FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: DELTONA LAKES ELEMENTARY SCHOOL

District Name: Volusia

Principal: Judith Rivera

SAC Chair: Hope Noga

Superintendent: Dr. Margaret Smith

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

Last Modified on: 10/19/2012

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	Judith Rivera	Masters Degree English and Spanish Specialist Degree Educational Leadership Certifications Principal K-12 Spanish K-12 ESOL	8	12	2012-A School, 58%R/55%M; 68%R/73% M; 63%R/66%M 2011-C School, AYP 74%, 77%R/77%M; 59%R/53%M; 49%R/46%M 2010-B School, AYP 87% (81%R/75%M; 65%R/53%M; 57%R/51%)M* 2009-A School, AYP (79%R/77%M; 70% R/57%M; 66%R/61%)M* 2008-A School, AYP (81%R/81%M; 72% R/73%M; 64%R/79%M)* 2007-A School, AYP (85%R/68%M; 77% R/62%M; 68%R/58%M)* 2006-B School, AYP (80%R/70%M; 59% R/65%M; 51%R)* *Proficient reading/math; learning gains r/m; lowest 25% r/m)
		Bachelor's in Elem. Ed. Masters in Elem.			2012-A School, 58%R/55%M; 68%R/73% M; 63%R/66%M 2011-C School, AYP 74%, 77%R/77%M; 59%R/53%M; 49%R/46%M 2010-B School, AYP 87% (81%R/75%M; 65%R/53%M; 57%R/51%)M*

| Assis Principal | Mae Thomson | Ed.

Specialists in Leadership Curriculum

Certifications ESOL | 8 | 12 | 2009-A School, AYP (79%R/77%M; 70R/57%M; 66%R/61%)M*
2008-A School, AYP (81%R/81%M; 72% R/73%M; 64%R/79%M)*
2007-A School, AYP (85%R/68%M; 77% R/62%M; 68%R/58%M)*
2006-B School, AYP (80%R/70%M; 59% R/65%M; 51%R)*
*Proficient reading/math;learning gains r/m; lowest 25% r/m) |

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Academic Coach	Kerrie Brown	Bachelors in Elem. Ed.	16	7	2012-A School, 58%R/55%M; 68%R/73% M; 63%R/66%M 2011-C School, AYP 74%, 77%R/77%M; 59%R/53%M; 49%R/46%M 2010-B School, AYP 87% (81%R/75%M; 65%R/53%M; 57%R/51%)M* 2009-A School, AYP (79%R/77%M; 70% R/57%M; 66%R/61%)M* 2008-A School, AYP (81%R/81%M; 72% R/73%M; 64%R/79%M)* 2007-A School, AYP (85%R/68%M; 77% R/62%M; 68%R/58%M)* 2006-B School, AYP (80%R/70%M; 59% R/65%M; 51%R)* *Proficient reading/math;learning gains r/m; lowest 25% r/m)

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Staff Development for first year teachers	Academic Coach	May 2013	
2	Provide mentors for second year teachers and teachers new to our school.	Administration	May 2013	
3	Provide opportunities for classroom visitations	Administration	May 2013	
4	Provide access to other schools classrooms to observe teachers	Administration	May 2013	
5	Professional Development	Administration	May 2013	
6	PLC Activities	Administration	May 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
6% (4)	Providing ESOL Modules for completion

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
64	3.1%(2)	14.1%(9)	48.4%(31)	34.4%(22)	35.9%(23)	98.4%(63)	20.3%(13)	1.6%(1)	42.2%(27)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Academic Coach PAR Teacher	Teresa Iamesi	Teresa is a first year teacher being mentored by a highly effective teacher, as well as a district-assigned Peer Assistance and Review (PAR) teacher.	Coaching, observations, collaborative lesson planning, Empowering Educator Excellence Program (E3)

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

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

Programs supported by Title I at Deltona Lakes Elementary include:
*Academic Coach for the purpose of comprehensive staff development
*Intervention Teacher for the purpose of providing intervention for students in need via a push-in model
*Family Center Para-professional who facilitates our extensive parent involvement program
*Technology Sys-op person to help facilitate technology
*Supplemental Tutoring before and after school
*Supplemental materials and supplies needed to close the achievement gap
*Supplemental funds for on-going staff development as determined by the results of FCAT data
*Parent to Kids workshops to teach literacy skills to parents so they can help their children to become better readers

Title I, Part C- Migrant

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following:
*Academic Assistance through credit accrual/recovery, tutoring and summer school
*Translation Services for parent/teacher conferences

*Parental support through parent/kid activity nights and workshops on school success
*Migrant Parent Advisory Council (MPAC)
*Medical Assistance through referrals to outside community agencies
*Food Assistance through referrals to food assistance programs

Title I, Part D

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

Title II

The district provides ongoing Professional Development in the core subject areas to ensure quality instruction and student success.

Title III

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

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels.

Violence Prevention Programs

The school offers the following non-violence and anti-drug programs:
*Student mentoring program
*Peer Mediation program
*Bullying Assemblies

Nutrition Programs

Deltona Lakes Elementary offers a variety of nutrition programs including:
*Free and Reduced Meal Plan
*Wellness Policy School Plan
*Nutrition and Wellness classes
*Health classes
*Personal Fitness classes
*Girls on the Run program

Housing Programs

N/A

Head Start

The District, in conjunction with the Head Start agency serving the community, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:
*Providing the opportunity for on going channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children's learning and development as the children transition to elementary school.
*Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll.
*Collaborating and participating in joint Professional Development, including transition-related training for school staff and Head Start staff when feasible.
*Coordinating the services being provided by Head Start with services in elementary schools.
*Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

Deltona Lakes Elementary offers students career awareness opportunities through Jr. Achievement programs, job shadowing opportunities, guest speakers from business and industry, vehicle day from area industries and field trips to business and industry locations.

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: Provides a common vision for the use of data-based decision making by promoting the Volusia Proficiency Model. Ensures that educators are implementing the district's Progress Monitoring Plan (PMP) accessible through the K-12 curriculum link of the webpage and 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 effectively to core instruction. For those students who do not respond positively to interventions beyond core, ensures that the school's Problem Solving Team (PST) is accessed as needed. Ensures adequate professional development is scheduled for faculty. School Psychologist will provide/facilitate training on skill building and understanding of the components of PS/RtI. Supports 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/RtI website (under Psychological Services) in order to address the purpose of PS/RtI in meeting students needs and to address frequently asked parental 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. Ensures 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.

Select General Education Teachers (Primary & Intermediate): Provide information about core instruction, participates in student data collection, deliver Tier I instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier I materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers, including Speech/Language: Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching. Encompass Problem Solving/RtI practices when addressing the needs of ESE students with a focus on potential reintegration into General Education based on data.

Guidance Counselor and Social Worker: Provides assistance with students and parents during the PST process.

Academic Coach: Develops, leads and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at-risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Intervention Teacher: The school's intervention teacher provides daily instruction to students who are in the lowest 25% in grades 3, 4 and 5.

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).

Principal: Provides a common vision for the use of data-based decision making by promoting the Volusia Proficiency Model. Ensures that educators are implementing the district's Progress Monitoring Plan (PMP) accessible through the K-12 curriculum link of the webpage and 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 effectively to core instruction. For those students who do not respond positively to interventions beyond core, ensures that the school's Problem Solving Team (PST) is accessed as needed. Ensures adequate professional development is scheduled for faculty. School Psychologist will

provide/facilitate training on skills building and understanding of the components of PS/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/RtI website (under Psychological Services) in order to address the purpose of PS/RtI in meeting students needs and to address frequently asked parental 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. Ensures 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.

Select General Education Teachers (Primary & Intermediate): Provide information about core instruction, participate in student data collection, deliver Tier I instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrates Tier I materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching. Encompass Problem Solving/RtI practices when addressing the needs of ESE students with a focus on potential reintegration into General Education based on data.

Guidance Counselor & Social Worker: Provides assistance to students and parents during the PST process.

Academic Coach: Develops, leads and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at-risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Intervention Teacher: The school's intervention teacher provides daily instruction to students who are in the lowest 25%.

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

The school's RtI leadership Team functions as a natural extension of the school's Problem Solving Team (PST). The school's PST includes RtI as an explicit step of problem solving and addresses individual as well as class, grade level and school wide issues. The PST is embedded in the infrastructure of the school. Core members of the PST are the principal, assistant principal, curriculum specialists, academic coaches, school psychologist, speech/language clinician, school counselor, social social worker and ad hoc teachers. In addition, since parent collaboration is essential for the success of PS/RtI implementation, parent input will be actively sought to enhance student outcomes. The school's leadership team will focus PS/RtI meetings around two PLC essential questions: 1) "How will we respond when they don't learn?" and 2) "How will we respond when they already know it?" The team meets regularly to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and the classroom level to identify students who are either meeting/exceeding expectations or those who are at risk for not meeting benchmarks. For those students who are at risk, tiered level supports are in place to address the deficits and to ensure grade level proficiency as appropriate. For those students who are exceeding expectations, enrichment activities are in place to ensure acceleration of learning.

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

Continued implementation of the Volusia Proficiency Model and other major initiatives of research based practices to accelerate ESE students in making AYP.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 9/18/2012)

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

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

include:
* Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
*Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
*Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Students achieving proficiency (FCAT Level 3) in reading will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 3- 28% (100)	Level 3- 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	Parental attendance	Provide an FCAT parent night to explain in detail the FCAT 2.0 expectations	Guidance Counselor	Parent Input slips	Parent Input slips
2	No anticipated barrier	Provide teachers with professional development related to effective instructional strategies and implement those strategies in reading.	Academic Coach Administrator	Ongoing monitoring and administration observations	District Assessments and FCAT results.
3	The number of students needing transportation	Provide before and after school tutoring.	Instructional Tutor	Ongoing monitoring and principal observations	District Assessments and FCAT
4	The number of working parents	Literacy night to focus on reading strategies for parents to use at home.	Academic Coach Literacy Team	Parent surveys	District Assessments and FCAT
5	No anticipated barrier	Unra(a)vel reading strategy	Academic Coach	Ongoing monitoring and administration observations	District Asssessments and FCAT
6	Limited computer access	Reading Counts!	Media Specialist	Ongoing monitoring and administration observation	Reading Counts Quizzes
7	No Anticipated Barrier	Thinking Maps!	Academic Coach and Administration	Teacher observations	Student outcomes
8	No Anticipated Barrier	Kagan Strategies	Academic Coach and Administration	Ongoing monitoring and principal observations	District Assessments and FCAT

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Students scoring at or levels 4, 5, and 6 on FAA in reading will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	Levels 4, 5 and 6- 38% (3)			Levels 4, 5 and 6-43%	

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	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistently aligned to the NGSSS access points.	Implement Access courses in all core academic areas, as well as Standards Referenced Grading.	Administration ESE team	Check usage and implementation, as well as student progress data using Unique Reports Administrative obervation tools	Unique Reports FAA Scores
2	Difficulty finding high quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unqiue Learning Systemfor Access courses Follow-up coahcing provided by program specialist	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA scores
3	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform	Administration ESE Team	District Follow up survey Check student progress data using Unique Reports	Unique Reports Survey

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Students achieving FCAT level 4 or higher in reading will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 4 and higher- 30% (107)	Level 4 and higher-32%

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	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Funds to purchase more advanced materials	Provide teachers with professional development related to effective instructional strategies and implement those strategies in reading. Non-fiction texts will be included.	Academic Coach Administrator	Ongoing monitoring of formative assessments and teacher observations by administration	District Assessments and FCAT results
2	Limited number of computers having Reading Counts access	Reading Counts!	Media Specialist	Ongoing monitoring and administration observations	Reading Counts quizzes
3	No Anticipated Barrier	After school Book Club	Academic Coach	Ongoing monitoring	District Assessments and FCAT results
	More rigorous instruction is needed, with more opportunities for higher	Professional Development on Charlotte Danielson's Framework 3B: Using	Curriculum Team	Ratio of higher level questions to lower level questions will be	Walk-throughs

4	level thinking skills.	Questioning and Discussion Techniques (Domain 1)		assessed during walk-throughs and coaching provided to those with a low percentage of higher level questions.	

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 level 7 on FAA in reading will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 7 or above-0%	Level 7 or above-10%

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	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
2	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform Evaluation of the student's need to access more rigorous courses and change placement if necessary Discussion of application of skills and knowledge at a higher level and in various settings	Administration ESE Team	District follow-up survey Check student progress data using Unique Reports	Unique Reports Survey

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 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (150)	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	No Anticipated Barrier	Provide teachers with professional development related to effective instructional strategies and implement those strategies in reading.	Academic Coach Administrator	Track student growth using Scantron assessments and meet regularly as grade level PLCs to foster growth among all students using formative data.	District assessments and FCAT
2	No Anticipated Barrier	UNRA(A)VEL Reading Strategy	Academic Coach	Ongoing monitoring of assessments and administration observations	District Assessments and FCAT
3	Transportation issues	After school tutoring in reading	Academic Coach Instructional tutor	Ongoing monitoring of assessments and administration observations	District Assessments and FCAT
4	Limited computer access	Reading Counts!	Media Specialist	Ongoing Monitoring and administration observations	Reading Counts quizzes
5	No Anticipated Barrier	Kagan Strategies	Academic Coach	Ongoing Monitoring and administration observations	District Assessments and FCAT
6	Students with large gaps in reading achievement	Intensive assistance in reading will be provided by Intensive Reading Teacher, assisted by the evaluation and monitoring of the administrative team.	Academic Coach Intensive Reading Teacher Administration	FAIR assessments will be analyzed 3 times each year. FCAT Explorer and District Interim Assessments will be monitoried monthly to note student improvements	FAIR Assessments FCAT Explorer District Interim Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Students making learning gains on FAA in reading will increase by 7%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (1)	40%
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistently aligned to the NGSSS access points.	Implement Access courses in all core academic areas, as well as Standards-Referenced Grading.	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
2	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform	Administration ESE Team	District follow-up survey Check student progress data using Unique Reports	Unique Reports Survey
	Difficulty of finding high-	District training for	Administration	Check usage and	Unique Reports

3	quality lessons for students with cognitive disabilities that also address varying complexity levels	teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists	ESE Team	implementation, as well as student progress data using Unique Reports Administrative observation tools	FAA Scores

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Students in the lowest 25% making Learning Gains will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (37)	65%

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	No anticipated barrier	Provide teachers with professional development related to effective instructional strategies and implement those strategies in reading.	Academic Coach Administrator	Ongoing progress monitoring of the lowest 25% by class.	District Assessments and FCAT results
2	No Anticipated Barrier	Provide before and after school tutoring	Academic Coach and Administrator	Ongoing monitoring and administration observations	District assessments and FCAT
3	No Anticipated Barrier	UNRA(A)VEL Reading Strategy	Academic Coach	Ongoing monitoring and administration observations	District Assessments and FCAT
4	Limited computer access	Reading Counts!	Media Specialist	Ongoing monitoring and administration observations	Reading Counts quizzes
5	No Anticipated Barrier	Kagan Strategies	AcademicCoach	Ongoing monitoring and administration observations	District Assessments and FCAT
6	No Anticipated Barrier	Read Naturally	Classroom Teacher Resource Teacher	Ongoing monitoring and administration observations	District Assessments and FCAT
7	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.	Teams (with the support of the coaching staff) will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment.	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students	Reading assessment data, FAIR data, Science assessment data, FCAT results

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

	Reading Goal #

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		5A :	In 2012-2013, we will reduce the achievement gap by meeting the AMO target (64% proficient) or through Safe Harbor (62% proficient).			

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	58%	62%	68%	71%	75%	

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:	In 2012-2013, each subgroup will reduce the achievement gap by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 63% Black: 43% Hispanic: 53% Asian: N/A American Indian: N/A	White: 67% (Safe Harbor) Black: 49% (Safe Harbor) Hispanic: 58% (Safe Harbor) Asian: N/A American Indian: N/A

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	These students do not have reading materials at home.	Provide before and after school tutoring.	Academic Coach and Administrator	Ongoing progress monitoring and observations by administration	District Assessments and FCAT results
2	White: No Anticipated Barrier Black: No Anticipated Barrier Hispanic: We have a growing number of Hispanic students that receive services in our ESOL program Asian: N/A American Indian: N/A	Provide teachers with professional development related to effective instructional strategies and implement those strategies in reading for ELL's.	Academic Coach and Administrator	Ongoing progress monitoring and observations by administration	District Assessments and FCAT results
3	Limited computer access	Reading Counts!	Media Specialist	Ongoing monitoring and administration observations	Reading Counts quizzes

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:	In 2012-2013, the achievement gap for ELL students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37%	43% (Safe Harbor)

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

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	DLE has a growing number of ELL students	Provide teachers with professional development related to effective instructional strategies and implement those strategies in reading for ELL's.	Academic Coach Administration	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments FCAT results
2	Challenges working with students who come ELL backgrounds with significant gaps in vocabulary.	Provide high-quality vocabulary instruction throughout the day.	Academic Coach Administration	Ongoing monitoring of formative assessments and teacher observation by administration.	District Assessments FCAT results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	In 2012-2013, the achievement gap for SWD students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% Proficient	33% Proficient (Safe Harbor)

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	No Anticipated Barrier	Kagan Strategies	Academic Coach	Ongoing monitoring and administration observations	District Assessment and FCAT
2	No Anticipated Barrier	Rewards and Making Connections	Administration	Ongoing monitoring and administration observations	District Assessment and FCAT
3	No Anticipated Barrier	Read Naturally	Resource Teacher	Ongoing monitoring and administration observations	District Assessment and FCAT
4	No Anticipated Barrier	Phonics for Reading and Making Connections	Resource Teacher	Ongoing monitoring and administration observations	District Assessment and FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In 2012-2013, the achievement gap for SWD students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% Proficient	59% Proficient (Safe Harbor)

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	These students tend to not have enough appropriate reading materials at home.	Provide before and after school tutoring.	Academic Coach and Administrator	Ongoing progress monitoring and observations by administration	District Assessments and FCAT results
2	Challenges of working with students who come from low SES backgrounds.	Provide teachers with professional development related to effective instructional strategies and implement those strategies in reading.	Reading Coach and Administrator	Ongoing progress monitoring and observations by administration	District Assessments and FCAT results
3	Limited computer access	Reading Counts!	Media Specialist	Ongoing progress monitoring and observations by administration	Reading Counts quizzes

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
Students' Role in CCSS:Cultivating Engagement	K-5	Dana and Dylan Campbell	School wide	12/5/12	Using VIMS to increase learner engagement	Administration
Designing Assessments Aligned to CCSS	K-5	Dana and Dylan Campbell	School wide	1/23/13	Designing assessments	Administration
Next Steps for CCSS	K-5	Dana and Dylan Campbell	School wide	TBA	Reflection	Administration
Building Rigor for the CCSS	K-5	Dana and Dylan Campbell	School wide	11/14/12	Rigorous assessments in CCSS	Administration
Building Awareness of CCSS	K-5	Dylan and Dana Campbell	School wide	8/29/12	Implementation of Close Reading	Administration
VSET Training	K-5	Kerrie Brown	School wide	9/21/12	Deliberate Practice Plans	Administration
Pinnacle & Standards Reference Grading	K-5	District Personnel	School wide	9/26/12	SRG practices	Administration
Deepening Awareness of CCSS	K-5	Dana and Dylan Campbell	School wide	10/10/12	DPP follow up Alignment of PGP to SIP and CC	Administration
Planning for the CCSS	K-5	Dana and Dylan Campbell	School wide	10/24/12	Planning integrated lessons and units for CCSS	Administration
Students' Role in CCSS:Cultivating Engagement	K-5	Dana and Dylan Campbell	School wide	12/5/12	Using VIMS to increase learner engagement	Administration
Frequent Formative Assessments for CCSS	K-5	Dana and Dylan Campbell	School wide	2/6/13	Using assessments for learning	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Advanced Reading Materials Non-Fiction	Purchase advcanced non-fiction materials	Title I	$10,000.00
			Subtotal: $10,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Integrating the use of Mobi's into Instruction	Mobi Boards	Title I	$1,000.00
			Subtotal: $1,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Professional Development in integrating the Common Core Standards into instruction	Provide teachers time during the school day for integration of the CSSS and data analysis	Title I	$5,000.00
			Subtotal: $5,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide tutoring before and after school tutoring in Reading.	Provide extra instruction in Reading.	Title I	$10,000.00
			Subtotal: $10,000.00
			Grand Total: $26,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The percentage of students scoring proficient in Listening/Speaking on CELLA will increase by 2%.
2012 Current Percent of Students Proficient in listening/speaking:	
53% (40)	

	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	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
2	Providing comprehensible instruction to English Language Learners	Ensure that teachers use English Language Proficiency Standards for English Language Learners	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
	Providing	Ensure that teachers	Administrator	Ongoing monitoring of	CELLA, IPT,

3	comprehensible instruction to English Language Learners	receive professional development related to effective instructional practices for teaching ELLs.	Academic Coach	formative assessments and teacher observations by principal	FCAT, District Assessments

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 2%.

2012 Current Percent of Students Proficient in reading:

43% (33)

	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	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
2	Providing comprehensible instruction to English Language Learners	Ensure that teachers use English Language Proficiency Standards for English Language Learners	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
3	Providing comprehensible instruction to English Language Learners	Ensure that teachers receive professional development related to effective instructional practices for teaching ELLs.	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments

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 2%.

2012 Current Percent of Students Proficient in writing:

72% (55)

	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	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments

	Strategy		Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2	Providing comprehensible instruction to English Language Learners	Ensure that teachers use English Language Proficiency Standards for English Language Learners	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
3	Providing comprehensible instruction to English Language Learners	Ensure that teachers receive professional development related to effective instructional practices for teaching ELLs.	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	Students achieving proficiency (FCAT level 3) in reading will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (109)	34%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parental attendance	Provide an FCAT parent night to explain in detail the FCAT 2.0 expectations	Guidance Counselor	Parent Input slips	Parent Input slips
2	No anticipated barrier	FAST Math	Classroom Teachers	Ongoing monitoring and teacher observations	Classroom reports on FAST Math
3	Teachers are not yet familiar with the Common Core State Standards in math	Provide professional development on embedding the 8 Standards for Mathematical Practices into daily instruction as appropriate Implement new math Curriculum Maps, which have these standards incorporated	Administration Grade Level Chair	Ongoing monitoring of formative assessments, summative district assessments, and teacher observations by administrators	VSET Evaluation FSA, SSA, District interims FCAT 2.0
4	Not all math teachers are familiar with incorporating literacy strategies.	Provide professional development on literacy strategies appropriate for math teachers.	Administration Grade Level Chair	Ongoing monitoring of formative assessments, summative district assessments, and teacher observations by administrators	VSET Evaluation FSA, SSA, District interims FCAT 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	Students scoring at or Levels 4,5, and 6 on FAA in math will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (3)	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	Not all instruction has been consistently aligned to the NGSSS access points	Implement Equals Math in all Access courses, as well as Standards-Referenced Grading	Administration ESE Team	Equals Curriculum-based assessments Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
2	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
3	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform	Administration ESE Team	District follow-up survey Check student progress data using Unique Reports	Unique Reports Survey

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Students achieving above proficiency (FCAT Level 4 and 5) in math will increase by 2% in grades 3, 4, and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (85)	26%

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	Funds to purchase advanced math materials	Ensure that all teachers receive professional development related to effective instructional strategies in math – specific to the higher level learner.	Academic Coach and Administration	Increased student achievement and implementation of strategies in the delivery of instruction	District Assessments and FCAT results
2	No Anticipated Barrier	Sunshine Math	Classroom Teachers	Ongoing monitoring and administration observations	Classroom reports
3	No Anticipated Barrier	FAST Math	Classroom Teachers	Ongoing monitoring and administration observations	Classroom reports on FAST Math

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.	Students scoring at or above Level 7 on FAA in math will increase by 7%.

Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (1)	20%

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	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
2	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform Evaluation of the student's need to access more rigorous courses and change placement if necessary Discussion of application of skills and knowledge at a higher level and in various settings	Administration ESE Team	District follow-up survey Check student progress data using Unique Reports	Unique Reports Survey

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:	Students making Learning Gains in math will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (169)	76%

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	No Anticipated Barrier	Daily Word Problems	Classroom Teacher	Ongoing progress monitoring, math journals and administration observations	District Assessments and FCAT
2	Students needing additional support in the area of math.	Provide before and after school tutoring in math.	Instructional Tutor	Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth	District Assessments and FCAT Results

					among all students using formative data	
3	No Anticipated Barrier	EnVision Math Intervention Kit	Classroom Teacher	Ongoing progress monitoring, math journals and administration observations	District Assessments and FCAT
4	No Anticipated Barrier	FAST Math	Classroom Teacher	Ongoing progress monitoring and observations by principal	Classroom reports on FAST Math
5	Parental Attendance	Publix Family Math Night	Math Contact	Parent Survey	District Assessments and FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	Students making learning gains on FAA in math will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (2)	70%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistently aligned to the NGSSS access points	Implement Access courses in all core academic areas, as well as Standards-Referenced Grading	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
2	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform	Administration ESE Team	District follow-up survey Check student progress data using Unique Reports	Unique Reports Survey
3	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Percentage of students in the lowest 25% making learning gains will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (39)	69%

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students needing additional support in math.	Provide before and after school tutoring in math.	Instructional tutor	Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	District Assessments and FCAT
2	No anticipated barrier	FAST Math	Classroom Teacher	Ongoing monitoring and administration observations	Classroom reports on FAST Math
3	Parental Attendance	Publix Family Math Night	Math Contact	Parent Surveys	District Assessment and FCAT

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 2012-2013, we will reduce the achievement gap by meeting the AMO target (56% proficient). ▲ ▼
	5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	55%	56%	60%	65%	69%	

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:	In 2012-2013, each subgroup will reduce the achievement gap by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White-N/A Black-49% Hispanic-N/A Asian-N/A American Indian-N/A	White-N/A Black-54% (Safe Harbor) Hispanic-N/A Asian-N/A American Indian-N/A

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	No Anticipated Barrier	FAST Math	Classroom Teacher	Ongoing monitoring and administration observations	Classroom reports on FAST Math
2	No Anticipated Barrier	Before and After school tutoring in math	Academic Coach	Ongoing monitoring and administration observations	District Assessments and FCAT

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

5C. English Language Learners (ELL) not making

satisfactory progress in mathematics.

Mathematics Goal #5C:

In 2012-2013, the achievement gap for ELL students will be reduced by meeting the AMO target or through Safe Harbor.

2012 Current Level of Performance:	2013 Expected Level of Performance:
31% Proficient	38% Proficient (Safe Harbor)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges working with students who come ELL backgrounds with significant gaps in vocabulary.	Provide high-quality vocabulary instruction throughout the day.	Academic Coach Administration	Ongoing monitoring of formative assessments and teacher observation by administration.	District Assessements and FCAT results

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	N/A

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

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

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	N/A

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

	Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Professional Development in integration of the Common Core Standards in Math.	K-5	District Personnel	K-5	Quarterly	Ongoing coaching	Administration
Data Analysis & ongoing progress monitoring	K-5	Academic Coach	K-5	Monthly meetings to analyze data	Ongoing coaching	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Professional Development in integration of the Common Core Standards in Math.	Provide teachers time during the school day for integration of the CSSS and data analysis	Title I	$10,000.00
			Subtotal: $10,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Tutoring before and after school in math	Provide extra instruction in math.	Title I	$10,000.00
			Subtotal: $10,000.00
			Grand Total: $20,000.00

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	Students achieving proficiency FCAT level 3 in science will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (45)	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	Fund to provide an after school science camp	After school science camp	Academic Coach	Ongoing monitoring and administration observations	District Assessment and FCAT
2	No Anticipated Barrier	FCAT Explorer-Science Students will use on a weekly basis.	Classroom Teacher	Ongoing monitoring and administration observations	Classroom report on FCAT Explorer Science
3	Lack of knowledge of CCSS standards and literacy strategies to incorporate into science instruction	Participate in professional development on the 5E Instructional Model Participate in training on incorporating CCSS Literacy and Mathematics Standards in Science Lessons (such as close reading)	Administration Classroom Teachers	Administration	FSA & SSA District Interim Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	Students scoring at or Levels 4,5, and 6 on FAA in science will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (3)	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	Not all instruction has been consistently aligned to the NGSSS access points	Implement Access courses in all core academic areas, as well as Standards-Referenced Grading	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports	Unique Reports FAA Scores

			Administrative observation tools	

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Students achieving above proficiency FCAT levels 4 and 5 in science will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (29)	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	Fund to provide an after school science camp	After school science camp	Academic Coach	Ongoing monitoring and administration observations	District Assessments and FCAT
2	No Anticipated Barrier	School wide science fair	Science Contact	Participation by all grade levels.	District Assessment and FCAT

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	We will have at least one of our two students score at or above level 7 on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	50%?

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	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists	Administration ESE Team	Check usage and implementation, as well as student progress data using ASAP Science Curriculum-based assessments and Unique Reports Administrative observation tools	ASAP Science Curriculum-based assessments Unique Reports FAA Scores
	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform Evaluation of the	Administration ESE Team	District follow-up survey Check student progress data using ASAP Science Curriculum-based	ASAP Science Curriculum-based assessments Unique Reports Survey

| | 2 | | student's need to access more rigorous courses and change placement if necessary

Discussion of application of skills and knowledge at a higher level and in various settings | | assessments and Unique 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						

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
Science Camp after school	Provide extra instruction and enrichment at an after school science camp	Title I	$3,500.00
			Subtotal: $3,500.00
			Grand Total: $3,500.00

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 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (87)	81%

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	No anticipated barrier	Teachers will maintain student writing folders	Academic Coach and Administration	Quarterly monitoring of writing folders by Administration	District writing prompts
2	Teachers are not yet familiar enough with the state changes in scoring of FCAT Writing responses.	Use the state-provided CD of 2012 students' FCAT Writing responses for professional development Implement writing strategies provided through district training which focus on the change in state writing expectations.	Academic Coach Administration	Monitor Volusia Writes scores	Volusia Writes FCAT Writing
3	No Anticipated Barrier	Administer Volusia Writes schedule with fidelity in all curriculum areas Provide support and coaching to teachers on scoring Implement CCSS Anchor Literacy Standards school-wide.	Administration Academic Coach	Monitor growth of Volusia Writes scores	Volusia Writes data FCAT Writing scores

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	Students scoring a Level 4 or higher on FAA in writing will increase by 25%. *we only have 4 students this year in this category
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% N/A	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
	Not all instruction has	Implement Access	Administration	Check usage and	Unique Reports

1	been consistently aligned to the NGSSS access points	courses in all core academic areas, as well as Standards-Referenced Grading	ESE Team	implementation, as well as student progress data using Unique Reports Administrative observation tools	FAA Scores
2	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
3	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform	Administration ESE Team	District follow-up survey Check student progress data using Unique Reports	Unique Reports Survey

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Grammar in the Wild: National Writing Project	4th Grade	Bethune Cookman University	4th Grade Teachers	Sept. 15, 2012	Classroom implementation	Academic Coach

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Grammar in the Wild: National Writing Project	Writing Workshop	Title I	$500.00
			Subtotal: $500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

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:	Decrease the number of student with exessive absences and tardies by 5%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94%	95% or higher
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
314 students	304 students
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
218 students	208 students

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	No Anticipated Barrier	Monthly Attendance Challenge by classes	Support Staff	Monthly attendance and tardies monitored	Monthly attendance and tardies monitored
2	No Anticipated Barrier	Behavior Leadership Team	Support Staff	BLT minutes	Monthly attendance and tardies monitored
3	No Anticipated Barrier	Problem Solving Team	RtI Team	PST minutes	Monthly attendance and tardies monitored
4	Pattern of unexcused absences and lates	Parent/guardian notification of absences/tardies 5, 10, 15 day absence letters and/or tardy notes and Connect Ed PST or IEP Attendance Meetings Attendance contracts w/student and/or parent/guardian	Administrators, Teachers, Attendance Clerk, School Counselors, , School Social Workers PST Chair or IEP Facilitator/Case Manager	Analyzing data gathered from daily attendance reports to show patterns of non-attendance/ tardies	School-wide and/or individual student attendance reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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:	Decrease the number of students with in or out of school suspensions by 5%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
43	41
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School

34	31 students
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
33	31
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
22	20 students

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	No anticipated barrier	Provide guidance services for students receiving multiple referrals	Guidance	Referrals decreasing	Number of referrals
2	No Anticipated Barrier	Behavior Leadership Team	BLT Chairperson	Referrals decreasing	Number of referrals
3	No Anticipated Barrier	Problem Solving Team	RtI Team	Referrals decreasing	Number of referrals

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.*	We will continue to maintain 5 Star School status by continuing parental involvement at events, programs and all functions related to school.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
60%	70%

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	Refer to PIP	Refer to PIP	Refer to PIP	Refer to PIP	Refer to PIP

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	The participation of 5th grade students in Science Fair will be 98%

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not have access to all of the necessary materials at home for the science fair projecct	Utilizing various methods at school to provide for students who do not have the materials. Teachers will provide ample opportunity and time for all 5th grade students to participate.	5th grade teachers	98% of 5th grade students will complete a science fair project	Science Fair projects

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)

Parents and community members will be provided with training and information sessions regarding Standards Reference Grading and Pinnacle. Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Parents and community members will be provided with training and information sessions regarding Standards Reference Grading and Pinnacle. Goal Parents and community members will be provided with training and information sessions regarding Standards Reference Grading and Pinnacle. Goal #1:	Parent and community members participation in learning Pinnacle and Standards Reference Grading.
2012 Current level:	2013 Expected level:
0%	70%

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	Participation from community members	DLE will have Standards Reference Grading nights to inform parents	Administration	Input slips	Input Slips
2	Participation from parents	DLE will have Pinnacle information sessions in the evening	Administration	Input slips	Input Slips

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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 Parents and community members will be provided with training and information sessions regarding Standards Reference Grading and Pinnacle. Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Advanced Reading Materials Non-Fiction	Purchase advcanced non-fiction materials	Title I	$10,000.00
CELLA	N/A	N/A	N/A	$0.00
				Subtotal: $10,000.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Integrating the use of Mobi's into Instruction	Mobi Boards	Title I	$1,000.00
CELLA	N/A	N/A	N/A	$0.00
				Subtotal: $1,000.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Professional Development in integrating the Common Core Standards into instruction	Provide teachers time during the school day for integration of the CSSS and data analysis	Title I	$5,000.00
CELLA	N/A	N/A	N/A	$0.00
Mathematics	Professional Development in integration of the Common Core Standards in Math.	Provide teachers time during the school day for integration of the CSSS and data analysis	Title I	$10,000.00
Writing	Grammar in the Wild: National Writing Project	Writing Workshop	Title I	$500.00
				Subtotal: $15,500.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide tutoring before and after school tutoring in Reading.	Provide extra instruction in Reading.	Title I	$10,000.00
CELLA	N/A	N/A	N/A	$0.00
Mathematics	Tutoring before and after school in math	Provide extra instruction in math.	Title I	$10,000.00
Science	Science Camp after school	Provide extra instruction and enrichment at an after school science camp	Title I	$3,500.00
				Subtotal: $23,500.00
				Grand Total: $50,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
No funds have been released at this time	$0.00

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

The School Advisory Council meets monthly to review the school improvement plan progress. Each meeting teachers may submit requests for materials or supplies needed to implement any strategies in their classroom that supports the School Improvement Plan. Teachers may also request funds for professional development opportunities.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Volusia School District DELTONA LAKES ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	77%	75%	74%	60%	286	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	59%	53%			112	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?	49% (NO)	46% (NO)			95	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					493	
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 DELTONA LAKES ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	81%	75%	75%	51%	282	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%	53%			118	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?	57% (YES)	51% (YES)			108	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					508	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested