

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

District Name: Osceola

Principal: Jimmy Hendrix

SAC Chair: Jason Hayes

Superintendent: Melba Luciano

Date of School Board Approval: October 10,2012

Last Modified on: 9/21/2012

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	Jimmy Hendrix	MEd	7	13	2010-2011 Grade = A, AYP 74% 2009-2010 Grade = A, AYP 95% 2008-2009 Grade= A, AYP Safe Harbor 2007-2008 Grade= A, AYP 90% 2006-2007 Grade=A, AYP 100%
Assis Principal	David Snedeker	MEd	17	30	2010-2011 Grade = A, AYP 74% 2009-2010 Grade = A, AYP 95% 2008-2009 Grade= A, AYP Safe Harbor 2007-2008 Grade= A, AYP 90% 2006-2007 Grade=A, AYP 100%

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)
Elementary Education Grades 1-6	Donna Mescall	MS-Elementary Education	7	7	During her years at Deerwood Ms. Mescall has focused on Literacy in the classroom. The school data for lower quartile students has historically been above 70% making gains. Deerwood has also gone from a low performing school to a high performing school.

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	Professional Learning Communities	Jim Hendrix Donna Mescall Kim Johnston	on-going	
2	Job Fairs	Principal, Assistant Principal, and selected Teachers	Spring	The district also conducts recruiting trips and filters applications to be sure they meet highly qualified status.

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
No data submitted	

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
48	0.0%(0)	10.4%(5)	62.5%(30)	29.2%(14)	41.7%(20)	100.0%(48)	12.5%(6)	4.2%(2)	68.8%(33)

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
No data submitted			

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

Title I part A will supplement the academic instruction at Deerwood. The funds will be used to staff the iii (voyager) reading and math instruction. This will directly affect the student achievement of our lower quartile students.

Title I, Part C- Migrant

If migrant students are identified, Title I part C will be used to fund appropriate services. The school and the Migrant department will work cooperatively to meet the needs of any identified migrant students.

Title I, Part D

N/A

Title II

Title II, Part A is supplementing all schools through the use of resources teachers/coaches to increase student achievement. This funding also supplements training through the professional development department at the district office. Training opportunities are offered to increase quality effective teaching that will directly increase student achievement. The funds supplement district funds to increase high quality teachers.

Title III

Title III is used to support ESOL students in the Voyager Reading Program. Services are provided through the district for educational materials and ELL district support services to improve the education of English Language Learners.

Title X- Homeless

The Osceola County School District Homeless Social Worker provides resources (clothing, school supplies, social services, etc.) for students identified as homeless under the McKinney-Vento Act to eliminate barriers to a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds are used to staff the Extended Learning programs at Deerwood. This includes Saturday School, Tuesday/Thursday afterschool and Wednesday afterschool. Students identifies as the lower 35% of students in 3rd, 4th and 5th grade will be invited to participate in these programs.

Violence Prevention Programs

Deerwood uses the schoolwide BLAST program and incorporates the Stop Bullying Now program. Students and teachers are reminded of the BLAST guides during morning announcements and posters throughout the school. The Stop Bullying Now program is lead by the guidance counselor. Teachers are trained every year on the components of the program.

Nutrition Programs

Free breakfast is provided to all Deerwood students free of charge through a federally funded program. The school wellness coordinator will form a wellness team to meet and discuss educating our students and parents on the importance of balanced nutrition every day.

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The RTI team is comprised of the Principal, Assistant Principal, Guidance Counselor, Reading Coach, Curriculum Specialist, Speech Pathologist and the classroom teachers.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The team meets once a week to review data and identify students for RTI, track students already identified and meet with the teachers to incorporate intervention strategies in the classroom.

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?

Key RTI Leadership Team members are also members of the School Advisory Council (SAC). All team members and principal met to help develop the SIP.
The purpose of RtI is to make sure that all students make progress in basic academic skills. In order to make the learning gains the team makes sure that appropriate learning strategies and differentiated instruction is reaching all students at their individual instructional levels.

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: FAIR, FCAT, Placement tests, District mandated assessments

Progress Monitoring: FAIR, Voyager, STAR Reading, STAR Math, Osceola Writes, Oral Reading Fluency

Mid Year: FAIR, Math and Science Formative Assessments

End of Year: FAIR, FCAT, Compass, Voyager

Students data is obtained from the screening measures as well as from the 3 RtI tiers. The data is reviewed often to ensure student progress.

Describe the plan to train staff on MTSS.

Staff will be trained on the RTI model during a Grade Level Meeting in September. This includes studying data, identifying students for interventions, on-going progress monitoring and data input into the new county spreadsheets. Additional professional development will be provided during teachers' common planning time, during PLC meetings and on scheduled district inservices days. These topics will include strengthening Tier I instruction and targeted differentiated instruction.

Describe the plan to support MTSS.

School-Based Literacy Leadership Team

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

The LLT will be a group of selected teachers and leadership team members.

Members include:

Sarah Cunningham
Julie Kiernan
Dana Davenport
Gail Fronczak
Victoria Castor
Sarah Hayes
Jennifer Peters
Brandi Derstine
Cathy Bunnell
Donald Lamb
Luz Cruz
Adam Cody
Leah Hayes
Kristine O'Neal
T.J. Pacheco
Kim Johnston-Pacheco
Donna Mescall-Thielman

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

The LLT will meet monthly to facilitate reading goals from the SIP. It functions as a vertical team to promote high student achievement and problem-solving.
Each meeting will consist of a strategic agenda to oversee the implementation of the Reading Plan. The LLT will analyze data, determining needs and bring the information back to the Grade Level PLC groups to create a course of action.
Based on the school data, the LLT will gear activities and professional development toward improving reading instruction.

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

The LLT will work to develop a stronger culture of reading at Deerwood. It will do this by coordinating family nights focused on Literacy. The team will also expand the reading incentives programs to motivate students.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*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.

All Pre-K students participate in "meet the teacher" event in the Spring and take an opportunity to tour the Kindergarten rooms. The Pre-K teacher also takes the student on tours of the school.

*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.

*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?

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

Postsecondary Transition

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](#)

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:	Deerwood will increase by 7% the percentage of students achieving mastery in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2011 Reading FCAT 78% of students are meeting high standards.	Deerwood expects that 85% of students will meet high standards in reading on the 2012 Reading FCAT.

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	Atten. and children entering grades below grade-level.	Remedial programs on Tues/Thurs, Wed, and Sat. Monitor atten. and truency through guidance office.	Principal, AP, CRS, RC, Guidance	Progress monitoring	STAR, FAIR, CIMs, Data Director
2	Time for differentiated instruction	The Reading Coach will conduct a book study using "The Daily Five" by Gail Boushey and Joan Moser	Jim Hendrix	During the book study the Literacy Coach will conduct walk throughs, assist in lesson planning and team teaching.	Oral Reading Fluency passages from the Treasures 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 reading. Reading Goal #1b:	
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				

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:	Based on the 2012 Reading FCAT Deerwood will increase the number of students scoring levels 4/5 by 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2011 Reading FCAT 26% (94/360) of students in 3rd, 4th, and 5th grade scored a level 4 or 5.	Deerwood expects that 30% of our 3rd - 5th grade students will score a level 4 or higher.

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	Identifying and challenging students through rigorous instruction	Enrichment programs and AP classes	Principal, AP, guidance, gifted endorsed teaching staff	Tracking FCAT AYP	FCAT, Data Director, and CIMs
2	Rigorous classroom expectations that are necessary to student success	Identify all students by achievement level in grades 4 and 5. Invite teachers to take the gifted endorsement.	Jim Hendrix David Snedeker Donna Mescall Kim Johnston	review assessment data to ensure development of high achieving students conduct walkthroughs for evidence of rigorous instruction	Treasures Assessment, Formative Assessments 2011 FCAT

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading 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				

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:	Based on the 2012 Reading FCAT results the percent of students making learning gains will increase 7%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2011 Reading FCAT 65% of students made	Deerwood expects that 72% of students will make learning

learning gains in Reading.			gains in Reading on the 2012 FCAT.		
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	% of students making learning gains has decreased for three consecutive years	Increase rigor of classroom instruction, iii will be conducted by the classroom teacher, alignment of remedial curriculum to meet student needs	Principal, AP, CRS, RC, classroom teachers	PM through STAR, CIMs, Data Director	FCAT
2	Lack of student motivation to read independently	Literacy coach will conduct a book study on "The Daily Five"	Donna Mescall-Thielman	After each PD session the Leadership team will conduct walk throughs looking for student reading independantly	Oral Reading Fluency, A.R. usage
3	Inadequate Learning Gains	Reinforce cumulative practice with critical reading skills by utilizing the following technology: Accelerated Reader, COMPASS, and Ticket to Read	Literacy Coach, Curriculum Resource Specialist, Technology Specialist	Monitor weekly student progress reports in each program for participation level and rate of progress	Weekly Progress Monitoring Trackers

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:	
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				

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:	Based on student performance on the 2012 Reading FCAT, the percentage of students in the lower quartile making learning gains will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2011 FCAT 55% of students in the lower quartile made learning gains in Reading.	Deerwood expects that 65% of students in the lower quartile will make learning gains in Reading on the 2012 FCAT.

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	% of students making learning gains has decreased for three consecutive years	ID quartile and meeting individual needs. Qualifying students for RTI.	Principal, AP, classroom teachers, CRS, RC	PM with CIMs, STAR, BOY, MOY and EOY assessments	FCAT
2	Student participation in the extended learning programs.	Have the Principal contact families that choose not to participate in the programs.	Mr. Hendrix	Student attendance in extended learning	FCAT
3	Inadequate academic achievement in lowest quartile.	Target students scoring in the lowest 35% for extended learning programs. Provide iii small group instruction through the Voyager Reading Program.	Administraion, Literacy Coach, Curriculum Resource Specialist	Monitor Monthly progress of students.	Oral Reading Fluency probes with comprehension questions.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # 5A : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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:	Deerwood has not met AYP in all ethnic areas according to the 2011 FCAT. Based on the 2012 Reading FCAT all ethnic subgroups will achieve Annual Yearly Progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Deerwoods total student population scored 73% on level in Reading (target was 79%) The ethnic breakdown is as follows: Black: 69% Hispanic 72%	Our goal is to have all ethnic groups reach the target proficiency level of 86%.

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	Black and Hispanic students did not meet or exceed AYP	Ensuring that these students are offered adequate opportunity for remedial services and iii instruction.	CRS, RC, classroom teachers	PM utilizing Data Director, Think Central, CIMs, Osceola Writes data	FCAT and Osceola Writes
2	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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Deerwood has not met AYP for this sub-group for 2 years in a row. Based on the 2012 Reading FCAT the ELL subgroup will make Adequate Yearly Progress requirements.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2011 Reading FCAT 70% of the required 79% of ELL students made AYP.	Our goal is to meet or exceed the required percentage of students making AYP based on NCLB (86%).

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	ELL students did not make AYP in reading or math	Using A+ Rise Ensuring that these students are offered adequate opportunity for remedial services and iii instruction.	CRS, RC, classroom teachers, ESOL compliance specialist	PM utilizing Data Director, Think Central, CIMs, Osceola Writes data	FCAT and Osceola Writes

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The SWD student population is not a sufficient subgroup for AYP status.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The SWD student population is not a sufficient subgroup for AYP status.	Deerwoods goal is that all students will achieve the AYP requirements in Reading.

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		Ensuring that ESE and EBD students are offered adequate opportunity for remedial services and iii instruction.	EBD, ESE, and classroom teachers, CRS	Progress monitoring with Data Director, Think Central, Osceola writes data	FCAT and Osceola Writes

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:	Based on the 2012 Reading FCAT the Economically Disadvantaged subgrup will meet AYP requirements.
2012 Current Level of Performance:	2013 Expected Level of Performance:

Based on the 2011 Reading FCAT 70% of ED students made adequate progress.

Deerwood expects that the Economically Disadvantaged students will meet or exceed AYP requirements (86%)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance and truancy	Providing breakfast in the morning and snacks before remedial programs; teachers are allowed one Wed. a month to go to the free teacher store to ensure that they have the supplies and materials to complete assignments Ensuring that these students are offered adequate opportunity for remedial services and iii instruction.	Principal, AP, CRS, Reading Specialist	Data Director, Think Central, CIMS, Osceola Writes data	FCAT and Osceola Writes
2	Inadequate learning gains for ED population	Utilize Title I Parenting Center	Front Office, Teachers, Administration	Send flyers home informing parents of the Title I resources. Teachers will also encourage parents to utilize the materials during conferences.	Report from Title I Parent center

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						

Reading Budget:

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

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

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.				
1. Students scoring proficient in listening/speaking.				
CELLA Goal #1:				
2012 Current Percent of Students Proficient in listening/speaking:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students read in English at grade level text in a manner similar to non-ELL students.				
2. Students scoring proficient in reading.				
CELLA Goal #2:				
2012 Current Percent of Students Proficient in reading:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

No Data Submitted

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

3. Students scoring proficient in writing.
CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

No Data Submitted

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

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

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:	Based on the 2012 Math FCAT the percent of students scoring Level 3 or higher will increase by 4%
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2011 Math FCAT 76% of students scored at or above proficiency level (3).	Deerwood expects that 80% of students will score a level 3 or higher on the 2012 Math FCAT.

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	Atten. and children entering grades below grade-level.	Remedial programs on Tues/Thurs, Wed, and Sat. Monitor atten. and truency through guidance office.	Principal, AP, CRS, RC, Guidance	Progress monitoring	STAR, FAIR, CIMs, Data Director
2	Challenging on-level and higher students	Offer enrichment afterschool	Kim Johnston-Pacheco Brandi Derstine Cathy Bunnell	STAR Math Math Olympiad	2011 Math FCAT
3	Understanding the transition to Next Generation SSS	Teachers will participate in professional development and grade level PLC's to address the new "depth of knowledge" requirements	Leadership Team, Selected teachers	CWTs	Formative assesments, 2011 FCAT

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	
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				

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:	Deerwood will increase the percent of students receiving a level 4/5 on the 2012 Math FCAT by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2011 Math FCAT 40% (151/376) of students scored a level 4 or higher.	Deerwood expects that 45% of students will score a level 4 or higher on the 2012 Math FCAT.

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	Identifying and challenging students through rigorous instruction	Enrichment programs and AP classes	Principal, AP, guidance, gifted endorsed teaching staff	Tracking FCAT AYP	FCAT, Data Director, and CIMs
2	Lack of student motivation	Utilize available manipulatives and technology.	Leadership team	Student performance	Teacher Feedback, 2011 FCAT
3	Student participation in afterschool enrichment	Contact parents and offer a student incentive for attendance	Select teachers, Leadership team	Extended Learning attendance,	Student survey, 2011 FCAT

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics 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				

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:	Deerwood will increase the number of student making learning gains by 10% on the 2012 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:

Based on the 2011 Math FCAT 65% of students made a year's worth of progress in Math.	Deerwood expects to have 75% of students making a year's worth of growth in Math on the 2012 Math FCAT.
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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	% of students making learning gains has decreased for three consecutive years	Increase rigor of classroom instruction, iii will be conducted by the classroom teacher, alignment of remedial curriculum to meet student needs	Principal, AP, CRS, RC, classroom teachers	PM through STAR, CIMs, Data Director	FCAT
2	Inadequate learning gains	Reinforce cumulative practice with critical math skills by utilizing the following programs: Harcourt Go Math, COMPASS, VMath	Kim Johnston-Pacheco	Classroom Walkthroughs	Math Formative Assessment

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
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				

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:	Deerwood will increase the amount of lowest quartile students making learning gains on the 2012 Math FCAT by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2011 Math FCAT, 55% of students in the lower quartile made adequate progress.	Deerwood expects to have 65% of the lower quartile make learning gains on the 2012 Math FCAT.

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	% of students making learning gains has decreased for three consecutive years	ID quartile and meeting individual needs. Qualifying students for RTI.	Principal, AP, classroom teachers, CRS, RC	PM with CIMs, STAR, BOY, MOY and EOY assessments	FCAT
2	Student attendance to extended learning programs	A team will contact parents to explain the importance of the program to thier childs success, extended learning will be offered during block	Jim Hendrix	Attendance records	2011 FCAT Formative Assessment

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 #				
		5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Deerwood will increase the total percent of students meetign AYP by 14%. All ethnic subgroups will meet AYP requirements on the 2012 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Deerwoods total student population scored 72% on level in Math (target was 80%) The ethnic breakdown is as follows: Black: 65% Hispanic 72%	Based on the 2012 Math FCAT all subgroups will score 86% on level (3 or higher).

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	Black and Hispanic students did not meet or exceed AYP	Ensuring that these students are offered adequate opportunity for remedial services and iii instruction.	CRS, RC, classroom teachers	PM utilizing Data Director, Think Central, CIMs, Osceola Writes data	FCAT and Osceola Writes

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:	Based on the 2012 Math FCAT the perenct of English Language Learners makeing AYP will increase by 17%
2012 Current Level of Performance:	2013 Expected Level of Performance:

Based on the 2011 Math FCAT 69% of ELL students made Adequate Yearly Progress.	AYP requirements will be satisfied for the ELL subgroup in Math (86% level 3 or higher).
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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	ELL students did not make AYP in reading or math	Using A+ Rise Ensuring that these students are offered adequate opportunity for remedial services and iii instruction.	CRS, RC, classroom teachers, ESOL compliance specialist	PM utilizing Data Director, Think Central, CIMs, Osceola Writes data	FCAT and Osceola Writes
2	Strategies in the classroom and during extended learning are not effective for ELL students	Train teachers on A+Rise and ELL strategies	Donna Mescall Kim Johnston-Pacheco District Staff	Classroom walkthroughs lesson plans	2011 Math FCAT Math Formative Assessments

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The SWD population is not a sufficient subgroup for reporting AYP status.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The SWD population is not a sufficient subgroup for reporting AYP status.	Deerwood expects that all subgroups will make AYP requirements.

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		Ensuring that ESE and EBD students are offered adequate opportunity for remedial services and iii instruction.	EBD, ESE, and classroom teachers, CRS	Progress monitoring with Data Director, Think Central, Osceola writes data	FCAT and Osceola Writes

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Based on the 2012 Math FCAT the percent of ED students scoring level 3 or higher will increase by 22%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2011 Math FCAT 64% of Economically Disadvantaged students scored a level 3 or higher.	Deerwood expects that Economically Disadvantaged students will meet or exceed the AYP requirements. On the 2012 Math FCAT 86% of students will score a level 3 or higher.

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance and truancy	Providing breakfast in the morning and snacks before remedial programs; teachers are allowed one Wed. a month to go to the free teacher store to ensure that they have the supplies and materials to complete assignments Ensuring that these students are offered adequate opportunity for remedial services and iii instruction.	Principal, AP, CRS, Reading Specialist	Data Director, Think Central, CIMS, Osceola Writes data	FCAT and Osceola Writes

End of Elementary School Mathematics Goals

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

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

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

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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 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.O: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The number of 5th grade students achieving proficiency in science will increase by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2011 Science FCAT 77% of 5th grade students scored a level 3 or higher.	Based on the 2012 Science FCAT 82% of students will score a level 3 or higher.

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	Atten. and children entering grades below grade-level.	Remedial programs on Tues/Thurs, Wed, and Sat. Monitor atten. and truency through guidance office.	Principal, AP, CRS, RC, Guidance	Progress monitoring	STAR, FAIR, CIMS, Data Director
2	Scheduling missions lab with fidelity	4th and 5th grade will collaborate on a schedule that will utilize the missions lab effectively	Brandi Derstine Cathy Bunnell Kim Johnston-Pacheco	CWTs, completed student work	Formative assessment
3	Developing an appropriate question item bank for smart response devices	create an on-going science challenge between 5th grade classrooms	Adam Cody Brandi Derstine Cathy Bunnell Kim Johnston-Pacheco David Snedeker	Student enthusiasm and percentage of correct responses	2012 FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	
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				

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:	Deerwood will increase by 10% the number of students reaching level 4/5 on the 2012 Science FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2011 Science FCAT 28% (34/120) of 5th grade students scored a level 4 or higher.	Deerwood expects that 38% (40/106) of 5th grade students will score a level 4 or higher on the 2012 Science FCAT.

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	Identifying and challenging students through rigorous instruction	Enrichment programs and AP classes	Principal, AP, guidance, gifted endorsed teaching staff	Tracking FCAT AYP	FCAT, Data Director, and CIMs
2	Parent support for the enrichment programs	Teachers will 'invite' students and call parents to discuss participation in the programs.	5th Grade Teachers, Leadership team	Attendance for ELO	Formative Assessments and 2011 FCAT

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	
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
No Data Submitted						

Science Budget:

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.		Deerwood will maintain the percent of students meeting high standards on the writing FCAT.			
Writing Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Based on the 2011 Writing FCAT 98% of students are meeting state standards.		Deerwood is expecting to maintain 98%, or higher, of students will meet state standards on the 2012 Writing FCAT.			
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
	Decrease in consulting services provided by	Students will use the PDA process daily.	Literacy Coach	Student writing portfolios	Osceola Writes, 2012 FCAT

1	PDA	Schedule additional modeling days with PDA consultants		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
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
No Data Submitted						

Writing Budget:

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

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance		Deerwood will increase the attendance rate to 95% or higher for the 2011-2012 school year.			
Attendance Goal #1:					
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
94%		95%			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
30 (4%)		15 (2%)			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
57 (6.5)		20 (3%)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The number of parents that do not place a high priority on school attendance as it relates to student achievement.	Send home a letter to all parents addressing the importance of school attendance.	Guidance Department	Review absences routinely	Attendance reports

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	Deerwood will lower the number of students receiving ISS/OSS and the frequency of the suspensions.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
19	10
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
14	7
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

24	20				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
20	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	New staff having the same expectations for behavior	Assign Mentors Train the teachers on the Deerwood BLAST plan	David Snedeker	CWT	ODMS

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

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

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

Suspension Budget:

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

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:		Deerwood will increase parent involvement hours as measured through the OASIS volunteer program by 3%			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:			2013 Expected Level of Parent Involvement:		
tba			tba		
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	Communication of volunteer needs to parents.	Increase communication through flyers and call-outs, Post upcoming events on the school website	Oasis Volunteer coordinator, Technology Specialist	Parent Survey	OASIS volunteer hours.
2	Inadequate Home/School Communication	Conduct Parent/Teacher conferences to sign and implement Title I Compact.	Administration Classroom teachers	Signed Compacts will be collected at the end of the school year.	Number of Compacts signed

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:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. STEM				
STEM Goal #1:				
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
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
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$0.00

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

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.



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

Describe projected use of SAC funds	Amount
No data submitted	

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

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

Osceola School District DEERWOOD ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	78%	76%	98%	77%	329	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	65%			130	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?	55% (YES)	55% (YES)			110	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					569	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Osceola School District DEERWOOD ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	81%	81%	88%	76%	326	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	73%	73%			146	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?	65% (YES)	65% (YES)			130	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					602	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested