies, School Advisory Council, open and frequent communication with parents, information on school's web site, the Weekly Bulletin and the montly newsletter.	Principal Assistant Principal PTA Board SAC	Climate Survey in April 2013 5 Star School requirements	5 Star School Status for 2013
2		Parent work schedules	The SAC will plan and deliver parent education meetings on the Common Core State Standards and Standards Referenced Grading.	Principal Assistant Principal SAC	Sign in sheets at the meeting will indicate a high number of participants	Sign in sheets from meeting

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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
No Data Submitted						

Parent Involvement Budget:

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

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

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:	100% of the 5th grade students will complete a Science project for the school's Science Fair.

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 parental support and resources.	Teachers will insure students & parents have a complete understanding of the expectations for completing a Science project.	Teachers Students Parents	The number of students completing a Science project will show that 100% of the 5th graders completed a project.	Number of students completing a project.

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)

N.A. Goal:

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

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

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

Budget:

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

End of N.A. Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Substitute teacher to provide interventions during the school day	A certified substitute teacher will be hired three days per week to work with grades 3, 4, & 5 students who are targeted by the classroom teachers for interventions	PTA funds	$2,550.00
Mathematics	Train seven teachers in grades 3 - 5 in Thinking Math.	Substitutes will be needed to cover classrooms on days of training; materials need to be purchased for the training.	School Based Budget	$3,325.00
Mathematics	Substitute teacher to provide interventions during the school day.	A certified substitute teacher will be hired three days per week to work with grades 3, 4 & 5 students who are targeted by the classroom teachers for interventions.	PTA funds	$2,550.00
Writing	Substitute teacher to provide interventions during the school day	A certified substitute teacher will be hired three days per week to work with grade 3, 4 & 5 students who are tarteted by the classroom teachers for interventions	PTA funds	$2,550.00
				Subtotal: $10,975.00

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

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

Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $10,975.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

ꞁᵐ Priority	ꞁᵐ Focus	ꞁᵐ Prevent	ꞁᵐ NA

Are you a reward school: ꞁᵐ Yes ꞁᵐ 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

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
The SAC will use funds to hire substitute teachers for classroom teachers to plan the use of Standards Reference Grading and Pinnacle Grade Book.	$2,383.88

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

Meet at least eight times during the year on the second Thursday of the month.
Assist in the preparation and evaluation of the School Improvement Plan.
Assist with and decide how school improvement funds will be spent.
Adhere to the "Sunshine Law"
Sponsor parent education meetings on the Common Core State Standards and Standards Referenced Grading

AYP DATA

SCHOOL GRADE DATA

No Data Found

Volusia School District PATHWAYS ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	76%	70%	63%	289	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%	46%			107	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?	53% (YES)	33% (NO)			86	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					482	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Volusia School District PATHWAYS ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	78%	76%	77%	59%	290	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	56%			121	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	60% (YES)	58% (YES)			118	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					529	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested