

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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325 West Gaines Street
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School Name: WOODWARD AVENUE ELEMENTARY SCHOOL

District Name: Volusia

Principal: Torrence Broxton

SAC Chair: Lisa Lucero

Superintendent: Margaret Smith

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

Last Modified on: 10/18/2012

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	Torrence Broxton	Elementary Education Educational Leadership	4	7	2012 - A School, (67%R/65%M); (66% R/61%M); (50%R/66%M) 2011 - B School, AYP 85%, (84%R/83%M); (63%R/54%M); (42%R/47%M) 2010 - B School, AYP 90%, (82%R/85%M; 60%R/63%M; 38%R, 53%M) 2009 - A School, AYP 92%, (86%R/88%M; 73%R/71%M; 60%R, 66%M) 2008 - A School, AYP 97% (90%R/81%M; 74%R/83%M; 73%R/80%M) 2007 - A School, AYP 100%(83%R/67%M; 96%R/67%; 94%R/60%M) 2006 - B School, AYP 95% (74%R/54%M; 59%R/71%; 53%R/NA-M) Prior to 2007: Based on the Volusia County

					District evaluation system currently in place, I have been rated either meeting or exceeding the 12 competencies required for administrators.
Assis Principal	Shannon Hay	Elementary Education Educational Leadership	3	3	2012 - A School, (67%R/65%M); (66% R/61%M); (50%R/66%M) 2011 - B School, AYP 85%, (84%R/83%M); (63%R/54%M); (42%R/47%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	Margaret Ricciardelli	BBA Mgt. & Mkt. Professional Educator's Certificate 2009-2014 Elementary Education Primary Education ESOL Reading Endorsement	6	5	2012 - A School, (67%R/65%M); (66% R/61%M); (50%R/66%M) 2011 - B School, AYP 85%, (84%R/83%M); (63%R/54%M); (42%R/47%M) 2010 - B School, AYP 90%, (82%R/85%M; 60%R/63%M; 38%R, 53%M) 2009 - A School, AYP 92%, (86%R/88%M; 73%R/71%M; 60%R, 66%M) 2008 - A School, AYP 100%, (77%R/84%M; 70%R/76%M; 68%R, 82%M)

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Deliberate Practice	Administration Identified District and School Personnel	June 2013	
2	2. Staff Development	Administration Identified District and School Personnel	June 2013	
3	3. Professional Learning Committees (PLC)	All faculty	June 2013	
4	4. Stetson University Professional Development School	Stetson University, Woodward Faculty and Staff	June 2013	
5	5. Mentors	Identified School Personnel	June 2013	
6	6. High Performing Classroom Visits	Identified School Personnel	June 2013	
7	7. Celebrate/Recognize Teachers	Faculty and Staff	June 2013	
8	8. Coaches	Identified School Personnel	June 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
2% (1)	* Providing Modules/Classes in content area for completion * Access to certification test information

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
46	2.2%(1)	8.7%(4)	28.3%(13)	60.9%(28)	43.5%(20)	97.8%(45)	17.4%(8)	8.7%(4)	58.7%(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
Marcy Godun PAR	Lauren Clarke	Lauren 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, TIP program.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, 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 Woodward Elementary School include:

*Academic Coach for the purpose of comprehensive staff development

- *Family Center Para-professional who facilitates our extensive parent involvement program
- *Supplemental Tutoring before or 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
- *Childcare provided so parents can attend identified meetings or program

Title I, Part C- Migrant

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

- Academic Assistance through credit accrual/recovery, tutoring, and summer school
- Translation Services for parent/teacher conferences
- Parental support through parent/kid activity nights and workshops on school success
- Migrant Parent Advisory Council (MPAC)
- Medical Assistance through referrals to outside community agencies
- Food Assistance through referrals to food assistance programs

Title I, Part D

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

Title II

The district 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 X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

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

- Student mentoring program
- Peer Mediation program
- Crisis training program
- Suicide prevention program
- Bullying program
- Teens against violence by Domestic Abuse Counsel through Personal Fitness classes.

Nutrition Programs

Nutrition Programs

Woodward Avenue Elementary offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Wellness Policy School Plan
- Nutrition and Wellness lessons
- Health lessons
- Personal Fitness lessons
- Annual 5K Walk/Run
- Girls on the Run

Housing Programs

N/A

Head Start

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

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

Adult Education

N/A

Career and Technical Education

N/A

Job Training

Woodward Avenue Elementary offers students' career awareness opportunities through Jr. Achievement programs, job shadowing opportunities, guest speakers from business and industry, and field trips to business and industry locations.

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Administration:

- * Provides a common vision
- * Ensures the implementation of Progress Monitoring
- * Ensures the implementation of RtI
- * Ensures the implementation of PST
- * Provides/encourages professional development
- * Communicates with all stakeholders
- * Reviews AYP and subgroup data
- * Reviews data, meets with identified staff
- * Encourages grade level discussions and sharing of highly effective strategies/lessons

School Psychologist:

- * Assists in the interpretation of data
- * Ensures that on-going progress monitoring is in place

Select General Education Teachers (Primary and Intermediate):

- * Provide information about core instruction
- * Participate in student data collection
- * Deliver Tier 1 instruction/intervention
- * Collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 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 collaborates 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.

Academic Coaches:

- * Develop, lead, and evaluate school core content standards/ programs
- * Identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches
- * Identify systematic patterns of student need
- * Work with district personnel to identify appropriate, evidence-based intervention strategies
- * Assist with whole school screening programs
- * Assist in the design and implementation for progress monitoring, data collection, and data analysis
- * Participate in the design and delivery of professional development
- * Provides support for assessment and implementation monitoring
- * Meet with groups of identified students
- * Model lessons

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?

- * Extension of Problem Solving Team (PST)
- * Addresses individual, class, grade level and/or school-wide areas of concern
- * Meetings are Quarterly, Monthly, and Weekly depending on needs
- * Analyzes data of Tier 1 students who are receiving Core Instruction
- * Analyzes data of Tier 2 and 3 students to monitor progress and discuss services
- * Analyzes data of Tier 3 students with individual teachers to ensure fidelity of program and interventions are being implemented and data is being collected
- * Reviews universal screening data for instructional decision making
- * Reviews Curriculum Based Assessment, District Assessments, FAIR, and FCAT data
- * Reviews Progress Monitoring (grade level and classroom level)
- * Leveled support for students at risk, tiered level supports are in place to address the deficits and to ensure grade-level proficiency as appropriate
- * Leveled support for those students who are exceeding expectations, enrichment activities are in place to ensure acceleration of learning.

(School-wide data is collected through Pinnacle, Achievement Series, Progress Monitoring and Reporting Network (PMRN), and Data Warehouse.)

- * Fidelity of the following is ensured:

Curriculum Maps
 District Assessments
 Curriculum Based Assessments
 Continual communication with all stakeholders
 Implementation of Research-Based Interventions/Strategies

READING

- * Progress Monitoring - use data to monitor progress and areas of concern
- * Weekly Test/Interims - use data to determine areas to reteach and areas of strength (meet with grade level PLC's to review data - share successful lesson to better meet the needs of all students)

MATH

- * Use district assessments to guide instruction for reteaching

SCIENCE

- * Collaboration for successful lessons with grade levels

Writing

- * PDA Writing Program
- * Collaboration with grade levels for specific lessons

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?

- * Helps develop the School Improvement Plan (SIP)
- * Reviews data on Tier 1, 2, and 3 students
- * Reviews academic, behavioral and social/emotional areas of concern

- * Assists in setting clear expectations for instruction in regards to rigor, relevance, relationship, and fidelity)
- * Assists in facilitating the development of a systematic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing)

MTSS Implementation

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

BASELINE DATA:

- * Progress Monitoring and Reporting Network (PMRN)
- * Florida Assessment for Instruction in Reading (FAIR)
- * Florida Comprehensive Assessment Test (FCAT)
- * Formative Assessments
- * Diagnostic Reading Assessment (DRA)
- * Curriculum Based Measurement (CBM)
- * Office Discipline Referrals
- * Retentions
- * Volusia Writes
- * Attendance (Absences and Tardies)

MID-YEAR DATA:

- * Florida Assessments for Instruction in Reading (FAIR)
- * Diagnostic Assessment for Reading (DAR)
- * Early Reading Diagnostic Assessment (ERDA)
- * Formative Assessments
- * Diagnostic Reading Assessment (DRA)
- * Curriculum Based Measurement (CBM)
- * Volusia Writes

End of year:

- * Progress Monitoring and Reporting Network (PMRN)
- * Florida Assessment for Instruction in Reading (FAIR)
- * Florida Comprehensive Assessment Test (FCAT)
- * Diagnostic Reading Assessment (DRA)
- * Curriculum Based Measurement (CBM)
- * Office Discipline Referrals
- * Retentions
- * Volusia Writes

Frequency of Data Days: monthly for data analysis or as determined by principal

Describe the plan to train staff on MTSS.

- * Staff PLC meetings
- * Grade level PLCs
- * Online PS/RtI trainings
- * Job-embedded learning through academic and behavioral analysis and progress monitoring

Describe the plan to support MTSS.

- * District MTSS Leadership Team support
- * MTSS meetings to disseminate and discuss information
- * PLC Meetings
- * Monitoring of academic and/or behavioral supports through Pinnacle and referrals

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Administration:

- * provides a common vision
- * communicates with all stakeholders
- * Encourages grade level discussions and sharing of highly effective strategies/lessons

Academic Coach:

- * provides a common vision
- * identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches
- * provide information about core instruction
- * participate in student data collection

Media Specialist

- * provides a common vision
- * participate in student data collection

Teachers:

- * Provide information about core instruction
- * Participate in student data collection
- * Deliver Tier 1 instruction/intervention
- * Collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 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 collaborates 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.

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

Monthly Meetings
PLC Sharing
Responsible for creating a climate that encourages reading
Incentive programs
Data Review
Discussion of Literacy concerns across the grade levels

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

Establish a Reading Atmosphere
Reading Family Night
Story Book Character Program
FCAT Reading Night
Principal's 100 Book Challenge
Reading Counts
Reading Counts Camp-out
Reading Counts Game Day
Book Fairs
Book Club
Reading Buddies
PDA Writing Program
4.0 Club
Sunshine State Young Reader's Award Program
Drop Everything and Read - school wide
Drop Everything and Write - school wide
Take it Home - Literacy bags
Book Swap

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 9/27/2012)

*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 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (85)	34% (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	Challenges of working with students who come from lower SES backgrounds	Ensure all teachers receive professional development related to effective instructional strategies in reading. Implementation of Ruby Payne book study is planned	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observation by administration	Pinnacle Data FCAT Results Achievement Series
2	Difficulties with students participating in after school tutoring	Implement a before and during school tutoring program Saturday FCAT Camp	Administration Academic Coaches	Ongoing monitoring of formative assessments and student performance	Pinnacle Data FCAT Results Achievement Series
3	Additional time within the school day to provide intensive interventions	Integrate reading through other content areas	Classroom teachers Academic Coach	Ongoing monitoring of reading rate and comprehension	District Assessments and FCAT results
4	Students non-attendance , late arrival, and early check-out	Communicate with parents the importance of attendance	Classroom teachers Attendance Clerk Social Worker	Ongoing monitoring of attendance rate	Attendance data
5	Funding for materials Time Volunteers	Provide students access to materials which can include book with differentiated activities, games that focus on Common Core State Standards	Administration Classroom teachers Academic Coach	Ongoing monitoring of formative and summative assessment data	Pinnacle Data FCAT Results Achievement Series
6	Opportunities to train teachers, funding to follow up coaching	Teachers will receive training in practices that promote high student engagement; receive follow up support and coaching	Academic Coach Administration Teachers	Ongoing monitoring of formative and summative assessment data VSET observations and conferences Track student growth using Scantron Assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	Pinnacle Data FCAT Results Achievement Series
	Adequate time for	Teams (with the support	Academic Coach	Ongoing monitoring of	Pinnacle Data

7	teachers to review data, plan instruction, and deliver the instruction within the school day.	of the coaching staff) will meet weekly in PLCs to work collaboratively in collecting and analyzing data in order to plan effective instruction	Administration Teachers	formative and summative assessment data Track student growth using Scantron Assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	FCAT Results Achievement Series
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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 using Unique Reports	Unique Reports FAA Scores
2	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
3	Difficulty in finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementations 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
4	N/A	N/A	N/A	N/A	N/A

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:	Increase percent of students scoring at current level by 2% at each grade level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (100)	38% (109)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Funding for materials Time Volunteers	Provide students access to materials which can include book with differentiated activities, games that focus on Common Core State Standards	Administration Classroom teachers Academic Coach	Ongoing monitoring of formative and summative assessment data	Pinnacle Data FCAT Results Achievement Series
2	Adequate time for teachers to review data, plan instruction, and deliver the instruction within the school day	Teams (with the support of the coaching staff) will meet weekly in PLCs to work collaboratively in collecting and analyzing data in order to plan effective instruction	Academic Coach Administration 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 using formative data.	Pinnacle Data FCAT Results Achievement Series
3	More rigorous instruction is needed, with more opportunities for higher level thinking skills	Professional development on Charlotte Danielson's Framework 3B: Using Questioning and Discussion Techniques (Domain 1)	Curriculum Team	Ratio of higher-level questions to lower-level questions will be assessed during walk-throughs and coaching provided to those with a low percentage of higher-level questions	Walk throughs
4	Finding more advanced reading materials using existing resources	Ensure that all teachers receive professional development related to effective instructional strategies in reading Continue to find ways to supplement funding to purchase books for advanced readers. Non-fiction texts will be included	Administration Academic Coach	Ongoing monitoring of formative assessments and teacher observation by Principal	Pinnacle Data FCAT Results Achievement Series
5	Funding	To increase the motivation of our students through the use of awards, rewards, and incentives	Administration Academic Coach LLT	Ongoing monitoring of formative assessments and summative assessment data	Reading Logs FAIR Reading Counts reports

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:	Will maintain 100% of the students scoring at or above Achievement Level 7 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:

100% (2)	100%			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Students making Learning Gains in reading will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (122)	69% (135)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with large gaps in reading achievement	Intensive assistance will be provided by Academic Coach, identified teachers, and the administrative team	Administration Academic Coach Identified Teachers	Ongoing monitoring of formative assessments and teacher observation by administration	Pinnacle Data FCAT Results Achievement Series
2	Teachers using data from available resources and progress monitoring assessments to target instruction in the classroom	Provide school based training on Pinnacle Gradebook and reports	Administration Academic Coach Identified 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 using formative data	Pinnacle Data FCAT Results Achievement Series
3	The number of students being Administratively Assigned in special programs.	Ensure all teachers receive professional development related to effective instructional strategies in reading.	Administrator and Reading Coach	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 results
4	Challenges of working with students who come from low SES backgrounds.	Ensure all teachers receive professional development related to effective instructional strategies in reading.	Administrator and Reading Coach	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 results.

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Will maintain 100% of students making learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2)	100%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Funding for materials Time Volunteers	Provide students access to materials which can include book with differentiated activities, games that focus on Common Core State Standards	Administration Classroom teachers Academic Coach	Ongoing monitoring of formative and summative assessment data	Pinnacle Data FCAT Results Achievement Series

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:	Percentage of students in lowest 25% making learning gains will increase by 3%
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (24)	53% (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	Adequate time for teachers to review data, plan instruction, and deliver the instruction within the school day	Teams (with the support of the coaching staff) will meet weekly in PLCs to work collaboratively in collecting and analyzing data in order to plan effective instruction	Academic Coach Administration Identified 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 using formative data	Pinnacle Data FCAT Results Achievement Series
2	Funding for materials Time Volunteers	Provide students access to materials which can include book with differentiated activities, games that focus on Common Core State Standards	Administration Classroom teachers Academic Coach	Ongoing monitoring of formative and summative assessment data	Pinnacle Data FCAT Results Achievement Series
3	Students in the lowest 25% are usually students with disabilities, low SES and/or ELL	Provide in school tutoring to address weaknesses while building on strengths	Administration Academic Coach Tutors	Track student growth using Scantron Assessments and meet regularly as grade-level	Pinnacle Data FCAT Results Achievement Series

	Many are affected by these multiple barriers	Using scientifically based materials		teams to foster growth among all students using formative data	
4	Additional Time to work one-on-one with these students to remediate	Implement a tutoring program for before and during the school day	Administration Academic Coach Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron Assessments and meet regularly as grade-level teams to foster growth among all students using formative data Review data during PLCs	Pinnacle Data FCAT Results Achievement Series
5	Funding for Full-time Intervention Teachers	Hire part-time tutors to remediate students during the school day	Administration Academic Coach	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 using formative data	Pinnacle Data FCAT Results Achievement Series
6	Inconsistent Progress Monitoring of interventions	Discussion of Progress Monitoring results in PLCs	Administration ESE Teachers Teachers	Analysis of Progress Monitoring data at PLC grade level meetings	Progress Monitoring Data
7	Inadequate opportunities for reading practice outside the school day	Provided afterschool tutoring for all students in the lowest 25% and provide parents with information about tutoring programs and activities to do at home	Administration Academic Coach ESE Teachers Teachers	Analysis of Progress Monitoring data	Progress Monitoring Data

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # In 2012-2013, we will reduce the achievement gap by meeting the AMO target (69% proficient). 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	66	69	72	75	78	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in 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 - 24% not making satisfactory progress (met goal) Black - 56% not making satisfactory progress Hispanic - 36% not making satisfactory progress (met goal)	White - 22% not making satisfactory progress Black - 47% not making satisfactory progress Hispanic - 34% not making satisfactory progress

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty with students participating in after-school and Saturday tutoring	Implement a tutoring program for before and during the school day	Administrator and Academic Coach	Ongoing monitoring of formative assessments and teacher observation by Principal	District Assessments and FCAT results
2	Challenges of providing enough time to remediate skills students did not master	Implement a tutoring program for before and during the school day	Administrator and Academic Coach	Ongoing monitoring of formative assessments and teacher observation by Principal	District Assessments and FCAT results
3	Adequate time for teachers to review data, plan instruction, and deliver the instruction within the school day	Teams (with the support of the coaching staff) will meet weekly in PLCs to work collaboratively in collecting and analyzing data in order to plan effective instruction	Administration Academic Coach Teachers	Ongoing monitoring of formative assessments and teacher observation by Principal Track student growth using assessments and meet regularly as grade level teams to foster growth among all students	Pinnacle Data FCAT Results Achievement Series
4	Students non-attendance, late-arrival, and early check-out	Communicate with parents the importance of attendance	Teachers Attendance Clerk Guidance Counselor Social Worker	Ongoing monitoring of attendance rate	Attendance data

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	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:
ELL: 43% proficient	ELL: 48% proficient

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Adequate time for teachers to review data, plan instruction, and deliver the instruction within the school day	Teams (with support of the coaching staff) will meet weekly in PLCs to work collaboratively in collecting data and analyzing data in order to plan effective instruction	Academic Coach Administration 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 using formative data	Pinnacle Data FCAT Results Achievement Series
2	Adequate time and staff to schedule the many high risk students	Plus One Intervention teachers and Tutors will provide supplemental instruction to identified students	Academic Coach Administration Teachers Tutors	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 using	Pinnacle Data FCAT Results Achievement Series

				formative data	
3	Challenges of working with students who come from ELL backgrounds with significant gaps in vocabulary	Provide high-quality vocabulary instruction throughout the day Teach essential content words in depth Use instructional time to address the meanings of common words, phrases, and expressions not yet learned	Academic Coach Administration 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 using formative data	Pinnacle Data FCAT Results Achievement Series

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 will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD 33% proficient	SWD 39% proficient

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students with such a wide range of abilities	Provide high-quality content vocabulary instruction throughout the day Teach essential content words in depth Use instructional time to address the meanings of common words, phrases, and expressions not yet learned Provide intensive, systematic instruction in small groups to students who score below the proficient level	Administration Academic Coach Identified Teachers	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments Progress Monitoring of data using graphs/trend lines
2	Students non-attendance, late arrival, and early check-out	Communicate with parents the importance of attendance	Teachers Attendance Clerk Social Worker	Ongoing monitoring of attendance rate	Attendance data
3	Adequate time for teachers to review data, plan instruction, and deliver the instruction within the school day	Teams (with the support of the coaching staff) will meet weekly in PLCs to work collaboratively in collecting and analyzing data in order to plan effective instruction	Administration Academic Coach Teachers	Ongoing monitoring of formative assessments and teacher observation by administration Track student growth using Scantron using assessments and meet regularly as grade level teams to foster growth among all students using formative data	Pinnacle data FCAT Results Achievement Series
4	Difficulty with students attending afterschool and Saturday tutoring.	Implement a tutoring program for before and during the school day.	Administrator and Academic Coach	Ongoing monitoring of formative assessments and teacher observation	District Assessments and FCAT results.

				by Principal.	
5	Our at risk students are entering with inadequate reading skills.	Provide tutoring for students in a variety of settings.	Administrator and Academic Coach	Ongoing monitoring of formative assessments and teacher observation by Principal.	District Assessments and FCAT results.
6	The impact of the student's disability on their learning.	Provide teachers with strategies in working with students who have disabilities.	Administrator and Academic Coach	Ongoing monitoring of formative assessments and teachers' observation by Principal.	District Assessments and FCAT results.

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In 2012-2013, the achievement gap for ED will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ED 64% proficient	ED 48% proficient

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 non-attendance, late arrival, and early check-out	Communicate with the parents the importance of attendance	Teachers Attendance Clerk Guidance Counselor Social Worker	Ongoing monitoring of attendance rate	Attendance data
2	Difficulty with students attending after school and Saturday tutoring.	Implement a tutoring program for before and during the school day.	Administrator and Academic Coach	Ongoing monitoring of formative assessments and teacher observation by Principal.	District Assessments and FCAT results.
3	At risk students entering with inadequate reading readiness skills.	Ensure all teachers receive professional development related to effective instructional strategies in reading. Model lessons provided by Academic Coach or selected teachers during the reading block.	Administrator and Academic Coach	Ongoing monitoring of formative assessments and teacher observation by Principal.	District Assessments and FCAT results.
4	The increase number of families who are Economically Disadvantaged	Ensure all teachers receive professional development related to effective instructional strategies in reading.	Administrator and Academic Coach	Ongoing monitoring of formative assessments and teacher observation by Principal.	District Assessments and FCAT results.
5	Inadequate time and materials to practice reading skills outside the school day	Provide students with afterschool tutoring and supplies needed for school including book give-aways	Administration Academic Coach LLT	Ongoing monitoring and analysis of formative and summative data	Progress Monitoring

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
Bring Your Own Technology (BYOT)	Identified PK - 5th grade teachers	Administration District Personnel Teachers	BYOT Teachers	Monthly Meetings/Edmoto	Teacher monitoring of student data Teacher observations	Administration
Deliberate Practice	PK - 5th grade teachers	Administration Academic Coach Identified Teachers	School-Wide	Eight Early Release Days	Classroom Visitation Teacher Observations	Administration Academic Coach
Common Core State Standards	PK-5th grade teachers	Administration Academic Coach	School-wide	Eight Early Release days Teacher Duty Days	Classroom visitation Teacher observation Teacher monitoring of student	Administration Academic Coach
VSET	PK - 5th grade teachers	Administration Academic Coach Identified Teachers	School-wide	Eight Early Release days Teacher Duty Days	Classroom visitation Teacher observation Teacher monitoring of student	Administration Academic Coach
PD360 Online	PK - 5th grade teachers	Administration Academic Coach Identified Teachers	School-wide	Ongoing throughout the year	Classroom visitation Teacher observation Teacher monitoring of student data	Administration Academic Coach
Progress Monitoring	PK - 5th grade teachers	Identified Faculty and Staff	K – 5th Classroom teachers	Ongoing throughout the year	Teacher monitoring of student data	Administration Academic Coach
Pinnacle	PK - 5th grade teachers	Administration Academic Coach Identified Teachers	School-wide	Ongoing throughout the year	Teacher monitoring of student data	Administration Academic Coach
Waterford	PK – 2nd grade teachers	Identified Faculty and Staff	K – 2	Ongoing throughout the year	Teacher monitoring of student data	Administration Academic Coach
Strategies for teaching single gender classrooms	K - 5th grade teachers	Stetson University	PLC	Ongoing throughout the year	Teacher monitoring of student data Teacher observation	Administration Academic Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Reading	Time for Kids	Title I	\$604.80
Professional Learning Communities	Release duty time, books, supplies	Title I	\$3,365.00
			Subtotal: \$3,969.80
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Counts	N/A	\$0.00
Differentiated Instruction	FCAT Explorer	N/A	\$0.00
Differentiated Instruction	MacMillan Website	N/A	\$0.00
Differentiated Instruction	iPads/iPods	N/A	\$0.00
Differentiated Instruction	BrainPop	Extended Day Enrichment Program	\$0.00
Lady Bug Document Cameras	Purchasing additional document cameras for classroom teachers	School Advisory Council	\$412.50

Differentiated Instruction	StarFall	N/A	\$0.00
			Subtotal: \$412.50
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Differentiated Instruction	BYOT	N/A	\$0.00
Differentiated Instruction	PD360	N/A	\$0.00
Single Gender Strategies	Single Gender Conference	SAC	\$1,400.00
			Subtotal: \$1,400.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Reading	Really Good Stuff (Reading bags primary)	Title I	\$203.30
Academic Coach	Support teachers with reading strategies, help analyze data, review best practices	Title I	\$14,459.87
Subs as Tutors	Support teachers with working with students	Title I	\$6,916.60
Reading Incentives and Recognition	Recognize students in reading	PTA	\$1,000.00
			Subtotal: \$22,579.77
			Grand Total: \$28,362.07

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.		The percentage of students scoring proficient in listening/speaking on CELLA will increase by 3%.			
CELLA Goal #1:					
2012 Current Percent of Students Proficient in listening/speaking:					
47% (23)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of English vocabulary knowledge	The ELL teach, paraprofessional, and classroom teacher will work with ELL students individually or in small groups to increase their vocabulary by using the ELL strategies suggested in the reading program	ELL Teacher ELL Paraprofessional Classroom Teachers	Analyze CELLA results	CELLA
2	Providing comprehensive instruction to English Language Learners	Ensure that teachers use English Proficiency Standards for English Language Learners Ensure that teachers receive professional	Administration Academic Coach	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA FCAT District Assessments

		development related to effective instructional practices for teaching ELLs		
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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 3%
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2012 Current Percent of Students Proficient in reading:

31% (15)

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	Inadequate mastery of English Vocabulary	ELL Teacher, ELL Paraprofessional, and Classroom teacher will use the ELL strategies recommended in the reading series	ELL Teacher ELL Paraprofessional Classroom Teachers	Analyze the data from the reading series and district assessments	Reading Series District Assessments
2	Inadequate time to practice the reading skills during the regular school day	Provide afterschool tutoring to students who are working below grade level in reading	Administration Identified Teachers	Analyze progress monitoring data	Reading Series 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 will increase by 3%.
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2012 Current Percent of Students Proficient in writing:

63% (31)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge of English vocabulary and sentence structure	ELL teacher, ELL paraprofessional and classroom teachers will use the research based ELL strategies in the reading series	ELL Teacher ELL Paraprofessional Classroom Teachers	Analysis of writing samples	Writing Rubric
2	Inadequate opportunities for students to practice writing outside the school day	Provide afterschool tutoring to students in grades 3 -5 working below grade level in writing	Identified Teachers	Analysis of writing samples	Writing Rubric

CELLA Budget:

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

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	Students achieving proficiency (FCAT Level 3) in reading will increase by 3%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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32% (90)	35% (101)
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who come from lower SES backgrounds	Ensure all teachers receive professional development related to effective instructional strategies in reading. Implementation of Ruby Payne book study is planned	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observation by administration	Pinnacle Data FCAT Results Achievement Series
2	Difficulties with students participating in after school tutoring	Implement a before and during school tutoring program Saturday FCAT Camp	Administration Academic Coaches	Ongoing monitoring of formative assessments and student performance	Pinnacle Data FCAT Results Achievement Series
3	Additional time within the school day to provide intensive interventions	Integrate reading through other content areas	Classroom teachers Academic Coach	Ongoing monitoring of reading rate and comprehension	District Assessments and FCAT results
4	Students non-attendance , late arrival, and early check-out	Communicate with parents the importance of attendance	Classroom teachers Attendance Clerk Social Worker	Ongoing monitoring of attendance rate	Attendance data
5	Funding for materials Time Volunteers	Provide students access to materials which can include book with differentiated activities, games that focus on Common Core State Standards	Administration Classroom teachers Academic Coach	Ongoing monitoring of formative and summative assessment data	Pinnacle Data FCAT Results Achievement Series
6	Opportunities to train teachers, funding to follow up coaching	Teachers will receive training in practices that promote high student engagement; receive follow up support and coaching	Academic Coach Administration Teachers	Ongoing monitoring of formative and summative assessment data VSET observations and conferences Track student growth using Scantron Assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	Pinnacle Data FCAT Results Achievement Series
	Adequate time for teachers to review data, plan instruction, and deliver the instruction within the school day.	Teams (with the support of the coaching staff) will meet weekly in PLCs to work collaboratively in collecting and analyzing	Academic Coach Administration Teachers	Ongoing monitoring of formative and summative assessment data Track student growth	Pinnacle Data FCAT Results Achievement Series

7		data in order to plan effective instruction	using Scantron Assessments and meet regularly as grade-level teams to foster growth among all students using formative data.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	Students scoring at Levels 4, 5, and 6 in mathematics will increase by 50% due to only having two students who currently take FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (1)	100%

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	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 using Unique Reports	Unique Reports FAA Scores
2	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
3	Difficulty in finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementations 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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Students achieving at or above Achievement Level 4 in math will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

33%			36%		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Funding for materials Time Volunteers	Provide students access to materials which can include book with differentiated activities, games that focus on Common Core State Standards	Administration Classroom teachers Academic Coach	Ongoing monitoring of formative and summative assessment data	Pinnacle Data FCAT Results Achievement Series
2	Adequate time for teachers to review data, plan instruction, and deliver the instruction within the school day	Teams (with the support of the coaching staff) will meet weekly in PLCs to work collaboratively in collecting and analyzing data in order to plan effective instruction	Academic Coach Administration 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 using formative data.	Pinnacle Data FCAT Results Achievement Series
3	More rigorous instruction is needed, with more opportunities for higher level thinking skills	Professional development on Charlotte Danielson's Framework 3B: Using Questioning and Discussion Techniques (Domain 1)	Curriculum Team	Ratio of higher-level questions to lower-level questions will be assessed during walk-throughs and coaching provided to those with a low percentage of higher-level questions	Walk throughs
4	Finding more advanced materials for math resources for use in the classroom.	Ensure all teachers receive professional development related to effective instructional strategies in math.	Administrator and Academic Coach	Ongoing monitoring of formative assessments and teacher observation by Principal.	District Assessment and FCAT results.
5	Funds for professional development.	Apply for SAI funds.	Academic Coaches and Administrators	Ongoing monitoring of formative assessments and teacher observation by Principal.	District Assessment 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 group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	Students scoring at or above Level 7 on FAA in math will increase by 50% due to only having 2 students who currently take FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (1)	100%

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
	Funding for materials Time	Provide students access to materials which can	Administration Classroom teachers	Ongoing monitoring of formative and summative	Pinnacle Data FCAT Results

1	Volunteers	include book with differentiated activities, games that focus on Common Core State Standards	Academic Coach	assessment data	Achievement Series
2	Difficulty in finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementations 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:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Students making learning gains in reading with increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (118)	64% (125)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with large gaps in reading achievement	Intensive assistance will be provided by Academic Coach, identified teachers, and the administrative team	Administration Academic Coach Identified Teachers	Ongoing monitoring of formative assessments and teacher observation by administration	Pinnacle Data FCAT Results Achievement Series
2	Teachers using data from available resources and progress monitoring assessments to target instruction in the classroom	Provide school based training on Pinnacle Gradebook and reports	Administration Academic Coach Identified 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 using formative data	Pinnacle Data FCAT Results Achievement Series
3	Challenges of working with students who come from lower SES backgrounds	Ensure all teachers receive professional development related to effective strategies in math	Administration Academic Coach	Develop a lower quartile tracking system to make sure students in lowest 1/4 of the school population are learning and making improvements in reading	District Assessment and FCAT results
4	Difficulties with students attending after school tutoring.	Implement a tutoring program for before and during the school day.	Administration Academic Coach	Develop a lower quartile tracking system to make sure students in lowest 1/4 of the school population are learning and making improvements in math.	District Assessment and FCAT results
5	Creating additional time to work one-on-one with these students to remediate	Implement a tutoring program for before and during the school day	Administration Academic Coach	Develop a lower quartile tracking system to make sure students in lowest 1/4 of the school population are learning	District Assessment and FCAT results

				and making improvements in reading	
6	Funding for Full-time Intervention teachers	Hire part-time tutors to work with students during the school day	Administration Academic Coach	Develop a lower quartile tracking system to make sure students in lowest 1/4 of the school population are learning and making improvements in math	District Assessment 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 group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal # 3b:	Students making learning gains will increase by 50% due to only having two students who currently take FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (1)	100%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Funding for materials Time Volunteers	Provide students access to materials which can include book with differentiated activities, games that focus on Common Core State Standards	Administration Classroom teachers Academic Coach	Ongoing monitoring of formative and summative assessment data	Pinnacle Data FCAT Results Achievement Series
2	Difficulty in finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementations 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:	The percentage of students in the lowest 25% making learning gains will increase by 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (33)	70% (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
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1	Adequate time for teachers to review data, plan instruction, and deliver the instruction within the school day	Teams (with the support of the coaching staff) will meet weekly in PLCs to work collaboratively in collecting and analyzing data in order to plan effective instruction	Academic Coach Administration Identified 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 using formative data	Pinnacle Data FCAT Results Achievement Series
2	Funding for materials Time Volunteers	Provide students access to materials which can include book with differentiated activities, games that focus on Common Core State Standards	Administration Classroom teachers Academic Coach	Ongoing monitoring of formative and summative assessment data	Pinnacle Data FCAT Results Achievement Series
3	Students in the lowest 25% are usually students with disabilities, low SES and/or ELL Many are affected by these multiple barriers	Provide in school tutoring to address weaknesses while building on strengths Using scientifically based materials	Administration Academic Coach Tutors	Track student growth using Scantron Assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Pinnacle Data FCAT Results Achievement Series
4	The challenges of working with students who come from lower SES backgrounds.	Ensure all teachers receive professional development related to effective instructional strategies in mathematics. Implementation of Ruby Payne book study is planned.	Administrator and Academic Coach	Ongoing monitoring of formative assessments and teacher observation by Principal.	District Assessments and FCAT results
5	Creating additional time to work with these students to increase skills.	Implement a tutoring program for before and during the school day.	Administrator and Academic Coach	Ongoing monitoring of formative assessments and teacher observation by Principal.	District Assessments and FCAT results

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 (69% proficient) or through Safe Harbor.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	67	69	72	75	78	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	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: 26% Black: 51% Hispanic: 45%	White: 22% Black: 40% Hispanic: 42%

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students non-attendance, late arrival, and early check-out	Communicate with parents the importance of attendance	Teachers Attendance Clerk Guidance Counselor Social Worker	Ongoing monitoring of attendance rate	Attendance data
2	Challenges with students attending after school tutoring and Saturday tutoring.	Implement a tutoring program for before and during the school day.	Administrator and Academic Coach	Ongoing monitoring of formative assessments and teacher observations by Principal.	District Assessments and FCAT results.
3	Challenges of providing enough time to ensure mastery of skills in which students did not demonstrate mastery.	Implement a tutoring program for before and during the school day.	Administrator and Academic Coach	Ongoing monitoring of formative assessments and teacher observations by Principal.	District Assessments and FCAT results.

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

5C. English Language Learners (ELL) not making satisfactory progress in 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:
ELL: 51% proficient	ELL: 52% proficient

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Adequate time for teachers to review data, plan instruction, and deliver the instruction within the school day	Teams (with support of the coaching staff) will meet weekly in PLCs to work collaboratively in collecting data and analyzing data in order to plan effective instruction	Academic Coach Administration 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 using formative data	Pinnacle Data FCAT Results Achievement Series
2	Adequate time and staff to schedule the many high risk students	Plus One Intervention teachers and Tutors will provide supplemental instruction to identified students	Academic Coach Administration Teachers Tutors	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 using formative data	Pinnacle Data FCAT Results Achievement Series
3	Challenges of working with students who come from ELL backgrounds with significant gaps in vocabulary	Provide high-quality vocabulary instruction throughout the day Teach essential content words in depth Use instructional time to address the meanings of common words, phrases, and expressions not yet	Academic Coach Administration 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 using formative data	Pinnacle Data FCAT Results Achievement Series

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	In 2012-2013, the achievement gap for SWD will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD: 30% proficient	SWD: 48% proficient

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students with such a wide range of abilities	Provide high-quality content vocabulary instruction throughout the day Teach essential content words in depth Use instructional time to address the meanings of common words, phrases, and expressions not yet learned Provide intensive, systematic instruction in small groups to students who score below the proficient level	Administration Academic Coach Identified Teachers	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments Progress Monitoring of data using graphs/trend lines
2	Students non-attendance, late arrival, and early check-out	Communicate with parents the importance of attendance	Teachers Attendance Clerk Social Worker	Ongoing monitoring of attendance rate	Attendance data
3	Adequate time for teachers to review data, plan instruction, and deliver the instruction within the school day	Teams (with the support of the coaching staff) will meet weekly in PLCs to work collaboratively in collecting and analyzing data in order to plan effective instruction	Administration Academic Coach Teachers	Ongoing monitoring of formative assessments and teacher observation by administration Track student growth using Scantron using assessments and meet regularly as grade level teams to foster growth among all students using formative data	Pinnacle data FCAT Results Achievement Series
4	Difficulty with students attending after school and Saturday tutoring.	Implement a tutoring program for before and during the school day.	Administrator and Academic Coach	Ongoing monitoring of formative assessments and teacher observation by Principal.	District Assessments and FCAT results.
5	Challenges of providing enough time to improve skills in which students did not master.	Implement a tutoring program for before and during the school day.	Administrator and Academic Coach	Ongoing monitoring of formative assessments and teacher observation by Principal.	District Assessments and FCAT results.

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	In 2012-2013, the achievement gap for ED students will be
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Mathematics Goal #5E:	reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ED: 57% proficient	ED: 65% proficient

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 non-attendance, late arrival, and early check-out	Communicate with the parents the importance of attendance	Teachers Attendance Clerk Guidance Counselor Social Worker	Ongoing monitoring of attendance rate	Attendance data
2	Difficulty with students attending after school and Saturday tutoring.	Implement a tutoring program for before and during the school day.	Administrator and Academic Coach	Ongoing monitoring of formative assessments and teacher observation by Principal.	District Assessments and FCAT results.
3	At risk students entering with inadequate math readiness skills.	Ensure all teachers receive professional development related to effective instructional strategies in math. Model lessons provided by Academic Coach or selected teachers.	Administrator and Academic Coach	Ongoing monitoring of formative assessments and teacher observation by Principal.	District Assessments and FCAT results.

End of Elementary School Mathematics Go:

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
Bring Your Own Technology (BYOT)	Identified PK - 5th grade teachers	Administration District Personnel Teachers	BYOT Teachers	Monthly Meetings/Edmoto	Teacher monitoring of student data Teacher observations	Administration
Common Core State Standards	PK-5th grade teachers	Administration Academic Coach	School-wide	Eight Early Release days Teacher Duty Days	Classroom visitation Teacher observation Teacher monitoring of student	Administration Academic Coach
Pinnacle	PK - 5th Faculty and Staff	Administration Academic Coach Identified Teachers	School-wide	Ongoing throughout the year	Teacher monitoring of student data	Administration Academic Coach
Deliberate Practice	PK - 5th grade teachers	Administration Academic Coach Identified Teachers	School-Wide	Eight Early Release Days	Classroom Visitation Teacher Observations	Administration Academic Coach
VSET	PK - 5th grade teachers	Administration Academic Coach Identified Teachers	School-wide	Eight Early Release days Teacher Duty Days	Classroom visitation Teacher observation Teacher monitoring of student	Administration Academic Coach

PD360 Online	PK - 5th grade teachers	Administration Academic Coach Identified Teachers	School-wide	Ongoing throughout the year	Classroom visitation Teacher observation Teacher monitoring of student data	Administration Academic Coach
Strategies for teaching single gender classrooms	K - 5th grade teachers	Stetson University	PLC	Ongoing throughout the year	Teacher monitoring of student data Teacher observation	Administration Academic Coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Professional Learning Communities	Release duty time, books, supplies	Title I	\$3,365.00
			Subtotal: \$3,365.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Differentiated Instruction	FCAT Explorer	N/A	\$0.00
Differentiated Instruction	iPads/iPods	N/A	\$0.00
Differentiated Instruction	BrainPop	Extended Day Enrichment Program	\$0.00
Differentiated Instruction	Timez Attack	N/A	\$0.00
Differentiated Instruction	Pearson Success Net	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Differentiated Instruction	BYOT	N/A	\$0.00
Differentiated Instruction	PD360	N/A	\$0.00
Single Gender Strategies	Single Gender Conference	Stetson University	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Academic Coach	Support teachers with reading strategies, help analyze data, review best practices	Title I	\$14,459.87
Math	Subs as Tutors	Title I	\$6,916.60
Math Incentives and Recognition	Recognize students in Math	PTA	\$1,000.00
			Subtotal: \$22,376.47
			Grand Total: \$26,741.47

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (36)	39% (43)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who come from lower SES backgrounds	Ensure all teachers receive professional development related to effective instructional strategies in reading. Implementation of Ruby Payne book study is planned	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observation by administration	Pinnacle Data FCAT Results Achievement Series
2	Difficulties with students participating in after school tutoring	Implement a before and during school tutoring program Saturday FCAT Camp	Administration Academic Coaches	Ongoing monitoring of formative assessments and student performance	Pinnacle Data FCAT Results Achievement Series
3	Additional time within the school day to provide intensive interventions	Integrate reading through other content areas	Classroom teachers Academic Coach	Ongoing monitoring of reading rate and comprehension	District Assessments and FCAT results
4	Students non-attendance , late arrival, and early check-out	Communicate with parents the importance of attendance	Classroom teachers Attendance Clerk Social Worker	Ongoing monitoring of attendance rate	Attendance data
5	Funding for materials Time Volunteers	Provide students access to materials which can include book with differentiated activities, games that focus on Common Core State Standards	Administration Classroom teachers Academic Coach	Ongoing monitoring of formative and summative assessment data	Pinnacle Data FCAT Results Achievement Series
6	Opportunities to train teachers, funding to follow up coaching	Teachers will receive training in practices that promote high student engagement; receive follow up support and coaching	Academic Coach Administration Teachers	Ongoing monitoring of formative and summative assessment data VSET observations and conferences Track student growth using Scantron Assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	Pinnacle Data FCAT Results Achievement Series
7	Adequate time for teachers to review data, plan instruction, and deliver the instruction within the school day.	Teams (with the support of the coaching staff) will meet weekly in PLCs to work collaboratively in collecting and analyzing data in order to plan effective instruction	Academic Coach Administration 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 using formative data.	Pinnacle Data FCAT Results Achievement Series
8	Finding quality materials to supplement the resources already being used.	Work together through PLCs to develop lessons and activities which enhance understanding of	Administrator and Academic Coach	Ongoing monitoring of formative assessments and teacher observation by Principal.	Pinnacle Data FCAT Results Achievement Series

		science.			
9	Funding for materials to use in science experiments.	PTA will be reimbursing teachers for out-of-pocket science expenses.	Classroom Teachers	Ongoing monitoring of formative assessments and teacher observation by Principal.	Pinnacle Data FCAT Results Achievement Series
10	Implementing a new science series.	Teachers from each grade level will attend the science trainings that are offered throughout the year.	Teachers	Ongoing monitoring of formative assessments and teacher observation by Principal.	Pinnacle Data FCAT Results Achievement Series

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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 using Unique Reports	Unique Reports FAA Scores
2	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
3	Difficulty in finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementations 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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Students scoring at or above Achievement Level 4 will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (27)	30% (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	Funding for materials Time Volunteers	Provide students access to materials which can include book with differentiated activities, games that focus on Common Core State Standards	Administration Classroom teachers Academic Coach	Ongoing monitoring of formative and summative assessment data	Pinnacle Data FCAT Results Achievement Series
2	Adequate time for teachers to review data, plan instruction, and deliver the instruction within the school day	Teams (with the support of the coaching staff) will meet weekly in PLCs to work collaboratively in collecting and analyzing data in order to plan effective instruction	Academic Coach Administration 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 using formative data.	Pinnacle Data FCAT Results Achievement Series
3	More rigorous instruction is needed, with more opportunities for higher level thinking skills	Professional development on Charlotte Danielson's Framework 3B: Using Questioning and Discussion Techniques (Domain 1)	Curriculum Team	Ratio of higher-level questions to lower-level questions will be assessed during walk-throughs and coaching provided to those with a low percentage of higher-level questions	Walk throughs
4	Finding quality, affordable materials to supplement the materials already being used.	Work together through PLCs to find materials for activities and lessons to enhance learning.	Administrator and Academic Coach	Ongoing monitoring of formative assessments and teacher observation by Principal.	District Assessments and FCAT results
5	Funding for advanced materials to supplement materials and programs already in place.	Apply for grants	Teachers and Administration	Ongoing monitoring of formative assessments and teacher observation by Principal.	District Assessments and FCAT results

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

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Deliberate Practice	PK - 5th grade teachers	Administration Academic Coach Identified Teachers	School-Wide	Eight Early Release Days	Classroom Visitation Teacher Observations	Administration Academic Coach
Common Core State Standards	PK - 5th grade teachers	Administration Academic Coach	School-wide	Eight Early Release days Teacher Duty Days	Classroom visitation Teacher observation Teacher monitoring of student	Administration Academic Coach
VSET	PK - 5th grade teachers	Administration Academic Coach Identified Teachers	School-wide	Eight Early Release days Teacher Duty Days	Classroom visitation Teacher observation Teacher monitoring of student	Administration Academic Coach
Pinnacle	PK - 5th grade teachers	Administration Academic Coach Identified Teachers	School-wide	Ongoing throughout the year	Teacher monitoring of student data	Administration Academic Coach
Strategies for teaching single gender classrooms	K - 5th grade teachers	Stetson University	PLC	Ongoing throughout the year	Teacher monitoring of student data Teacher observation	Administration Academic Coach
Bring Your Own Technology (BYOT)	Identified PK - 5th grade teachers	Administration District Personnel Teachers	BYOT Teachers	Monthly Meetings/Edmoto	Teacher monitoring of student data Teacher observations	Administration
PD360 Online	PK - 5th grade teachers	Administration Academic Coach Identified Teachers	School-wide	Ongoing throughout the year	Classroom visitation Teacher observation Teacher monitoring of student data	Administration Academic Coach

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

Science Content	Time for Kids	Title I	\$604.80
Professional Learning Communities	Release duty time, books, supplies	Title I	\$3,365.00
			Subtotal: \$3,969.80
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Differentiated Instruction	FCAT Explorer	N/A	\$0.00
Differentiated Instruction	iPads/iPods	N/A	\$0.00
Differentiated Instruction	BrainPop	Extended Day Enrichment Program	\$0.00
Lady Bug Document Cameras	Purchasing additional document cameras for classroom teachers	School Advisory Council	\$412.15
Differentiated Instruction	Fusion Think Central	N/A	\$0.00
Differentiated Instruction	Happy Scientist	N/A	\$0.00
			Subtotal: \$412.15
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Differentiated Instruction	BYOT	N/A	\$0.00
Differentiated Instruction	PD360	N/A	\$0.00
Single Gender Strategies	Single Gender Conference	Stetson University	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Academic Coach	Support teachers with reading strategies, help analyze data, review best practices	Title I	\$14,459.87
Subs as Tutors	Support teachers with working with students	Title I	\$6,916.60
Science Incentives and Recognition	Recognize students in Science	PTA	\$1,000.00
			Subtotal: \$22,376.47
			Grand Total: \$27,758.42

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:			The percentage of students achieving FCAT Level 3 in writing will increase by 2%.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Level 3 or higher: 87%			89%		
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
	Difficulty achieving AYP	Ensure all teachers	Administrator and	Ongoing monitoring of	District

1	due to large number of students already at a level 3 or higher	receive professional development related to effective instructional strategies in writing	Academic Coach	formative assessments and teacher observation by Principal	Assessments and FCAT results
2	We have a large number of students in our subgroups who are weak in vocabulary and writing	Ensure all teachers receive professional development related to effective instructional strategies in writing	Administrator and Academic Coach	Ongoing monitoring of formative assessments and teacher observation by Principal	District Assessments and FCAT results

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal # 1b:	Will maintain 100% of the students scoring at or above a 4 in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2)	100%

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	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	District training for teachers on the implementations 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	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
3	Difficulty in finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementations 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

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
Deliberate Practice	PK - 5th grade teachers	Administration Academic Coach Identified Teachers	School-Wide	Eight Early Release Days	Classroom Visitation Teacher Observations	Administration Academic Coach
Common Core State Standards	PK - 5th grade teachers	Administration Academic Coach	School-wide	Eight Early Release days Teacher Duty Days	Classroom visitation Teacher observation Teacher monitoring of student	Administration Academic Coach
VSET	PK - 5th grade teachers	Administration Academic Coach Identified Teachers	School-wide	Eight Early Release days Teacher Duty Days	Classroom visitation Teacher observation Teacher monitoring of student	Administration Academic Coach
Pinnacle	PK - 5th grade teachers	Administration Academic Coach Identified Teachers	School-wide	Ongoing throughout the year	Teacher monitoring of student data	Administration Academic Coach
PD360 Online	PK - 5th grade teachers	Administration Academic Coach Identified Teachers	School-wide	Ongoing throughout the year	Classroom visitation Teacher observation Teacher monitoring of student data	Administration Academic Coach
Strategies for teaching single gender classrooms	K - 5th grade teachers	Stetson University	PLC	Ongoing throughout the year	Teacher monitoring of student data Teacher observation	Administration Academic Coach
Bring Your Own Technology (BYOT)	Identified PK - 5th grade teachers	Administration District Personnel Teachers	BYOT Teachers	Monthly Meetings/Edmoto	Teacher monitoring of student data Teacher observations	Administration
Core Connections Writing	1st - 4th grade teachers	PDA Consultant	1st - 4th grade teachers	Ongoing throughout the year	Classroom Visitation Teacher Observations Monitoring of student data	Administration Academic Coach Teachers

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Core Connections Writing	Writing Training for 1st - 4th grade teachers	Title I	\$3,800.00
			Subtotal: \$3,800.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Differentiated Instruction	MacMillan Website	N/A	\$0.00
Differentiated Instruction	iPads/iPods	N/A	\$0.00
Differentiated Instruction	BrainPop	Extended Day Enrichment Program	\$0.00
Lady Bug Document Cameras	Purchasing additional document cameras for classroom teachers	School Advisory Council	\$412.50
			Subtotal: \$412.50
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Differentiated Instruction	BYOT	N/A	\$0.00

Differentiated Instruction	PD360	N/A	\$0.00
Single Gender Strategies	Single Gender Conference	Stetson University	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Academic Coach	Support teachers with reading strategies, help analyze data, review best practices	Title I	\$14,459.87
Subs as Tutors	Support teachers with working with students	Title I	\$6,916.60
Writing Incentives and Recognition	Recognize students in Writing		\$1,000.00
			Subtotal: \$22,376.47
			Grand Total: \$27,588.97

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance Attendance Goal #1:		During the 2011 - 2012 school year, we had 147 students with excessive absences. Our goal is to increase our attendance rate to 97%.			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
96% (596)		97%			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
24%(147)		22%			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
18%(109)		17%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulties with working with parents who have transportation issues.	Provide incentives for students who are on time or have perfect attendance. This can be done individually or by class.	Administration Guidance Counselor	Attendance records	Attendance records
	Lack of parent involvement.	Provide incentives for students who are on time or have perfect attendance. This can be done individually or by class. Calls will be	Administration Guidance Counselor	Attendance records	Attendance records

2		made when students are absent or tardy. Administration and Parent Coordinator will speak at Open House and Parent Events about the importance of attendance.			
3	Patterns 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 with student and/or parent/guardian	Administration Teachers Attendance Clerk Guidance Counselor School Social Worker 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
District Attendance Policy	PK - 5	Social Worker Guidance Counselor	PLC	Fall 2012	Attendance Records	Attendance Clerk Social Worker Guidance Worker Administration

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
Curriculum Family Nights	Content area specific activities - reading/writing, math, science	School based resources	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$1,000.00

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:	We will reduce the number of out of school suspensions by 10%				
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions				
0	0				
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School				
0	0				
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
23	21				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
22	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	Special programs for students with behavioral disabilities	Continue to analyze/modify school wide behavior plan	Behavior Leadership Team	Discipline records	Discipline Referral data Suspension data
2	Lack of parental support and involvement due to work schedule, single parent homes, and the economy	Behavior Leadership Team	Behavior Leadership Team	Discipline records	Discipline Referral data Suspension data
3	Parental permission and student participation required	Guidance Counselor will assist family to access the services of school partner counseling services	Administration Guidance Counselor BLT	Intervention data will be analyzed and reviewed at BLT meetings and grade level PLC meetings	Discipline Referral data

(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
BLT	PK - 5th grade faculty and staff	Administration BLT Members	school-side	Ongoing throughout the year	Monitoring student suspension date	Administration BLT

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Behavior Leadership Team	Analyze and review data, review evidence-based programs, update and implement school wide plan	School based resources	\$875.00
			Subtotal: \$875.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Behavior Video Series	BrainPop	Extended Day Enrichment Program	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Behavior Leadership Team	Provides ongoing staff development to teachers at all grade levels	School based funds	\$300.00
			Subtotal: \$300.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,175.00

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: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Woodward Avenue Elementary had a total of 324 families (60%) represented during the fall activities. Our goal is to increase the percentage to 62%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
60%(324)	62%

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
2	Activities that involve the entire family that are fun and educational	Fall Family Festival	Administration PTA Fall Family Festival Committee	Sign-in sheet, Parent feedback	Parent Feedback

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
Fathers Reading Every Day (F.R.E.D.)	Encouraged fathers reading with their children	PTA	\$300.00
Parents to Kids	Program outlines ways parents can support their children in school	Internal	\$75.00
			Subtotal: \$375.00
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
Parent Involvement	Materials, supplies, incentives	PTA/Internal	\$275.00
Provide information and give training to parents	Parent Liaison	Title I	\$13,707.80
			Subtotal: \$13,982.80
Grand Total: \$14,357.80			

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:			Students scoring at or above Achievement Level 3 in Math and Science will increase.		
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 enough materials to provide hands on math and science lessons	Use technology to enhance learning math and science skills Use Materials in the science closet to help enhance lessons through experiments Utilize PTA reimbursement funds for purchasing materials	Administration Academic Coach Teachers	Ongoing monitoring of formative assessments and student performance	Pinnacle Data FCAT Results Achievement Series

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

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

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

STEM Budget:

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

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading	Time for Kids	Title I	\$604.80
Reading	Professional Learning Communities	Release duty time, books, supplies	Title I	\$3,365.00
Mathematics	Professional Learning Communities	Release duty time, books, supplies	Title I	\$3,365.00
Science	Science Content	Time for Kids	Title I	\$604.80
Science	Professional Learning Communities	Release duty time, books, supplies	Title I	\$3,365.00
Writing	Core Connections Writing	Writing Training for 1st - 4th grade teachers	Title I	\$3,800.00
Suspension	Behavior Leadership Team	Analyze and review data, review evidence-based programs, update and implement school wide plan	School based resources	\$875.00
Parent Involvement	Fathers Reading Every Day (F.R.E.D.)	Encouraged fathers reading with their children	PTA	\$300.00
Parent Involvement	Parents to Kids	Program outlines ways parents can support their children in school	Internal	\$75.00
				Subtotal: \$16,354.60
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading	Reading Counts	N/A	\$0.00
Reading	Differentiated Instruction	FCAT Explorer	N/A	\$0.00
Reading	Differentiated Instruction	MacMillan Website	N/A	\$0.00
Reading	Differentiated Instruction	iPads/iPods	N/A	\$0.00
Reading	Differentiated Instruction	BrainPop	Extended Day Enrichment Program	\$0.00
Reading	Lady Bug Document Cameras	Purchasing additional document cameras for classroom teachers	School Advisory Council	\$412.50
Reading	Differentiated Instruction	StarFall	N/A	\$0.00
Mathematics	Differentiated Instruction	FCAT Explorer	N/A	\$0.00
Mathematics	Differentiated Instruction	iPads/iPods	N/A	\$0.00
Mathematics	Differentiated Instruction	BrainPop	Extended Day Enrichment Program	\$0.00
Mathematics	Differentiated Instruction	Timez Attack	N/A	\$0.00
Mathematics	Differentiated Instruction	Pearson Success Net	N/A	\$0.00
Science	Differentiated Instruction	FCAT Explorer	N/A	\$0.00
Science	Differentiated Instruction	iPads/iPods	N/A	\$0.00
Science	Differentiated Instruction	BrainPop	Extended Day Enrichment Program	\$0.00
Science	Lady Bug Document Cameras	Purchasing additional document cameras for classroom teachers	School Advisory Council	\$412.15
Science	Differentiated Instruction	Fusion Think Central	N/A	\$0.00
Science	Differentiated Instruction	Happy Scientist	N/A	\$0.00
Writing	Differentiated Instruction	MacMillan Website	N/A	\$0.00
Writing	Differentiated Instruction	iPads/iPods	N/A	\$0.00

Writing	Differentiated Instruction	BrainPop	Extended Day Enrichment Program	\$0.00
Writing	Lady Bug Document Cameras	Purchasing additional document cameras for classroom teachers	School Advisory Council	\$412.50
Suspension	Behavior Video Series	BrainPop	Extended Day Enrichment Program	\$0.00
				Subtotal: \$1,237.15
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Differentiated Instruction	BYOT	N/A	\$0.00
Reading	Differentiated Instruction	PD360	N/A	\$0.00
Reading	Single Gender Strategies	Single Gender Conference	SAC	\$1,400.00
Mathematics	Differentiated Instruction	BYOT	N/A	\$0.00
Mathematics	Differentiated Instruction	PD360	N/A	\$0.00
Mathematics	Single Gender Strategies	Single Gender Conference	Stetson University	\$1,000.00
Science	Differentiated Instruction	BYOT	N/A	\$0.00
Science	Differentiated Instruction	PD360	N/A	\$0.00
Science	Single Gender Strategies	Single Gender Conference	Stetson University	\$1,000.00
Writing	Differentiated Instruction	BYOT	N/A	\$0.00
Writing	Differentiated Instruction	PD360	N/A	\$0.00
Writing	Single Gender Strategies	Single Gender Conference	Stetson University	\$1,000.00
Suspension	Behavior Leadership Team	Provides ongoing staff development to teachers at all grade levels	School based funds	\$300.00
				Subtotal: \$4,700.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading	Really Good Stuff (Reading bags primary)	Title I	\$203.30
Reading	Academic Coach	Support teachers with reading strategies, help analyze data, review best practices	Title I	\$14,459.87
Reading	Subs as Tutors	Support teachers with working with students	Title I	\$6,916.60
Reading	Reading Incentives and Recognition	Recognize students in reading	PTA	\$1,000.00
Mathematics	Academic Coach	Support teachers with reading strategies, help analyze data, review best practices	Title I	\$14,459.87
Mathematics	Math	Subs as Tutors	Title I	\$6,916.60
Mathematics	Math Incentives and Recognition	Recognize students in Math	PTA	\$1,000.00
Science	Academic Coach	Support teachers with reading strategies, help analyze data, review best practices	Title I	\$14,459.87
Science	Subs as Tutors	Support teachers with working with students	Title I	\$6,916.60
Science	Science Incentives and Recognition	Recognize students in Science	PTA	\$1,000.00
Writing	Academic Coach	Support teachers with reading strategies, help analyze data, review best practices	Title I	\$14,459.87
Writing	Subs as Tutors	Support teachers with working with students	Title I	\$6,916.60
Writing	Writing Incentives and Recognition	Recognize students in Writing		\$1,000.00

Attendance	Curriculum Family Nights	Content area specific activities - reading/writing, math, science	School based resources	\$1,000.00
Parent Involvement	Parent Involvement	Materials, supplies, incentives	PTA/Internal	\$275.00
Parent Involvement	Provide information and give training to parents	Parent Liaison	Title I	\$13,707.80
				Subtotal: \$104,691.98
				Grand Total: \$126,983.73

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/2/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Single Gender Conference	\$1,400.00
Document Cameras for classrooms	\$1,000.00

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

The SAC will meet monthly to help determine areas in need of improvement and a plan of action to make those improvements.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Volusia School District WOODWARD AVENUE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	84%	83%	95%	65%	327	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	63%	54%			117	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?	42% (NO)	47% (NO)			89	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					533	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Volusia School District WOODWARD AVENUE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	85%	83%	69%	319	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	60%	63%			123	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?	38% (NO)	53% (YES)			91	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					533	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested