

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: CYPRESS CREEK ELEMENTARY SCHOOL

District Name: Volusia

Principal: Sandy Russell

SAC Chair: Karen Potter and Nancie Lenois

Superintendent: Dr. Margaret Smith

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

Last Modified on: 10/22/2012

Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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	Sandy Russell	BA Elementary Ed. MA - Educational Leadership Education Certificate Educational Leadership Certificate	2	8	2011- A, (75%R/74%M; 77%R/70%M; 60%R/56%M)* 2010- B, AYP 90% (83%R/71%M, 64%R/63%M, 47%R/50%M)* 2009- A, AYP 97% (87%R/82%M/73%R/66%M/60%R/58%M)* 2008- B, AYP 97% (87%R/83%M/70%R/57%M/56%R/45%M)* 2007- A, AYP 100% (88%R/87%M/70%R/72%M/59%R/62%M)* 2006- A, AYP 100% (92%R/85%M/77%R/67%M/74%R/54%M)* 2005- A, AYP 100% (92%/85%M, 68%R/67%M 66%R)* *(%Proficient Reading/Math, %Learning Gains R/M, % Lowest 25% Learning Gains R/M)
		BA Middle Grades Language			2011- A, (75%R/74%M; 77%R/70%M; 60%R/56%M)

Assis Principal	Judith Watson	Arts MA - Educational Leadership	2	2	*(%Proficient Reading/Math, %Learning Gains R/M, % Lowest 25% Learning Gains R/M)
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INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
N/A					

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. New Teacher Programs (Individualized PD, mentors, peer classroom visits, other site visits)	Administration Mentors	June, 2013	
2	2. Leadership Opportunities	Administration	June, 2013	
3	3. Professional Development	Administration	June, 2013	
4	4. PLC Activities	Administration PLC Grade Chairs Grade Team Members	June, 2013	
5	5. Celebrations/Teacher Recognition	Administration Teacher of the Year Committee	June, 2013	
6	6. Network w/ Community & Business Partners	Administration Faculty Business Partner Coordinator VIPS Coordinator	June, 2013	
7	7. Promotion of School (Brochures, Advertisement)	Administration Faculty PTA Business Partner Coordinator	June, 2013	
8				
9				

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
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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
51	2.0%(1)	11.8%(6)	39.2%(20)	47.1%(24)	39.2%(20)	100.0%(51)	13.7%(7)	7.8%(4)	25.5%(13)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Dr. Linda White	Amanda Cerda	Amanda Cerda is a first year teacher being mentored by a district assigned Peer Assistance and Review Teacher (PAR) Teacher.	Coaching, observations, collaborative lesson planning, Empowering Educator Excellence Program (E3)

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

MTSS Leadership Team: Principal, PST Chair, School Psychologist, Grade Chairs, Instructional Support TOAs

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

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

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

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

MTSS Implementation

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

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

Describe the plan to train staff on MTSS.

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

Describe the plan to support MTSS.

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The LLT consists of the Principal, the Assistant Principal, Grade Chairs and Common Core Implementation Team.

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

The LLT meets periodically with the principal. The Literacy Leadership Team will play an integral part in the leadership of the school. The principal will empower the Literacy Leadership Team to develop and implement a variety of strategies to build a culture of reading throughout the school. Strategies may include: 1) professional development opportunities for teachers, 2) a schedule of activities that promote reading, 3) presentations at faculty meetings. The principal will provide support for the team by promoting diversified team membership, convenient times for the team to meet, leadership for productive team meetings, and resources to implement the team's plans.

Principal: The school principal is responsible for selecting and maintaining the school's literacy team. The principal is the literacy leader of the team and serves as the facilitator and promoter of literacy initiatives across the disciplines. The principal will also provide leadership in the planning and implementation of professional development, best practices, curriculum development, and will provide support in the areas of data analysis and progress monitoring to better serve the school community.

Grade Chair: Serves as the facilitator of the Professional Learning Community for their grade. Teams meet weekly to analyze data and/or plan for instruction.

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

The major initiative of the LLT for 2012 - 2013 will be: to support teachers in the implementation of the Anchor Literacy Standards of reading, writing, listening, speaking, language use, and grammar in all classes K-5. (ELA - Common Core State Standards.)

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.

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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 1% or remain within three percentage points of current percentile in grades 3, 4 and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (102)	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	Opportunities to train new and experienced teachers on student engagement, funding for follow up coaching.	Teachers will receive training in Kagan Strategies that promote high student engagement; receive follow up support and coaching. (School-wide Training)	Administration Classroom Teachers	On-going 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. Ongoing monitoring through VSET observations and conferences. (Domain 3) Teacher records of reflections on literacy strategy use.	Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results
2	Students with low SES, ELL, other ethnic minority, and students with disabilities impacted by multiple barriers are moderate to high risk.	Identified students through FAIR and MacMillan Interim tests will receive additional reading instruction using scientifically research based reading strategies. (Making Connections: Grades 3 - 5)	Administration Teachers	On-going monitoring of reading formative and summative assessment data. Track student growth using Scantron assessments and meet regularly as grade-level teams (PLCs) to foster growth among all students using formative data.	Reading assessment data, FAIR data, FCAT results
3	Time for teacher collaboration to review data and follow up on professional development.	Provide for uninterrupted teacher collaboration during planning times and PLC meetings. Common planning in Master Schedule. PLC time in Master	Administration	PLC Minutes	District Assessments and FCAT results

		Schedule.			
4	Familiarity with literacy strategies necessary to accomplish the rigor required by Common Core State Standards.	Train teachers to use High-Impact Literacy Strategies that support achieving the Anchor Literacy Standards.	Administration	On-going monitoring through VSET observations. Teacher records of reflections on literacy strategy use.	Reading assessment data, FAIR data, FCAT results

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	N/A
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	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:	Students achieving (FCAT Level 4) in reading will increase by 1% or remain within three percentage points of current percentile in grades 3, 4 and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (200)	51%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Funds to purchase advanced reading materials -challenging texts that reflect the level of difficulty needed for Common Core. (non-fiction)	Targeted students will participate in Literature Circles.	Teachers	Teacher observation Student work Weekly reading assessments	Reading Unit Tests District Assessments FCAT results
2	Limited opportunities and programs for reading enrichment.	PLC meetings and weekly collaborative planning among grade level teams made up of general education and gifted endorsed teachers to share enrichment strategies for students performing	Administration/Teachers	Increased student achievement and implementation of strategies in the delivery of instruction.	District Assessments, FAIR and FCAT results

		above proficiency.			
3	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.	Teams will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment. (Time built in to Master Schedule)	Administration Teachers Demo Teachers Teachers as Coaches	PLC Minutes On-going monitoring of formative and summative assessment data. Track student growth using Scantron assessments / Pinnacle Insight. as Grade-level teams meet regularly to foster growth among all students.	Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results
4	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) Demo Lessons	Administration Teachers as Coaches Grade Team Participants - observing demo lesson by team mates	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. Debriefs after Demo Lesson with PLC team.	Walk-throughs PLC Minutes Lesson Debrief Notes

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	N/A
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	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:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Students making Learning Gains in reading will increase by 1% or remain within three percentage points of current percentile in grades 3, 4 and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (191)	78%

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	Students with large gaps in reading achievement.	Intensive assistance in Reading will be provided by classroom teachers and ESE teachers supported by the evaluation and monitoring of the administrative team.	Administration ESE Teachers	FAIR assessments will be analyzed three times each year. FCAT Explorer and District Interim Assessments will be monitored monthly to note student improvements.	District Interim Assessments Classroom Formative Assessments FAIR assessments FCAT Results
2	Time for teacher collaboration to review data and follow up on professional development.	Provide for uninterrupted teacher collaboration during planning times and PLC meetings.	Administration	PLC Minutes	District Assessments and FCAT results
3	Additional time for intensive reading intervention groups.	Provide intervention time within the master schedule for grades K-3.	Administration	On-going monitoring of formative assessments.	District Assessments; FAIR, SAT 10 and FCAT.
4	Teachers using data from available resources and progress monitoring assessments to target instruction in classroom	Provide school based training on Pinnacle Gradebook and Insight reports	Pinnacle Grade Book Managers Administrators	PLC Minutes Data Notebooks District Interim Assessments will be monitored monthly to note student improvements.	District Interim Assessments Classroom Formative Assessments FAIR assessments FCAT Results
5	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.	Teams (with the support of the coaching staff) will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment.	Administrator Teachers Grade Chairs Instructional TOAs	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students.	Reading Assessment Data, FAIR Data, Science Assessment Data, FCAT Results

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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:

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 1% or remain within three percentage points of current percentile in grades 3, 4 and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (39)	61%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.	Target below level Kindergarten and First grade students outside the reading block for additional reading instruction.	Teachers	Ongoing monitoring of formative and summative assessments.	Reading Assessment FAIR Data
2	Funding for materials Time Volunteers	Students will also receive leveled fluency passages which will come from Approaching Teacher Resource from Macmillan reading series.	Administrators Teachers Parents Volunteer	Teacher observation Student work Weekly reading assessments	Reading Unit Tests District Assessments FCAT Results
3	Students in the lowest 25% are usually students with disabilities, low SES and/or ELL. Many are affected by these multiple barriers.	Classroom teachers will provide reading intervention in the areas of vocabulary, fluency, phonics, and comprehension instruction using scientifically based reading materials.	Administration ESE and Classroom Teachers	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 Classroom Formative Assessments FCAT Results
4	Time for teacher collaboration to review data and follow up on professional development.	Provide for uninterrupted teacher collaboration during planning times and PLC meetings.	Administration/Teachers	PLC Minutes	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%.	Reading Goal #					
	In 2012-13, we will reduce the achievement gap by meeting the AMO target (65% Proficient).					
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	76%	78%	81%	83%	85%	

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 Safe Harbor.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
Asian: 77% White: 76% American Indian: N/A Black: Met Goal Hispanic: Met Goal	Asian: 79% White: 78%

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	Improvement and increased use of differentiated instruction	Continue to discuss and explore strategies for differentiated instruction in PLC meetings.	Administrators Team leaders	Monitoring achievement scores	School and district 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:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	N/A
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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N/A	N/A
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	N/A: Goal Met
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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N/A: Goal Met	N/A: Goal Met
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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	Meeting the needs of our SWD students.	Provide intensive, systematic instruction on foundational reading skills in small groups for students who score	Gen. Ed and ESE Teachers Administrator	Monitor formative assessments	FAIR FCAT District Assessments

		below the proficient level.			
2	Funding for additional materials	Utilize the Phonics for Reading, Rewards, Making Connections (3-5) and Early Intervention in Reading programs to provide intensive reading instruction for SWD.	ESE Teachers Gen. Ed. Teachers Administration	On-going monitoring of formative and summative assessments.	Reading Assessment Data FAIR Data FCAT 2.0 OPM CBM
3	Not all general education teachers are familiar with the curriculum modifications and accommodations required by IEPs.	Provide professional development for teachers on the requirements for SWD.	Administration ESE Teachers	VSET observations and conferences	Reading Assessment Data FAIR Data FCAT 2.0 OPM CBM

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 students will be reduced by meeting Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ED: 55%	ED: 60%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who do not have exposure to high-level academic vocabulary in their homes.	Implementation of a school-wide literacy system that emphasizes a unified, systematic approach to the teaching of vocabulary using research-based strategies.	Administration Literacy Leadership Team	Classroom Walkthrough Literacy Leadership Team Meetings	VSET Observations Domain 3
2	Time for teacher collaboration to review data and follow up on professional development.	Provide for uninterrupted teacher collaboration during planning times and PLC meetings.	Administration/Teachers	PLC Minutes	District Assessments and FCAT results
3	Additional time for intensive reading intervention groups.	Provide intervention time within the master schedule for grades K-3.	Administration	On-going monitoring of formative assessments	District Assessments; FAIR, SAT 10 and FCAT

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
High-Impact Literacy					Coaching	

Strategies that support achieving the Anchor Literacy Standards	All K-5	Common Core Team	Schoolwide	Eight Early Release Days Aug. 2012-Feb. 2013	VSET Walk Throughs and Observations PLC Minutes	Principal
Common Core Reading Standards	All K-5	Principal Teacher leaders	Schoolwide	Eight Early Release Days Aug. 2012-Feb. 2013	VSET Walk Throughs and Observations Faculty discussions PLC Meetings/Vertical Teams	Principal Common Core Team
Kagan Structures	All K-5	Marilyn Jackson Lee	Schoolwide	Two day training in Sept. 2012	Coaching VSET Walkthroughs and Observations	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Kagan Cooperative Learning Materials	Book / Notebook 50 teachers	Facility Usage	\$2,800.00
			Subtotal: \$2,800.00
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
Kagan Cooperative Learning Training	2 day training / substitute \$70.00 x 2 x 45	Facility Usage Extended Day Funds	\$6,300.00
Making Connections Training (Research based Reading Intervention)	1/2 day training \$35.00 x 12 teachers	PTA Extended Day Funds	\$420.00
			Subtotal: \$6,720.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$9,520.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:	The percentage of ELL students scoring proficient in Listening/Speaking on the CELLA will increase by 1% or remain within three percentage points of the current score.
2012 Current Percent of Students Proficient in listening/speaking:	

43% (6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing comprehensible instruction to English Language Learners.	Use data on ELL students to plan differentiated instruction	Administrators	Monitoring of lesson plans and formative assessments	CELLA, FCAT, District Assessments, IPT
2	Providing comprehensible instruction to English Language Learners	Ensure that teachers receive professional development in ESOL and that they use the English Language Proficiency Standards for the ELL students	Administrators	Monitoring of formative assessments	CELLA, FCAT, District Assessments, IPT.

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 1% point or remain within 3 percentage points of the current score.

2012 Current Percent of Students Proficient in reading:

36% (5)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing comprehensible instruction to English Language Learners	Use data on ELL students to provide differentiated instruction in the classroom.	Administration	Monitoring of formative assessments, and teacher lesson plans	CELLA, FCAT, District assessments, IPT

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 proficiency in Writing on CELLA will increase by 1% point or remain within three percentage points of the current score.

2012 Current Percent of Students Proficient in writing:

64% (9)

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	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction.	Administration Classroom Teacher	Ongoing monitoring of formative assessments and teacher observations by principal Lesson Plans	CELLA, IPT, FCAT, District Assessments
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CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	Students achieving proficiency (FCAT Level 3) in math will increase by 1% or remain within three percentage points of current scores in grades 3, 4, and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (111)	29%

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 / Time	Complete schoolwide training for Thinking Math Common Core Editions. (Links CCSS to research-based strategies which embed the CCSS Mathematical Practices. Aligns with Danielson and VSET.	Administration T.M. Trainers District Personnel VTO Research and Development Dept.	Distict Interim Assessments; Coaching; Observation	District Assessments and FCAT Mathematics results
2	Challenges of working with students who come from low SES backgrounds.	Ensure that all teachers receive and implement professional development related to effective instructional strategies in math.	Administration	On-going monitoring of formative assessment and teacher observation by administration	District Assessments and FCAT Mathematics results
3	Students with different learning styles and modalities.	Utilization of technology to increase math achievement.	Media Specialists, TS Contact, Administration, Classroom Teachers	On-going monitoring of formative assessments	District Assessments and FCAT Mathematics results
4	Time for teacher collaboration to review data and follow up on professional development.	Provide for uninterrupted teacher collaboration during planning times and PLC meetings.	Administration	PLC Minutes	District Assessments and FCAT Mathematics results
5	Time for teachers to visit each other's classrooms to see demo Thinking Math Lessons...CCSSM.	Teacher leaders will conduct a demo lesson for team mates incorporating the CCSS eight mathematical practices/ten principles of Thinking Math.	Grade Teams Administration	Debrief notes of demo lesson during PLC	VSET Walkthroughs and Observations District Assessments and FCAT Mathematics results

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

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

N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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 mathematics. Mathematics Goal #2a:	Students achieving above proficiency (FCAT Level 4 and 5) in Math will increase by 1% or remain within three percentage points of current scores in grades 3, 4, and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (185)	47%

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 adequate time and resources are dedicated to enrichment activities.	Continue Thinking Math initiative. Organize a Math Resource Room for teachers. Manipulatives correlated with CCSSM.	Administration Teacher-trainers Volunteers	VSET Walkthroughs and Classroom Observations. Math Resource Room usage log.	FCAT District and formative assessments
2	Ensuring an equal amount of time is dedicated to enrichment.	Ensure that all teachers receive and implement professional development related to effective instructional strategies in math – specific to the higher level learner.	Administration	Increased student achievement and implementation of strategies in the delivery of instruction.	District Assessments and FCAT Mathematics results
3	Funding / Time	Provide Thinking Math Training for the remaining CCE staff.	Administration	District Interim Assessments; Coaching; Observation	District Assessments and FCAT Mathematics results
4	Time	Special Area Teachers will work with students on identified math curriculum, integrating math skills with their specialized area of instruction during PLC time...integrated learning/CCSSM.	Administration	District Interim Assessments	District Interim Assessments, Formative Assessments, FCAT
5	Access to technology	Incorporate prescriptive on-line math tools i.e Sumdog, Study Island, etc.	Administration	Ongoing monitoring of formative assessments, summative district assessments, and teacher observations by administrators	VSET observation FCAT 2.0

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Students making Learning Gains in math will increase by 1% or remain within three percentage points of current scores in grades 3,4, and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (182)	71%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The majority of our Students with Disabilities are below grade level.	Research-based programs will be utilized in ESE Classrooms to maximize student achievement and academic growth.	Administration ESE Teachers	Track student growth using Scantron and Pinnacle Insight to ensure growth of all students.	District Assessments and Classroom Formative Assessments; FCAT Mathematics
2	Time	Special Area Teachers will work with students on identified math curriculum, integrating math skills with their specialized area of instruction during PLC time.	Administration	District Interim Assessments	District Interim Assessments, Formative Assessments, FCAT Mathematics
3	Funding	Utilize Brain Pop software to reinforce math concepts	Administration	District Interim Assessments	FCAT Mathematics
4	Funding / Time	Provide Thinking Math Training for all staff.	Administration	Distict Interim Assessments; Coaching	FCAT Mathematics
5	Additional time for intensive math intervention groups.	Provide intervention time within the master schedule for grades K-3.	Administration	On-going monitoring of formative assessments	District Assessments; SAT 10 and FCAT

					Mathematics
6	Time	Implement the Timez Attack software program to reinforce student proficiency of multiplication and division facts.	Administration/Teachers	Timez Attack Mastery Assessment, District Interim Assessments	FCAT Mathematics

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Students in the lowest 25% making Learning Gains will increase by 1% or remain within three percentage points of the current score.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (33)	57%

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	Time	Utilize the Timez Attack software program to reinforce student proficiency of multiplication and division facts.	Administration/teachers	Timez Attack Mastery Assessment, District Interim Assessments	FCAT Mathematics
2	Funding / Time	Provide Thinking Math training.	Administration	Distict Interim Assessments; Coaching	FCAT Mathematics
3	The school's high mobility rate combined with CCE being a Cluster Site for VE impacts the stability of our lowest 25%.	Provide intervention time within the master schedule for math.	Classroom Teacher	Track student growth using District Interim Assessments and Pinnacle Insight. Meet regularly as grade-level PLC teams to foster growth among all	District Assessments and FCAT Mathematics

				students using formative data.	
4	Additional time for intensive math intervention groups.	Provide intervention time within the master schedule for grades K-3.	Administration	On-going monitoring of formative assessments	District Assessments; SAT 10 and FCAT Mathematics.
5	Funding	Utilize Brain Pop software to reinforce math concepts	Administration	District Interim Assessments	FCAT Mathematics
6	Time	Special Area Teachers will work with students on identified math curriculum, integrating math skills with their specialized area of instruction during PLC time.	Administration	District Interim Assessments	District Interim Assessments, Formative Assessments, FCAT

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # In 2012-2013 we will reduce the achievement gap by meeting the AMO target (65% proficient).				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	74%	75%	78%	80%	83%	

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 2012-13, we will reduce the achievement gap for the Black/African American subgroup by meeting Safe Harbor.
2012 Current Level of Performance: Black: 25% Asian: Met Goal White: Met Goal American Indian: N/A Hispanic: Met Goal	2013 Expected Level of Performance: Black: 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	Increasing and improving use of new math strategies in differentiated instruction.	Continue training and follow-up sessions in Thinking Math. Collaborative discussions in PLC meetings.	Administrators Team Leaders	Monitoring student achievement data. Classroom observations.	Classroom formatives assessments District Interim Assessments FCAT

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	N/A
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Mathematics Goal #5C:					
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	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:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	In 2012-13, the achievement gap for Students With Disabilities will be reduced by meeting Safe Harbor (same as AMO target).
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD: 39%	SWD: 45%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Meeting the individual needs of students in the Exceptional Student Education program	Provide intensive, systematic instruction on foundational skills in small groups to students who score below the proficient level. Typically, these groups meet between three and five times a week, for 20 to 40 minutes.	Administration Instructional Coaches	Ongoing monitoring of formative assessments	District Math Interims Formative Assessments FCAT Results

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	N/A: Goal Met
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A: Goal Met	N/A: Goal Met

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 / Time	Provide Thinking Math Common Core Edition Training for teachers.	Administration	District Interim Assessments; Coaching	FCAT Mathematics
2	Funding	Utilize Brain Pop software to reinforce math concepts	Administration	District Interim Assessments	FCAT Mathematics
3	Challenges of working with students who come from low SES backgrounds.	Ensure that all teachers receive professional development related to effective instructional strategies in math.	Administrator	Teacher observation	District Assessments and FCAT Mathematics results
4	Time	Implement the Timez Attack software program to reinforce student proficiency of multiplication and division facts.	Administration/teachers	Timez Attack Mastery Assessment, District Interim Assessments	FCAT Mathematics
5	Time	Special Area Teachers will work with students on identified math curriculum, integrating math skills with their specialized area of instruction during PLC time.	Administration	District Interim Assessments	District Interim Assessments, Formative Assessments, FCAT
6	Challenges of working with students who do not have exposure to high-level academic vocabulary in their homes	Implementation of school-wide curriculum resources, including core program and diagnostic/intervention materials that emphasize the use of multiple instructional strategies	Administration Instructional Coaches	Classroom Walk-throughs Ongoing monitoring of diagnostic/formative/summative assessments	VSET Observations Domain 3 FCAT 2.0

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Thinking Math Primary, Common Core Edition	K-2 (Train new teachers to CCE)	District and school level trainers	Schoolwide	Five full day sessions October 2012- January 2013	Coaching Demo Lessons Lesson Debrief Notes during PLC time.	Administration
Thinking Math Intermediate, Common Core Edition	3-5 (Train remaining staff / new teachers)	District and school level trainers	Schoolwide	Five full day sessions October 2012- January 2013	Coaching Demo Lessons Lesson Debrief Notes during PLC time.	Administration

BYOT - Bring Your Own Technology	Expanded to 15 classrooms.	BYOT Team	Identified teachers	Ongoing Monthly Meetings - Collaborating with Port Orange Elementary	Monthly meetings focused on collaborative technology strategies incorporating math and project based learning.	Administration Teachers District Technology staff
Provide professional development on embedding the 8 Standards for Mathematical Practices into daily instruction as appropriate.	K-5	Common Core Facilitator	School-wide	Early Release Days	Coaching Administration	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Mathematics Resource Room	Math manipulatives for K-5 teachers supporting Thinking Math	PTA	\$3,000.00
			Subtotal: \$3,000.00
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
Thinking Math Training	Substitutes, Manuals, 14 Teachers	VTO Extended Day Enrichment Programs Funds	\$7,280.00
			Subtotal: \$7,280.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$10,280.00

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. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	Students achieving proficiency (FCAT Level 3) in science will increase by 1% or remain within three percentage points of current score in grade 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (64)	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	Student mobility creates limited exposure to upper level science concepts.	Ensure that all teachers receive and implement professional development related to effective instructional strategies in science.	Administration	On-going monitoring of formative assessments and teacher observation by administration.	District Assessments and FCAT Science results
2	Time; Student computer access at home	Use Edmodo science demonstration lessons to enhance science discussions.	Teacher/Administration	On-going monitoring of formative assessments; observation by administration.	District Assessments and FCAT Science results
3	Funding	Utilize Brain Pop software to reinforce science concepts.	Administration	District Interim Assessments	FCAT Science results
4	Materials and supplies	Teachers in grades K-5 will implement hands-on science lessons aligned with the curriculum maps each week.	Administration	Monitor usage and implementation through: ISN (Interactive Student Notebooks) Science Interim Assessments	District Interim Assessments
5	Knowledge of CCSS standards and literacy strategies to incorporate into science instruction	Participate in training on incorporating CCSS Literacy and Mathematics Standards in Science Lessons (such as close reading)	Principal Common Core Leadership Team	ISN (Interactive Student Notebooks)	District Interim Assessments
6	Access to technology	Teachers will integrate technology into the science curriculum with the use of virtual simulations, and video through technology supplied by students as a part of the "Bring Your Own Technology" expansion.	Teachers BYOT Team	Formative Assessments ISN (Interactive Student Notebooks) Student projects	District Interim Assessments

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	N/A				
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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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Students achieving above proficiency (FCAT Level 4 and 5) in science will increase by 1% or remain within three percentage points of current score in grade 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (53)	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	Funds to purchase advanced science and technology materials.	Ensure that all teachers receive and implement professional development related to effective instructional strategies in science – specific to the higher level learner.	Administration	Increased student achievement and implementation of strategies in the delivery of instruction.	District Assessments and FCAT Science results
2	Funding	Utilize Brain Pop software to reinforce science concepts.	Administration	District Interim Assessments	FCAT Science

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:	Students scoring at or above Achievement Level 7 on the FAA will remain within three percentage points of the current score.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (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	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	Coaching for general education teachers by ESE teachers and Specialists.	Administration	Monitor student data and classroom strategies.	FAA scores District assessments Classroom assessments.

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. Writing Goal #1a:	Students achieving proficiency (FCAT Level 4 or higher) in writing will increase by 1% or remain within three percentage points of current score in grade 4.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% (102)	83%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges from working with students who have limited writing skills exposure.	Continue to encourage daily writing activities across the curriculum.	Administration	On-going monitoring of formative assessment and teacher observation by principal.	District Assessments and FCAT Writing results
2	New teachers requiring training in writing process.	All grade levels follow the district writing curriculum map.	Administration	Formative district assessments	FCAT Writing
3	Teachers are not yet familiar with the new Anchor Standards for Writing.	All grade levels follow the district English Language Arts Curriculum Maps which are aligned to Common Core Standards.	Administration	Monitor Volusia Writes scores	Volusia Writes FCAT Writing
4	Language Arts teachers are not yet familiar enough with the state changes in scoring of FCAT Writing responses.	Use the state-provided CD of 2012 students' FCAT Writing responses for professional development. Implement writing strategies provided through district training which focus on the change in state writing expectations.	Administration	Monitor Volusia Writes scores	Volusia Writes FCAT Writing

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Updates on Writing Strategies	All teachers	Reading/Language Arts department	Classroom teachers	Faculty Meetings as needed	Classroom visitations and observations. Lesson Plans Writing portfolios	Administration
New teacher inservice	Gr. 4 teachers	District personnel	New teachers	Yearlong PLC team meetings every three weeks.	Follow the district writing curriculum map	Administration
Use the state-provided CD of 2012 students' FCAT Writing responses for professional development.	Gr. 3 and 4 Teachers	Instructional TOA Support Teachers	Grade 3-4 Teachers	Coaching PLC Minutes	Review of Volusia Writes data	Administration

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

The attendance rate will go up 1% or remain within three

Attendance Goal #1:	percentage points of current score, while the number of excessive absences and tardies will be reduced by 5%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96%	97%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
178 students had excessive absences (in excess of 10).	170 students will have excessive absences.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
148 students had excessive tardies (in excess of 10).	140 students will have excessive tardies.

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	Parents not realizing the negative academic effects of excessive tardies and/or absences.	A message informing parents of absence and tardy policies will automatically be generated and sent daily by Connect Ed. Parent/Guardian notification letters Attendance contracts.	Administration Attendance Clerk Guidance	Decreased number of absences and tardies	Attendance rosters Pinnacle Report
2	Transient students	Target students with ten or more absences during the 2011-12 school year. Notify the teacher/guidance counselor who will provide incentives for regular attendance.	Administration, Guidance Counselor and Social Worker	Monitor excessive absences every month.	At the end of the year, the membership report will show 97% attendance rate.
3	Traffic Congestion in Parent Loop	Continue to work on the traffic flow in parent loop.	Administration, District Personnel	On-time arrivals, faster clearing time in parent traffic loop	Decrease in excessive tardies by 5%.

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:	Maintain low suspension rate status. Reduce the number of in-school and out-of-school suspensions by 10%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
There were 8 in-school suspensions.	Six or less in-school suspensions.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
There were 8 students suspended in-school.	Six or less students suspended in-school.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
There were 6 out-of-school suspensions.	We are expecting 5 or less out-of-school suspensions.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
There were 5 students suspended out-of-school.	We are expecting 4 or less students suspended out-of-school.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Finding classroom strategies and/or IEP adjustments necessary to meet the needs of each student.	Examine list of repeat offenders, review behavior plans and IEP's as needed to determine proper goals and placement.	Administration ESE Teachers Staffing Specialist Guidance teacher	Maintain low number of suspensions.	Suspension records
2	Counseling services - Time	Provide small group support through the guidance curriculum for students identified as victims and bullies.	Guidance Counselor	Reduction in Bullying	Discipline Data
3	Need for Common Language	Implement school-wide use of Life Skills. Posters in all classrooms. Otter of the Week chosen by life skill.	Guidance Counselor Administration All Staff	Reduction in referrals.	Discipline Data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Suspension In-school and Out of school	All grade levels	Administrator	Assistant principal, Guidance, School psychologist, ESE Specialist	As needed	Monitor ESE and Gen Ed Suspensions	Administration

Suspension Budget:

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

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Maintain 5 Star School Status through continued Parental Involvement at all school events and parent teacher conferences.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Five Star School Status - Upwards of ninety percent (660) parents were involved in some capacity. 92% of our parents attended three or more school functions in the 2011-2012 school year.	Maintain 5 Star School Status 94% of our parents will attend three or more school functions in the 2012-2013 school year.

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	Working parents have difficulty volunteering during the school day and find it difficult to attend nighttime events.	Notify parents and families of numerous ways to become involved in school through web site, newsletter and Connect Ed.	Administrator VIPS Coordinator	Increase in Parent Involvement hours.	Parent Involvement Volunteer Hours and Participation logged through the Keeping Track computer system and Sign-in sheets at parent/community school events.
2	Working Parents / Time	School/community group called "Otter Trotters" which will include parents, school personnel, and students will participate in local community/charity events, i.e. Autism Walks, American Lung Association, March of Dimes, Relay for Life, Diabetes Walk, etc.	Otter Trotter Team	Collaboration of Community/Parent/School team working towards a common goal.	Evidence of participation in community/charity event rosters.
3	Time / Accessibility	Implement School-wide Community Outreach through "Caring for Sharing" initiative.	School-wide Guidance Counselor	Students will collect canned food each month for a local food bank. Collaboration of Community/Parent/School team working towards a common goal.	Evidence of participation through evidence log.

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
Academic importance of parent involvement	All grade levels	Administrator Guidance	School-wide	First quarter-Faculty meeting	Record of parent attendance at various school events.	Classroom teachers, Administrators, Media Teacher, Guidance, EDEP Facilitator, Office Front Desk clerks.

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		The school's BYOT (Bring Your Own Technology) Program will be expanded during this second year of implementation from 7 original teachers to 12 or more teachers.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Lack of time	Teacher teams will meet to share ideas and lessons that integrate all areas of STEM. Teachers will meet monthly to discuss STEM outcomes.	Teacher leaders from the pilot BYOT year.	Monitor classroom use through classroom walk-throughs and observations.	Usage data.
2	Length of school day	Teachers will create and develop an after-school club called iOtter - Movie to develop movies on Thinking Math strategies to post on blogspot/web page.	iOtter Club Teachers	Video Evidence of technology use of students. Reports on Blogspot.	Review Blogspot Videos Observation Feedback
3	Parent knowledge of Common Core State Standards in Math	Thinking Math CCSS Math-O-Fun Night for Parents (Primary and Intermediate)	Thinking Math Trainers at CCE	Survey Participation	Survey
4	Materials	Work with the Museum of Arts and Sciences to have Science and Math Family Nights at CCE.	Administration Teachers	Survey Participation	Survey Participation

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

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

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

STEM Budget:

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

Subtotal: \$0.00

Grand Total: \$0.00

End of STEM Goal(s)

Additional Goal(s)

N/A Goal:

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

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

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

Budget:

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

End of N/A Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Kagan Cooperative Learning Materials	Book / Notebook 50 teachers	Facility Usage	\$2,800.00
Mathematics	Mathematics Resource Room	Math manipulatives for K-5 teachers supporting Thinking Math	PTA	\$3,000.00
				Subtotal: \$5,800.00
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
Reading	Kagan Cooperative Learning Training	2 day training / substitute \$70.00 x 2 x 45	Facility Usage Extended Day Funds	\$6,300.00
Reading	Making Connections Training (Research based Reading Intervention)	1/2 day training \$35.00 x 12 teachers	PTA Extended Day Funds	\$420.00
Mathematics	Thinking Math Training	Substitutes, Manuals, 14 Teachers	VTO Extended Day Enrichment Programs Funds	\$7,280.00
				Subtotal: \$14,000.00
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: \$19,800.00

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 (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.

Describe projected use of SAC funds	Amount
No data submitted	

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

The School Advisory Committee will monitor the implementation of the School Improvement Plan. The SAC is participating in training in the understanding of the Common Core State Standards and Standards Referenced Grading.

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 CYPRESS CREEK ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	89%	85%	87%	78%	339	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	72%	53%			125	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	60% (YES)	50% (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					574	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Volusia School District CYPRESS CREEK ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	91%	94%	90%	79%	354	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	72%	63%			135	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?	64% (YES)	75% (YES)			139	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					628	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested