

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: ENTERPRISE ELEMENTARY SCHOOL

District Name: Volusia

Principal: Dr. Virginia Abernathy

SAC Chair: Michele McFall-Conte

Superintendent: Dr. Margaret Smith

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

Last Modified on: 10/18/2012

Gerard Robinson, Commissioner  
Florida Department of Education  
325 West Gaines Street  
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K-12 Public Schools  
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## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

*Note: The following links will open in a separate browser window.*

|  |
|--|
| <a href="#">School Grades Trend Data</a>   |
| <a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a> |
| <a href="#">High School Feedback Report</a>  |
| <a href="#">K-12 Comprehensive Research Based Reading Plan</a>                               |

### 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)  |
|----------|------|---|------------------------------|--------------------------------|--|
|          |      | B.A. - Education of the Deaf;<br>M.Ed. - Language/Learning Disabilities;<br>Elementary Education; PreK Deaf<br>Ed. S. - |                              |                                | 2012-C School, (53%-r/43%-m , 60%-r/59%-m, 53%-r/57%-m)<br><br>2011 - C School, AYP 79%<br>(74% R/ 66%M/ R 58%/M59% R52%/M59%)<br><br>2010 – B School, AYP 82%<br>(72% R/74%M/R63%/M50%/R 56%/M55%)<br>*<br><br>2009 – A School, AYP 82%<br>(72% R/78%M/66%R/63%M/50% R/63%M)<br>*<br><br>2008 – A School, AYP 87%<br>(76%R/78%M/66%R/63%M/50%R/63%M)*<br><br>2007 – B School, AYP 82% |

|                 |                    |   |   |    |   |
|-----------------|--------------------|---|---|----|---|
| Principal       | Virginia Abernathy | Educational Leadership Ed.D. - Educational Leadership FL Certification: Principal (K-12) Elementary Ed. (K-6) Hearing Impaired (K-12) ESOL Endorsed | 7 | 14 | 77%R/76%M/69%R/61%M/63%R/51%M)*<br>2006 – A School, AYP 97% (77%R/81M/69%R/70%M/58%R/67%M)*<br>2005 – C School, AYP 70% (69%R/58M/56%R/62%M/47%R)*<br>2004 – A School, AYP 87% (65%R/64M/68%R/70%M/63%R)*<br>2003 C School AYP 63% (37%R/64%M/47%R/70%M/47%R)<br>2002 C School AYP -N/A (37%R/64%M/47%R/70%M/53%R)<br>2001 B School AYP N/A (61%R/61%M/63%R/70%M/59%R<br><br>*(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)   |
| Assis Principal | Pam Cox            | BS - Elementary Ed MS - Elementary Ed & Educational Leadership FL Certification: Primary Education Elementary Education Educational Leadership      | 4 | 10 | 2012-C School, (53%-r/43%-m , 60%-r/59%-m, 53%-r/57%-m)<br><br>2011 - C School, AYP 72% (74%R/66%M/58%R/54%M/52%R/59%M)<br><br>2010 - B School, AYP 82% (72%R/74%M/63%R/50%M/56%R/55%M)<br><br>2009 - A School, 87% AYP 76%R/78%M/66%R/63%M/50%R/63%M)<br>2008 – B School, AYP 85% (64% R/58%M/25% R/33%M/67% R/61% M)*<br><br>2007 – A School, AYP 100%; (72%R/67%M/66%R/68%M/ 70%R/75%M) *<br><br>2006 – P School, AYP-Pro 95% (72%R/64%M/78%R/62%M/75%R/75%M)*<br><br>2005 – B School, AYP Pro 95% (72%R/65M/57%R/66%M/61%R/61%M)*<br><br>2004 – B School, AYP Pro 95% (62%R/65M/33%R/38%M/62%R/53%M)*<br><br>2003 – A School, AYP 93% (67%R/61M/43%R/33%M/49%R/39%M)*<br><br>*(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M) |

## INSTRUCTIONAL COACHES

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

| Subject Area  | Name          | Degree(s)/ Certification(s)   | # of Years at Current School | # of Years as an Instructional Coach | Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)  |
|---|---------------|---|------------------------------|--------------------------------------|--|
| Academic Coach: Reading, math, Science, writing, social studies | Cathy Zeidwig | B. S. FL Certification: Elementary Ed. (K to 6) Reading Endorsement | 9                            | 5                                    | 2012-C School, (53%-r/43%-m , 60%-r/59%-m, 53%-r/57%-m)<br><br>2011 - C School, AYP 72% (74%R/66%M/58%R/54%M/52%R/59%M)<br><br>2010 – B School, AYP 82% (72%R/74%M/R63%/M50%/R56%/M55%)*<br><br>2009 – A School, AYP 87% (76% R/78%M/66% R/63%M/50% R/63% M)*<br><br>2008 – B School, AYP 82% (77%R/76%M/69%R/61%M/63%R/51%M)* |

|  |             |  |   |   |   |
|--|-------------|--|---|---|---|
|  |             |  |   |   | *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)  |
| Academic Coach- Reading, Math, Science, Writing, Social Studies, | Yvette Best | B.S. Elementary Education & SLD<br><br>M.S. Reading<br><br>National Board Certified<br>FL Certification: Elementary Education (1-6)<br>Specific Learning Disabilities (K-12)<br>Reading (K-12) Educable Mentally Retarded (K-12)<br>ESOL Endorsed (K-12) | 4 | 4 | 2012-C School, (53%-r/43%-m , 60%-r/59%-m, 53%-r/57%-m)<br><br>2011 - C School, AYP 72%<br>74%R/66%M/58%R/59%M/52%R/59%M)<br><br>2010 – B School, AYP 82%<br>(72%R/74%M/R63%/M50%/R56%/M55%)*<br><br>2009 – A School, AYP 87%<br>(76%R/78%M/66%R/63%M/50%R/63%M)*<br><br>*(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M) |

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

|   | Description of Strategy   | Person Responsible  | Projected Completion Date | Not Applicable (If not, please explain why) |
|---|---|---|---------------------------|---|
| 1 | 1. New Teacher Programs including Deliberate Practice Plans, PAR's, peer classroom visits, other site visits  | Administration  | ongoing                   |   |
| 2 | 2. Master schedule provides time for collaborative team planning at least twice a month for 1 hour each time.   | Administration  | ongoing                   |   |
| 3 | 3. Professional Development with concentration on reading, math, writing and science best practices   | Administration  | ongoing                   |   |
| 4 | 4. PLC Activities   | Administration;<br>PLC Teams                                  | ongoing                   |   |
| 5 | 5. Celebrations/Teacher Recognition   | Administration;<br>Teachers                                   | ongoing                   |   |
| 6 | 6. Network w/ Community & Business Partners   | Administration;<br>VIPS, Mentors &<br>Business<br>Coordinator | ongoing                   |   |
| 7 | 7. Promotion of Enterprise Elementary through college/university contacts   | Administration;<br>District Support                           | ongoing                   |   |
| 8 | 8. Reading and Academic Coaches support teachers daily in regards to curriculum, instruction & assessment in content areas of reading, writing, math & science. | Academic<br>Coaches;<br>Administration                        | ongoing                   |   |
| 9 | 9. School wide student showcase events for writing, science and social studies.   | Administration;<br>Academic<br>Coaches;<br>Teachers           | ongoing                   |   |

## 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)                  | 6.3%(3)                                    | 58.3%(28)                                   | 35.4%(17)                                  | 43.8%(21)                           | 100.0%(48)                  | 14.6%(7)                    | 6.3%(3)                             | 45.8%(22)                |

### 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  |
|-----------------|-----------------|---|---|
| Celeste Johnson | Amanda Santiago | Mentor is an assigned Volusia County PAR. PAR teachers serve as an important portion of the teacher induction program for those new to Volusia County | PAR provides advice on instruction and classroom management and navigates the first year of teaching in Volusia County. The PAR Teacher will assist a new teacher in the development of a monitored Professional Growth Plan and provides support throughout the year in meeting the goals of that growth. They provide detailed feedback and support to help participating teacher meet the district's standards and they assess their progress. |

### 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

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

Programs supported by Title I at Enterprise Elementary include:

- Two Academic Coaches for the purpose of comprehensive staff development
- Supplemental Tutoring during the school day.
- Supplemental materials and supplies needed to close the achievement gap
- Supplemental funds for on-going staff development as determined by the results of FCAT data
- Parent activities such as Parent to Kids

#### Title I, Part C- Migrant

##### Title I, Part C- Migrant

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

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

- Food Assistance through referrals to food assistance programs

#### Title I, Part D

##### Title I, Part D

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

#### Title II

##### Title II

The district receives federal funds to provide access to Professional Development activities for public and private school teachers and principals in the core subject areas to ensure quality instruction and student success.

#### Title III

##### Title III

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

#### Title X- Homeless

##### Title X- Homeless

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

#### Supplemental Academic Instruction (SAI)

##### Supplemental Academic Instruction (SAI)

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels. Enterprise Elementary utilizes these resources through the following:

- During the school day tutoring in Math, Reading, Science, and Writing by classroom teachers.

#### Violence Prevention Programs

##### Violence Prevention Programs

Enterprise Elementary offers the following non-violence and anti-drug programs:

- \*Catalyst Student mentoring program
- \*In School assemblies and programs for the prevention of Bullying and Harassment
- \*Guidance Lessons for individuals and small group
- \*Crisis training program
- \*Suicide prevention program
- \*Bully proofing curriculum taught by classroom teachers
- \*Bullyproofing & harassment information included in monthly newsletters
- \*Teachers and staff trained in bullyproofing curriculum.

#### Nutrition Programs

Enterprise Elementary offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Wellness Policy School Plan
- Nutrition and Wellness classes
- Health classes
- Personal Fitness classes
- Walking/Running Clubs for adults as well as students

#### Housing Programs

N/A

#### Head Start

##### Head Start

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

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

#### Adult Education

N/A

#### Career and Technical Education

N/A

#### Job Training

Enterprise Elementary offers students career awareness opportunities through Junior Achievement programs, guest speakers from business and industry, and field trips to business and industry locations.

#### Other

N/A

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

#### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school-based MTSS Leadership Team is: Principal, Assistant Principal, School Psychologist, School Social Worker, Guidance Counselor, Academic Coaches, K teacher, 1st grade teacher, 2nd grade teacher, 3rd grade teacher, 4th grade teacher, 5th grade teacher, ESE teacher and Special Area teacher.

**Principal:** Provides a common vision for the use of data-based decision-making by promoting the Volusia Proficiency Model. Ensures that educators are implementing the district's Progress Monitoring Plan (PMP) accessible through the K-12 curriculum link of the webpage and the VCS electronic Problem Solving Team/RtI model (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) for those students who do not respond effectively to core instruction. For those students who do not respond positively to interventions beyond core, ensures that the school's Problem Solving Team (PST) is accessed as needed. Ensures adequate professional development is scheduled for faculty. School Psychologist and Guidance Counselor will provide/facilitate training on skill building and understanding of the components of ePST/RtI. Supports the school's team in the completion of resource mapping (academic and behavioral) with focus on standard protocol interventions in order to enhance implementation of ePST/RtI. Communicates with parents through school newsletters, relevant meetings, and the sharing of the parent link of the VCS Problem Solving/RtI website (under Psychological Services) in order to address the purpose of PS/RtI in meeting student needs and to address frequently asked parental questions. In addition, parents are provided information about ePST/RtI at PST meetings.

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

**Selected General Education Teachers (Primary and Intermediate):** Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, initiates electronic PST process for students not showing

improvement, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

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

Academic Coaches: Develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

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

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

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

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

#### MTSS Implementation

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

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

Describe the plan to train staff on MTSS.

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

Describe the plan to support MTSS.

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

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Principal, Assistant Principal, Academic Coaches, K teacher, 1st grade teacher, 2nd grade teacher, 3rd grade teacher, 4th grade teacher, 5th grade teacher, ESE teacher, and Special Area teacher.

**Principal:** Provides a common vision for the use of data-based decision-making by promoting the Volusia Proficiency Model and Professional Learning Communities. Ensures that educators are implementing the district's curriculum maps and instructional calendar accessible through the K-12 curriculum link of the webpage for those students who do not respond effectively to core instruction. For those students who do not respond positively to interventions beyond core, ensures that the school's Problem Solving Team (PST) is accessed as needed. Ensures adequate professional development is scheduled for faculty. Supports the school's team in the completion of resource mapping (academic) with focus on standard protocol interventions in order to enhance implementation of PS/RtI. Communicates with parents through school newsletters, relevant meetings, and the sharing of the parent link of the website (under Departments, Elementary Services) in order to address the purpose of PS/RtI in meeting student needs and to address frequently asked parental questions. In addition, parents are provided information on literacy as well as RtI at PST meetings.

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

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

**Academic Coaches:** Develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum assessment and intervention approaches. Identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Coach teachers on the implementation of Core & intervention programs, monitoring, and providing tier 1 & 2 strategic instruction.

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

The school's LLT Leadership Team functions as a natural extension of the entire faculty. Every team is represented on the LLT. Core members of the LLT are the principal, assistant principal, academic coaches, and one member from each of the grade level teams including ESE/ESOL and Special Area teachers. The school's LLT focuses on problem solving four PLC essential questions in regards to literacy: 1) "What is it we expect students to learn?" 2) "How will we know when they have learned it?" 3) "How will we respond when they don't learn?" and 4) "How will we respond when they already know it?"

The team meets regularly to engage in the following activities: a) Review reading data and link reading/literacy to curriculum, instruction and assessment decisions in regards to literacy; b) review progress monitoring data at the grade level and the classroom level to identify students who are either meeting/exceeding expectations or those who are at risk for not meeting benchmarks in reading; c) for those students who are at risk, discuss that tiered level supports are in place to address the deficits and to ensure grade-level proficiency as appropriate; d) for those students who are exceeding reading expectations, discuss enrichment activities that are in place to ensure acceleration of learning and e) for those students who are meeting expectations, ensure that core curriculum is strong and done with fidelity.



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

The major literacy initiatives will be: a) continuing to implement the Response to Intervention in Reading with kindergarten through fifth grade students during a daily 30 minute intervention time; b) scheduling appropriate professional growth activities to promote best practices in literacy; c) continuing to schedule data reviews in regards to literacy with each grade level team; d) review the use of Thinking Maps as a strategy for increasing literacy for all children; e) continue to implement the use of UNRA(A)VEL as a strategy for increasing literacy for all students; f) continue to implement the literacy "CAFE" as a way to involve students in monitoring their progress on the use of reading strategies in Comprehension, Accuracy, Fluency and Effective vocabulary development; g) expand the use of "The Daily Five" for literacy centers (1) Read to Self; (2) Read to Someone; (3) Listen to Reading; (4) Word Work; (5) Write in response to reading; and h) implement the use of "Write ...from the Beginning" Thinking Maps program in grades K - 5th.

## Public School Choice

Supplemental Educational Services (SES) Notification  
[View uploaded file](#) (Uploaded on 10/2/2012)

## \*Elementary Title I Schools Only: Pre-School Transition

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

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

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

## \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

## \*High Schools Only

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

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

N/A

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

N/A

## Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

N/A

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

|   |   |
|---|---|
| 1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.<br>Reading Goal #1a: | Students achieving proficiency (FCAT Level 3) in reading will increase by 3% overall. |
|---|---|

|                                    |                                     |
|------------------------------------|-------------------------------------|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 27.0% (64)                         | 30.0% (73)                          |

#### 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 and funding resources   | Continue the FAIR Data Review days for teachers at least three times per year.  | Administration, Academic Coaches                       | Teachers will meet with Administration and coaches to review FAIR and/or formative and summative assessment data at grade level, class level, and individual student level. .  | FAIR Formative and Summative Assessments<br>VSET   |
| 2 | Opportunities to train teachers, funding for follow up coaching  | Teachers will receive training in practices that promote high student engagement; receive follow up support and coaching as needed.         | Academic Coaches<br>Administration<br>Teachers         | Ongoing monitoring of formative and summative assessment data<br><br>VSET observations and conferences<br><br>Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data | FAIR DATA<br><br>District Interim Assessments results in reading<br><br>FCAT results<br><br>VSET |
| 3 | Large number of students 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 a Response To Intervention   | Academic Coaches<br>Administration<br>Teachers         | Ongoing monitoring of reading formative and summative assessment data<br><br>Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data                                  | Reading Interim Assessment data<br><br>FAIR data<br><br>VSET<br><br>FCAT results                 |
| 4 | Lack of basic reading skills   | 1st-3rd grade teachers will be trained in the SIPPS phonics reading program to use with identified students during specified reading times. | Academic Coaches<br><br>Administration<br><br>Teachers | Ongoing Progress Monitoring<br><br>Placement and Mastery Tests from SIPPS<br><br>Administration observation  | Reading Data<br><br>FAIR Assessment Data<br><br>VSET   |

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

|  |   |
|--|---|
| 1b. Florida Alternate Assessment:<br>Students scoring at Levels 4, 5, and 6 in reading.<br><br>Reading Goal #1b: | Students scoring at or Levels 4,5,and 6 on FAA in Reading will remain the same at 2 students. |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:   |
| 2 students   | 2 students  |

Problem-Solving Process to Increase Student Achievement

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

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

|   |  |
|---|--|
| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.<br><br>Reading Goal #2a: | Students achieving above proficiency (FCAT Levels 4 and 5) in reading will increase by 2%. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:  |
| 26% (61)  | 28% (68)   |

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 Training    | Use differentiated instructional strategies, aligned with the Common Core Standards, during the Literacy block to meet the individual needs | Administration,<br>Academic Coaches<br>Teachers | Teachers will meet during collaborative team planning to determine effectiveness of strategies. | FAIR Data<br>District Summative Assessments<br>FCAT Results |

|   |  |   |  |  |   |
|---|--|---|--|--|---|
|   |  | of each student.  |  | Administration observation   | VSET  |
| 2 | Lack of consistent ongoing progress monitoring (OPM) and curriculum based monitoring (CBM) | Provide materials to teachers that will allow consistent OPM and CBM in reading.  | Administration, Academic Coaches, Teachers | Teachers will collaborate with coaches to review the specifics of OPM/CBM<br><br>Administration Observation                                  | FAIR Data<br>District Summative Assessments<br><br>FCAT Results<br>VSET |
| 3 | Lack of training on student engagement   | Train and continue to coach teachers on the KAGAN Cooperative Learning Strategies to increase student engagement during Literacy Block. | Academic Coaches<br>Administration         | Teachers will discuss during collaborative team planning KAGAN structures that have worked and not worked.<br><br>Administration observation | District Summative Assessments<br><br>VSET                              |

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

|  |  |
|--|--|
| 2b. Florida Alternate Assessment:<br>Students scoring at or above Achievement Level 7 in reading.<br><br>Reading Goal #2b: | Students scoring at or above Level 7 on FAA in reading will increase by 1 student. |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:  |
| 0 students   | 1 student  |

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier   | Strategy  | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool                      |
|---|---|---|---|---|--------------------------------------|
| 1 | Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels | District training for teachers on the implementation of Unique Learning System for Access courses<br><br>Follow-up coaching provided by program specialists   | Administration<br>ESE Team                    | Check usage and implementation, as well as student progress data using Unique Reports<br><br>Administrative observation tools<br><br>Administration observation | Unique Reports<br>FAA Scores<br>VSET |
| 2 | There is a need for more collaboration time amongst teachers of students with cognitive disabilities                            | Participation of Access course teachers in District's monthly Virtual PLC using webinar platform<br><br>Evaluation of the student's need to access more rigorous courses and change placement if necessary<br><br>Discussion of application of skills and knowledge at a higher level and in various settings | Administration<br>ESE Team                    | District follow-up survey<br><br>Check student progress data using Unique Reports   | Unique Reports<br>Survey             |

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

|  |  |
|--|--|
| 3a. FCAT 2.0: Percentage of students making learning |  |
|--|--|

|  |  |
|--|--|
| gains in reading.<br>Reading Goal #3a: | Percentage of students making Learning Gains in reading will increase by 3%. |
| 2012 Current Level of Performance:     | 2013 Expected Level of Performance:  |
| 60% (145)                              | 63% (153)  |

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier  | Strategy   | Person or Position Responsible for Monitoring  | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool  |
|---|--|--|--|---|--|
| 1 | Students with large gaps in reading achievement.   | Intensive assistance in Reading will be provided to the teachers, by Academic Coaches, assisted by the evaluation and monitoring of the administrative team.   | Academic Coaches<br>Teachers<br>Administration | Analyze FAIR assessments 3 times a year<br><br>District Interim assessments evaluated after they are given to monitor growth<br><br>Administration evaluation | FAIR assessments<br>District Interim Assessments<br>VSET     |
| 2 | 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  | Academic Coaches<br>Administrators             | Monitor District Interim Assessments<br><br>Administration Evaluation   | FAIR assessments<br>District Interim Assessments<br>VSET     |
| 3 | Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day. | Grade Level teams (with the support of the coaching staff) will meet at least once a month during collaborative team planning to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment. | Academic Coaches<br>Administration<br>Teachers | Ongoing monitoring of formative and summative assessment data<br><br>Track student growth using Scantron assessments<br><br>Administration Observation        | Reading assessment data<br>FAIR data<br>FCAT results<br>VSET |
| 4 | Students with deficits in more than one area of reading in 3rd-5th grades  | Selected teachers will be trained in the SIPPS phonics program so students will have less deficits in phonics.   | Academic Coaches<br>Teachers<br>Administration | SIPPS Placement and Mastery Assessments<br><br>Ongoing Progress Monitoring<br><br>Administration observation  | Reading Assessment Data<br>FAIR Data<br>VSET                 |

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

|  |   |
|--|---|
| 3b. Florida Alternate Assessment:<br>Percentage of students making Learning Gains in reading.<br>Reading Goal #3b: | The number of students making learning gains on FAA in reading will remain the same at one student. |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:   |
| 1 student  | 1 student.  |

Problem-Solving Process to Increase Student Achievement

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

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

|   |  |
|---|--|
| 4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.<br><br>Reading Goal #4: | Percentage of students in Lowest 25% making learning gains in reading will increase by 3%. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:  |
| 53% (128)   | 56% (136)  |

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                          | Teams (with the support of the coaching staff) will meet during collaborative team planning to work on collecting and analyzing data in order to plan effective differentiated instruction and enrichment. | Administration<br>Coaching Staff<br>Teachers                       | Ongoing monitoring of formative and summative assessment data<br><br>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 |
| 2 | Funding for materials<br>Time<br>Volunteers  | Students will also receive leveled fluency passages which will come from Approaching Teacher Resource from Macmillan reading series.   | Classroom Teacher<br>Parents<br>Volunteer                          | Teacher observation<br>Student work<br>Formative Reading Assessments<br>Ongoing Progress Monitoring  | Reading Interim Tests<br>FAIR Data<br>FCAT Results                        |
| 3 | Students in the lowest 25% are usually students with disabilities, low SES and/or ELL students. Many are affected by multiple barriers in their lives. | Provide in school tutoring, as possible, in the areas of vocabulary, fluency, phonics, and comprehension instruction using scientifically based reading materials.   | Instructional coaches, tutors, classroom teachers, administration. | Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.  | Reading assessment data, FAIR data, FCAT results                          |

|   |   |   |   |             |  |
|---|---|---|---|-------------|--|
| 4 | Adequate time for teachers to give to the students. | Through the Response to Intervention, teachers will give students in the lowest 25%, 4-5 days a week of extra reading instruction, called TEAM Time | Academic Coaches<br>Administration<br>Grade Level Teams | FAIR Scores | FAIR data<br><br>Fair data review meetings |
|---|---|---|---|-------------|--|

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 #<br>In 2010-2011 , 49% of students scored a level 3 or above.<br>Target: Increase level 3 or higher rate to 75% in 2016-2017.<br>5A : |           |           |           |           |
| Baseline data 2010-2011  | 2011-2012 | 2012-2013   | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|  | 54%       | 58%   | 62%       | 66%       | 70%       |           |

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.<br><br>Reading Goal #5B: | In 2012-2013, no fewer than 48 % of students will score at a level 3 or above in reading. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:   |
| 43%-white, , 49%-Hispanic, (not scoring a level 3 or above)   | 37%-white 48% Hispanic (not making progress)  |

**Problem-Solving Process to Increase Student Achievement**

|   | Anticipated Barrier               | Strategy   | Person or Position Responsible for Monitoring          | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool                          |
|---|-----------------------------------|--|--|---|--|
| 1 | Lack of reading materials at home | Sponsor "Parent to Kids" (in English & Spanish)family workshop | Reading Coach & teachers trained in these programs     | Parents will be offered this workshop during the Fall and Spring of 2012-2013. Title I will furnish the materials. Teachers will lead the workshops | Parent input at end of the workshops     |
| 2 | Lack of information on literacy   | Share more literacy information and materials with parents     | Reading Coach, Academic Coach & ESOL Resource Teachers | During every ESOL Parent Leadership Council meeting, information and parent materials on literacy will be shared and/or made available to parents.  | Parent input at the end of each meeting. |

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.<br><br>Reading Goal #5C: | In 2012-2013, no fewer than 54% of ELL students will score a level 3 or higher. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:   |
|   |   |



|                         |                         |
|-------------------------|-------------------------|
| 57% not making progress | 54% not making progress |
|-------------------------|-------------------------|

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier  | Strategy   | Person or Position Responsible for Monitoring           | Process Used to Determine Effectiveness of Strategy                                    | Evaluation Tool   |
|---|--|--|---|--|---|
| 1 | Challenges working with students who come ELL backgrounds with significant gaps in vocabulary. | Provide high-quality vocabulary instruction throughout the day.<br><br>Teach essential content words in depth.<br><br>Use instructional time to address the meanings of common words, phrases, and expressions not yet learned | Instructional Coaches<br>ELL Teachers<br>Administration | Ongoing monitoring of formative assessments and teacher observation by administration. | District Assessments and FCAT results<br><br>Progress monitoring of weekly data using graphs/trend lines. |

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.<br><br>Reading Goal #5D: | In 2012-2013, no fewer than 70% of our students with disabilities will score at or above a level 3 in reading. |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:  |
| 73% not making progress  | 70% not making progress  |

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier   | Strategy  | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy  | Evaluation Tool  |
|---|---|---|---|--|------------------|
| 1 | The individual needs of some students in the Exceptional Student Education program are not being met. | Provide intensive, systematic instruction on 3 foundational reading 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 | ESE Teachers<br>Administration                | Ongoing progress monitoring of formative assessments | FAIR<br><br>FCAT |

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

|   |   |
|---|---|
| 5E. Economically Disadvantaged students not making satisfactory progress in reading.<br><br>Reading Goal #5E: | In 2012-2013, no fewer than 48% of our economically disadvantaged students will score at or above a level 3 in reading. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:   |
| 52% not making progress   | 48% not making progress   |

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier   | Strategy   | Person or Position Responsible for Monitoring               | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool            |
|---|---|--|---|---|----------------------------|
| 1 | Lack of student engagement  | Teachers will incorporate KAGAN cooperative learning strategies to ensure that all students are actively engaged during instructional time.                  | Administration, Academic and Reading Coaches                | Academic and Reading Coaches will provide ongoing KAGAN coaching through out the school year. Materials will be provided to assist teachers to implement KAGAN strategies in throughout the school day. | VSET Formative Assessments |
| 2 | 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<br>Reading Coach<br>Literacy Leadership Team | Classroom Walkthrough<br>Literacy Leadership Team Meetings  | VSET Observations Domain 3 |

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 |
|--|------------------------|----------------------------------|--|--|---|---|
| FAIR Data review                             | K-5                    | Academic Coaches                 | Kindergarten-5th grade teachers                                    | October 2012   | Monitoring will occur after second FAIR assessments | Academic Coaches<br>Administration            |
| Writing to Response to Literature            | K-5                    | Academic Coaches                 | Kindergarten-5th grade teachers                                    | October 2012   | Coaching by Academic Coaches as needed              | Academic Coaches<br>Administration            |
| SIPPs reading program training               | 1st-3rd grade teachers | Academic Coaches                 | 1st-3rd grade teachers   | September 2012   | Coaching by Academic coaches as needed              | Academic Coaches<br>Administration            |
| Deepening Awareness of Common Core           | Teachers K-5           | Academic Coaches                 | Kindergarten-5th grade teachers                                    | September 2012   | Coaching by Academic Coaches as needed              | Academic Coaches<br>Administration            |
| Building Rigor for Common Core               | Teachers K-5           | Academic Coaches                 | Kindergarten-5th grade teachers                                    | October 2012   | Coaching by Academic Coaches as needed              | Academic Coaches<br>Administration            |
| Students' role in Common Core                | Teachers K-5           | Academic Coaches                 | Kindergarten-5th grade teachers                                    | November 2012  | Coaching by Academic Coaches as needed              | Academic Coaches<br>Administration            |
| Building Awareness of Common Core            | Teachers K-5           | Academic Coaches                 | Kindergarten-5th grade teachers                                    | August 2012  | Coaching by Academic Coaches as needed              | Academic Coaches<br>Administration            |
| Planning for Common Core                     | Teachers K-5           | Academic Coaches                 | Kindergarten-5th grade teachers                                    | October 2012   | Coaching by Academic Coaches as needed              | Academic Coaches<br>Administration            |
| Designing Assessments Aligned to Common Core | Teachers K-5           | Academic Coaches                 | Kindergarten-5th grade teachers                                    | December 2012  | Coaching by Academic Coaches as needed              | Academic Coaches<br>Administration            |
| Frequent                                     |                        |                                  |  |  |   |   |

|                                       |              |                  |                                 |              |  |                                 |
|---------------------------------------|--------------|------------------|---------------------------------|--------------|--|---------------------------------|
| Formative Assessments for Common Core | Teachers K-5 | Academic Coaches | Kindergarten-5th grade teachers | January 2013 | Coaching by Academic Coaches as needed | Academic Coaches Administration |
|---------------------------------------|--------------|------------------|---------------------------------|--------------|--|---------------------------------|

Reading Budget:

| Evidence-based Program(s)/Material(s)             |   |                |                         |
|---|---|----------------|-------------------------|
| Strategy  | Description of Resources                                      | Funding Source | Available Amount        |
| Writing Response to Literature                    | Teacher's Manuals for teachers to implement the program.      | Title I        | \$1,495.00              |
|   |   |                | Subtotal: \$1,495.00    |
| 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        |
| SIPPS Reading Workshop for 1st-3rd grade teachers | Substitutes for general education teachers to attend workshop | Title I        | \$700.00                |
| FAIR Data Review                                  | Substitutes to meet in grade levels to go over FAIR data.     | Title I        | \$1,500.00              |
|   |   |                | Subtotal: \$2,200.00    |
| Other   |   |                |                         |
| Strategy  | Description of Resources                                      | Funding Source | Available Amount        |
| No Data   | No Data   | No Data        | \$0.00                  |
|   |   |                | Subtotal: \$0.00        |
|   |   |                | Grand Total: \$3,695.00 |

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.   |                          | The percentage of students scoring proficient in Listening/Speaking on CELLA will increase by 2%. |   |   |                            |
| CELLA Goal #1:  |                          |   |   |   |                            |
| 2012 Current Percent of Students Proficient in listening/speaking:  |                          |   |   |   |                            |
| 52.3% (46)  |                          |   |   |   |                            |
| Problem-Solving Process to Increase Student Achievement   |                          |   |   |   |                            |
|   | Anticipated Barrier      | Strategy  | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool            |
|   | Providing comprehensible | Data on ELL students language proficiency   | Administrator<br>Academic Coach               | Ongoing monitoring of formative assessments         | CELLA, IPT, FCAT, District |

|   |   |   |  |  |  |
|---|---|---|--|--|--|
| 1 | instruction to English Language Learners                          | and achievement levels should be used for differentiated instruction  | ELL teachers   | and teacher observations by administration   | Assessments, VSET                            |
| 2 | Providing comprehensible instruction to English Language Learners | Ensure that teachers use English Language Proficiency Standards for English Language Learners                         | Administrator<br>Academic Coach<br>ELL teachers                        | Ongoing monitoring of formative assessments and teacher observations by administration | CELLA, IPT, FCAT, District Assessments, VSET |
| 3 | Providing comprehensible instruction to English Language Learners | Ensure that teachers receive professional development related to effective instructional practices for teaching ELLs. | Administrator<br>Academic Coach<br>ELL teachers<br>District Specialist | Ongoing monitoring of formative assessments and teacher observations by administration | CELLA, IPT, FCAT, District Assessments, VSET |

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

2. Students scoring proficient in reading.

CELLA Goal #2:

The percentage of students scoring proficient in Reading on CELLA will increase by 2%.

2012 Current Percent of Students Proficient in reading:

35.2% (31)

#### Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier   | Strategy  | Person or Position Responsible for Monitoring                          | Process Used to Determine Effectiveness of Strategy                                    | Evaluation Tool                              |
|---|---|---|--|--|--|
| 1 | Providing comprehensible instruction to English Language Learners | Data on ELL students language proficiency and achievement levels should be used for differentiated instruction        | Administrator<br>Academic Coach<br>ELL teachers                        | Ongoing monitoring of formative assessments and teacher observations by administration | CELLA, IPT, FCAT, District Assessments       |
| 2 | Providing comprehensible instruction to English Language Learners | Ensure that teachers use English Language Proficiency Standards for English Language Learners                         | Administrator<br>Academic Coach<br>ELL teachers                        | Ongoing monitoring of formative assessments and teacher observations by administration | CELLA, IPT, FCAT, District Assessments, VSET |
| 3 | Providing comprehensible instruction to English Language Learners | Ensure that teachers receive professional development related to effective instructional practices for teaching ELLs. | Administrator<br>Academic Coach<br>ELL teachers<br>District Specialist | Ongoing monitoring of formative assessments and teacher observations by administration | CELLA, IPT, FCAT, District Assessments, VSET |

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

3. Students scoring proficient in writing.

CELLA Goal #3:

The percentage of students scoring proficient in Writing on CELLA will increase by 2%.

2012 Current Percent of Students Proficient in writing:

60.2% (53)

#### Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier   | Strategy  | Person or Position Responsible for Monitoring                          | Process Used to Determine Effectiveness of Strategy                                    | Evaluation Tool                              |
|---|---|---|--|--|--|
| 1 | Providing comprehensible instruction to English Language Learners | Data on ELL students language proficiency and achievement levels should be used for differentiated instruction        | Administrator<br>Academic Coach<br>ELL teachers                        | Ongoing monitoring of formative assessments and teacher observations by administration | CELLA, IPT, FCAT, District Assessments, VSET |
| 2 | Providing comprehensible instruction to English Language Learners | Ensure that teachers use English Language Proficiency Standards for English Language Learners                         | Administrator<br>Academic Coach<br>ELL teachers                        | Ongoing monitoring of formative assessments and teacher observations by administration | CELLA, IPT, FCAT, District Assessments, VSET |
| 3 | Providing comprehensible instruction to English Language Learners | Ensure that teachers receive professional development related to effective instructional practices for teaching ELLs. | Administrator<br>Academic Coach<br>ELL teachers<br>District Specialist | Ongoing monitoring of formative assessments and teacher observations by administration | CELLA, IPT, FCAT, District Assessments, VSET |

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.<br>Mathematics Goal # 1a: | Students achieving proficiency (FCAT Level 3) in mathematics will increase by 3%. |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:   |
| 27% (64)   | 30% (73)  |

### 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 adequate training  | Coach teachers on how to use Thinking Maps during math lessons  | Administration and Academic Coaches           | Provide review and/or training of Thinking Maps in Math for teachers. Administration to monitor use of Thinking Maps during Math.                                      | Coaching<br>VSET  |
| 2 | Lack of student engagement.  | K-5th grade teachers will be monitored and coached on the use Kagan Cooperative Learning Strategies to promote student engagement.  | Administration, Academic Coach                | Classroom teachers will be trained on Kagan Strategies if not previously trained. Materials will be provided. They will be coached on the program throughout the year. | Interim Math Assessments and District Assessments<br>VSET |
| 3 | Lack of time for skills review   | 3rd-5th grade teachers will be trained, and will use "Acaletics" 15-20 minutes a day to review basic skills and word problems.  | Administration, Academic Coaches              | Formative assessments to determine mastery practices in Acaletics.   | Pinnacle<br>VSET<br>Interim Assessments                   |
| 4 | Teachers need to become more familiar with the Common Core State Standards in Math | Provide professional development on embedding the 8 Standards for Mathematical Practices into daily instruction as appropriate<br>Implement new math Curriculum Maps, which have these standards incorporated | Administration Academic Coaches               | Ongoing monitoring of formative assessments, summative district assessments, and teacher observations by administrators  | Pinnacle<br>Achievement Series<br>VSET                    |

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

|   |  |
|---|--|
| 1b. Florida Alternate Assessment:<br>Students scoring at Levels 4, 5, and 6 in mathematics.<br>Mathematics Goal # 1b: | The number of students scoring at level, 4,5, or 6 on the Florida Alternate Assessment will remain the same. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:  |
|   |  |

| 2 students  |   |   | 2 students                                    |  |  |
|---|---|---|---|--|--|
| Problem-Solving Process to Increase Student Achievement |   |   |   |  |  |
|   | Anticipated Barrier   | Strategy  | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy  | Evaluation Tool                          |
| 1   | Not all instruction has been consistently aligned to the NGSSS access points  | Implement Equals Math in all Access courses, as well as Standards-Referenced Grading  | Administration<br>ESE Team                    | Equals Curriculum-based assessments<br><br>Check usage and implementation, as well as student progress data using Unique Reports<br><br>Administrative observation tools | VSET<br><br>Unique Reports<br>FAA Scores |
| 2   | Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels | District training for teachers on the implementation of Unique Learning System for Access courses<br><br>Follow-up coaching provided by program specialists | Administration<br>ESE Team                    | Check usage and implementation, as well as student progress data using Unique Reports<br><br>Administrative observation tools  | VSET<br><br>Unique reports<br>FAA scores |

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

|   |  |
|---|--|
| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.<br><br>Mathematics Goal #2a: | Students achieving above proficiency (FCAT Levels 4 and 5) in mathematics will increase by 2%. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:  |
| 16% (37)  | 18% (44)   |

| 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 math materials for high achieving students                                 | Continue to review the district adopted enVision Math series as it has identified enrichment activities to use and challenge the high performing students           | Administration and Academic Coaches           | Academic Coaches will review the enVision materials so teachers can find appropriate lessons to challenge the highest performing students in each class. | Districts Assessments in Math & enVision Assessments                     |
| 2   | Lack of time   | Teachers will group students based on concept need. Students will be given a pretest and those who already know the concept will be provided enrichment activities. | Administration and Academic Coaches           | Academic coaches will assist teachers to group students based on concept need using enVision Assessments. Administration will monitor implementation.    | District Assessments, chapter tests and Interim assessments.<br><br>VSET |
|   | Lack of time and focus to devote to professional dialogue about teaching practices | Participate in professional development on Lesson Study, to include a focus on the following elements: Identifying similarities and differences, summarizing        | Administration<br><br>Academic Coaches        | Participation in professional development, coupled with follow-up observations<br><br>Teacher reflections  | VSET observation<br><br>FCAT 2.0   |

|   |  |   |  |  |
|---|--|---|--|--|
| 3 |  | and note taking, setting objectives and providing feedback, and cooperative Learning<br>Consider the incorporation of project-based learning elements for enrichment. |  |  |
|---|--|---|--|--|

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:<br>Students scoring at or above Achievement Level 7 in mathematics.<br><br>Mathematics Goal #2b: | The number of students scores at or above a Achievement level 7 on the Florida Alternate Assessment will remain the same at two students. |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:   |
| 2 students   | 2 students.   |

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier   | Strategy  | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool                      |
|---|---|---|---|---|--------------------------------------|
| 1 | Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels | District training for teachers on the implementation of Unique Learning System for Access courses<br><br>Follow-up coaching provided by program specialists   | Administration<br>ESE Team                    | Check usage and implementation, as well as student progress data using Unique Reports<br><br>Administrative observation tools | Unique Reports<br>FAA Scores<br>VSET |
| 2 | There is a need for more collaboration time amongst teachers of students with cognitive disabilities                            | Participation of Access course teachers in District's monthly Virtual PLC using webinar platform<br><br>Evaluation of the student's need to access more rigorous courses and change placement if necessary<br><br>Discussion of application of skills and knowledge at a higher level and in various settings | Administration<br>ESE Team                    | District follow-up survey<br><br>Check student progress data using Unique Reports   | Unique Reports<br>Survey<br>VSET     |

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

|   |  |
|---|--|
| 3a. FCAT 2.0: Percentage of students making learning gains in mathematics.<br><br>Mathematics Goal #3a: | Percentage of students making Learning Gains in mathematics will increase by 3%. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:  |
| 59% (143)   | 64% (156)  |



| 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 student active engagement                     | Teachers will incorporate KAGAN cooperative learning strategies in their mathematics lessons to increase student active engagement. | Administration and Academic Coaches           | Coach the implementation of KAGAN strategies during math lessons. Provide resources to help teachers implement the strategies   | District Assessments, Math Interim and Chapter Assessments.<br>VSET |
| 2   | Lack of time, and AIMS Math Problem Solving resources | Teachers K-5th will incorporate the use of math manipulatives during math lessons when appropriate.                                 | Administration, Academic Coaches              | Academic Coach will assist teachers in incorporating manipulatives in math lessons. AIMS problem solving strategies will be used to help students develop understanding of math concepts. | District Assessments, Math Interim and Chapter Assessments.<br>VSET |
| 3   | Lack of Problem Solving Skills                        | Teachers will be trained in how to implement Singapore Math Models  | Administration, Academic Coaches              | Academic Coaches will train teachers K-5 on the use of Singapore Math Models and provide follow up coaching on the implementation.  | District Interim Assessments, Chapter Assessments<br>VSET           |

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

|  |   |
|--|---|
| 3b. Florida Alternate Assessment:<br>Percentage of students making Learning Gains in mathematics.<br><br>Mathematics Goal #3b: | The number of students making learning gains on the Florida Alternate Assessment will remain the same at one student. |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:   |
| 1 student  | 1 student   |

| Problem-Solving Process to Increase Student Achievement |   |   |   |   |                                      |
|---|---|---|---|---|--------------------------------------|
|   | Anticipated Barrier   | Strategy  | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool                      |
| 1   | Not all instruction has been consistently aligned to the NGSSS access points  | Implement Access courses in all core academic areas, as well as Standards-Referenced Grading  | Administration<br>ESE Team                    | Check usage and implementation, as well as student progress data using Unique Reports<br><br>Administrative observation tools | Unique Reports<br>FAA Scores<br>VSET |
| 2   | Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels | District training for teachers on the implementation of Unique Learning System for Access courses<br><br>Follow-up coaching provided by program specialists | Administration<br>ESE Team                    | Check usage and implementation, as well as student progress data using Unique Reports<br><br>Administrative observation tools | Unique Reports<br>FAA Scores<br>VSET |

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

|   |  |
|---|--|
| 4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.<br><br>Mathematics Goal #4: | Percentage of students in Lowest 25% making learning gains in mathematics will increase by 3%. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:  |
| 59% (143)   | 62% (151)  |

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier   | Strategy  | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy  | Evaluation Tool  |
|---|---|---|---|--|--|
| 1 | Students are more than one year behind their peers in some math skills and concepts | Teachers will tutor lowest 25% of students in 3rd-5th grade during selected special area times.             | Academic Coaches and Administration           | Meet with teachers during Collaborative Planning times to review student data and determine which students are farthest behind in math and need tutoring. Select students and determine materials to be used by classroom teacher during extra tutoring session. | DA Math Assessments and enVision math assessments  |
| 2 | Lack of training  | Incorporate the use of interactive math journals to develop math vocabulary and skills.                     | Administration<br>Academic Coaches            | Meet with teachers during Collaborative Planning and discuss ways to use math journals. Academic Coach will model and coach teachers as needed. Administration will observe implementation.  | DA Math Assessments, enVision Math Assessments, District Interim Assessments.<br><br>VSET                |
| 3 | Lack of basic skills  | Teachers in 3rd-5th grade will implement the "Acaletics" math program, and will use it 15-20 minutes daily. | Administration<br>Academic Coaches            | Teachers will discuss during collaborative team planning growth that has been seen using the program, and identify any students who are still lacking in the basic skills.   | DA math assessments<br><br>Chapter formative assessments<br><br>District Interim assessments<br><br>VSET |

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

|  |   |           |           |           |           |           |
|--|---|-----------|-----------|-----------|-----------|-----------|
| 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | Elementary School Mathematics Goal #  |           |           |           |           |           |
|  | In 2010-2011, 41% scored at a level 3 or higher in math.<br>Target: Increase level 3 or higher to 71% |           |           |           |           |           |
| Baseline data 2010-2011  | 2011-2012   | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|  | 46%   | 51%       | 56%       | 61%       | 66%       |           |

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. | In 2012-2013, no fewer than 57% will score at a level 3 or above in math. |
|--|---|

|   |   |
|---|---|
| Mathematics Goal #5B:                                   |   |
| 2012 Current Level of Performance:                      | 2013 Expected Level of Performance:                     |
| 53% White, 57% Hispanic (not making a level 3 or above) | 42% White, 57% Hispanic (not making a level 3 or above) |

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier   | Strategy  | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy  | Evaluation Tool   |
|---|---|---|---|--|---|
| 1 | Students lack some fundamental math concepts taught in previous grades. | Teachers will use the Progression of Mathematics Skills list to provide scaffolded instruction on critical mathematical concepts.                     | Administration and Academic Coach             | Use of the Progression of Mathematics Skills document to scaffold instruction will be provided by the Academic Coach during Collaborative Planning. Administration will provide support and monitor implementation.  | DA Assessments in Math, enVision Math Assessments District Interim Assessments  |
| 2 | Lack of training  | Teachers in grades 2-5 will help students see the relationship between effort and achievement through the use of goal setting, rubrics, and charting. | Administration and Academic Coach             | Teachers will be trained during Collaborative Planning on how students might use rubrics to keep track of their effort and achievement on a weekly basis. Discussions will take place on why this is especially important for students of poverty. Academic Coach will provide examples of some rubrics that might be used. Administration will participate in the discussions and assist when needed. | DA Assessments in Math, enVision Math Assessments, 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 subgroup:

|   |   |
|---|---|
| 5C. English Language Learners (ELL) not making satisfactory progress in mathematics.<br>Mathematics Goal #5C: | In 2012-2013, no fewer than 65% of ELL students will score a level 3 or higher. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:   |
| 70% not scoring at a level 3 or higher  | 65% not scoring at 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 | Lack of knowledge   | Review & discuss best practices in math with teachers | Administration                                | Meet with teachers during Collaborative Planning for math best practices. Invite math specialist from the district to lead the discussion. | Common formative assessments in math, enVision Math Assessment materials and DA Assessments |

|   |                            |   |   |   |  |
|---|----------------------------|---|---|---|--|
| 2 | Lack of space and training | Teachers of ESOL students will use math word walls to encourage the development of math vocabulary.   | Administration, ESOL Teachers, Academic Coach | Meeting with teachers during Collaborative Planning to discuss the use of math word walls to develop vocabulary. Academic coach will lead discussion and provide resources. Administration will observe the use of math word walls. | Common formative assessments, enVision Math Assessments, and DA Math Assessment. |
| 3 | Lack of Knowledge          | Teachers will instruct ESOL students in the use of problem solving strategies such as: Drawing a Diagram, Draw a Table, Acting It Out, or Using Concrete Materials. | Administration, Academic Coach                | Academic Coach will meet with teachers during Collaborative Planning and coach the use of problem solving strategies. Administration will observe strategy lessons.   | Common formative assessments, enVision Math Assessments, and DA Math 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 subgroup:

|  |   |
|--|---|
| 5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.<br>Mathematics Goal #5D: | In 2012-2013, no fewer than 85% of our students with disabilities will score at or above a level 3 in math. |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:   |
| 90%  | 85%   |

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 training    | ESE Support Facilitation (SF) teachers will use Exploring Math: An Intervention & Reinforcement Resource as needed to provide extra support for ESE math student. | Principal, ESE (SF) Teachers                  | Teachers will monitor student progress and inform ESE (SF) teachers and Administration of student progress. | DA Math Assessments and enVision Math Assessments  |
| 2 | Lack of training    | Professional development on using differentiated instruction during math block especially with math centers   | Principal and Academic Coach                  | Meet with grade level teams during Collaborative Planning to review differentiated instruction for math     | DA Assessments in Math & enVision Math 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:

|   |   |
|---|---|
| 5E. Economically Disadvantaged students not making satisfactory progress in mathematics.<br>Mathematics Goal #5E: | In 2012-2013, no fewer than 60% of our economically disadvantaged students will score at or above a level 3 in reading. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:   |
| 65% not making satisfactory progress  | 62% not making progress   |

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier | Strategy   | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool                                    |
|---|---------------------|--|---|---|--|
| 1 | High mobility rate  | Professional development in using Differentiated Instruction and Thinking Maps | Principal & Academic Coach                    | Meet with teachers during Collaborative Team Planning to review student growth in math and how the use of Differentiated Instruction as well as Thinking Maps can increase student understanding in math. | DA Assessments in Math & enVision Math Assessments |

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 |
|------------------------------------|---------------------|----------------------------------|---|--|-----------------------------------|---|
| Acaletics                          | 3rd-5th             | Academic Coaches                 | 3rd-5th grade teachers  | Fall 2012  | Follow Up coaching as needed      | Administration<br>Academic Coaches            |
| Singapore Math Model Drawing       | 3rd-5th             | Academic Coaches                 | 3rd-5th grade teachers  | October 2012   | Follow Up Coaching as Needed      | Administration<br>Academic Coaches            |

Mathematics Budget:

| Evidence-based Program(s)/Material(s) |   |                |                         |
|---------------------------------------|---|----------------|-------------------------|
| Strategy                              | Description of Resources  | Funding Source | Available Amount        |
| Acaletics Math Program                | Teachers will implement Acaletics math program 15-20 minutes a day to improve basic skills and problem solving. | Title I        | \$8,566.50              |
|                                       |   |                | Subtotal: \$8,566.50    |
| 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        |
| Singapore Math Model Drawing          | Teachers will be trained in the Singapore Math Model drawing  | Title I        | \$377.30                |
|                                       |   |                | Subtotal: \$377.30      |
| Other                                 |   |                |                         |
| Strategy                              | Description of Resources  | Funding Source | Available Amount        |
| No Data                               | No Data   | No Data        | \$0.00                  |
|                                       |   |                | Subtotal: \$0.00        |
|                                       |   |                | Grand Total: \$8,943.80 |

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.<br><br>Science Goal #1a: | Students achieving proficiency (FCAT Level 3) in science will increase by 3%. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:   |
| 48% (46)  | 51% (41)  |

## 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 student knowledge - Science vocabulary | Integrate science activities during reading and language arts block.  | Administration<br><br>Academic Coaches        | Review science data during Collaborative Planning time across grade levels to determine which areas of science should be the focus based on previous FCAT results and Science DA formative assessments. .   | DA Science Assessments<br><br>Previous FCAT scores<br><br>VSET  |
| 2 | Lack of materials                              | Integrate Science Boot Camp strategies and materials in 5th grade   | Administration<br><br>Academic Coaches        | 5th grade teachers will collaborate on strategies and materials presented at Science Boot Camp during grade level meeting and Collaborative Planning. Academic Coach will provide assistance and coaching. Administration will evaluate implementation. | DA Science Assessments<br><br>Science Interim Assessments<br><br>FCAT Science results.<br><br>VSET          |
| 3 | Lack of training                               | Teachers will use District Science curriculum maps to integrate AIMS Science FL standards and activities in their science lessons | Administration<br><br>Academic Coaches        | Academic Coach will assist teachers evaluate effectiveness using formative assessments that will be reviewed during Collaborative Planning. Administrator will monitor implementation.  | DA Science formative Assessments<br><br>District Interim Tests<br><br>FCAT Science results.<br><br>VSET     |
| 4 | Lack of knowledge                              | Teachers will use Science Interactive Notebook to assist students in gaining knowledge and having a resource to review            | Administration<br><br>Academic Coaches        | Academic Coaches will assist teachers in using Interactive Notebooks with students to increase their science knowledge.   | DA Science formative Assessments<br><br>District Interim Assessments<br><br>FCAT Science scores<br><br>VSET |

|  |   |
|--|---|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: |   |
| 1b. Florida Alternate Assessment:<br>Students scoring at Levels 4, 5, and 6 in science.<br><br>Science Goal #1b:   | The number of students scoring at a Level, 4, 5, or 6 on the Florida Alternative Assessment will increase by one student. |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:   |
| 0 students   | 1 student   |

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier   | Strategy   | Person or Position Responsible for Monitoring                    | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool  |
|---|---|--|--|---|--|
| 1 | Not all instruction has been consistently aligned to the NGSSS access points  | Implement Access courses in all core academic areas, as well as Standards-Referenced Grading                 | Administration<br>ESE Team                                       | Check usage and implementation, as well as student progress data using Unique Reports<br><br>Administrative observation tools | Unique Reports<br>FAA Scores<br>VSET                         |
| 2 | Not all instruction has been consistently aligned to the NGSSS access points<br><br>Lack of targeted curriculum for science | ASAP Science (Accessing Science through the Access Points)   | Administration<br>ESE Team                                       | ASAP Science Curriculum-based assessments   | ASAP Science Curriculum-based assessments<br><br>FAA<br>VSET |
| 3 | Scheduling issues do not always permit collaboration between Gen Ed and ESE teachers  | Have Access science teacher(s) attend collaborative planning with appropriate general education grade level. | Administration<br>ESE Team<br><br>General Education Grade Levels | Teacher Response to Administrative Query  | VSET Evidence in Domain 4                                    |

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.<br><br>Science Goal #2a: | Students achieving above proficiency (FCAT Levels 4 and 5) in science will increase by 3%. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:  |
| 13% (12)  | 18% (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 | Lack of materials for students who need enrichment and challenge materials | Review best practices in Science as well as curriculum materials to pinpoint areas that can be used with above average students | Academic Coach,<br>Science contact and<br>Administration | During Collaborative Planning time, grade level teachers will review the curriculum and select appropriate materials. | DA Assessment in Science & FCAT Science data |

|   |   |   |                                    |  |  |
|---|---|---|------------------------------------|--|--|
| 2 | Lack of available resources to challenge students | 3rd-5th grade teachers will implement activities using AIMS Science activities. | Academic Coaches<br>Administration | Formative Assessments from AIMS activities | Science DA formative assessment<br>Science Interim Assessments<br>VSET |
|---|---|---|------------------------------------|--|--|

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

|  |   |
|--|---|
| 2b. Florida Alternate Assessment:<br>Students scoring at or above Achievement Level 7 in science.<br><br>Science Goal #2b: | The number of students scoring at a Level 7 on the Florida Alternate Assessment will remain the same. |
|--|---|

|                                    |                                     |
|------------------------------------|-------------------------------------|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
|------------------------------------|-------------------------------------|

|           |           |
|-----------|-----------|
| 1 student | 1 student |
|-----------|-----------|

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier   | Strategy   | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool   |
|---|---|--|---|---|---|
| 1 | Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels | District training for teachers on the implementation of Unique Learning System for Access courses<br><br>Follow-up coaching provided by program specialists  | Administration<br>ESE Team                    | Check usage and implementation, as well as student progress data using ASAP Science Curriculum-based assessments and Unique Reports<br><br>Administrative observation tools | ASAP Science Curriculum-based assessments<br><br>Unique Reports<br>FAA Scores<br><br>VSET |
| 2 | There is a need for more collaboration time amongst teachers of students with cognitive disabilities                            | Participation of Access course teachers in District's monthly Virtual PLC using webinar platform<br><br>Evaluation of the student's need to access more rigorous courses and change placement if necessary | Administration<br>ESE Team                    | District follow-up survey<br><br>Check student progress data using ASAP Science Curriculum-based assessments and Unique Reports   | ASAP Science Curriculum-based assessments<br><br>Unique Reports Survey<br><br>VSET        |

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g., PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|------------------------------------|---------------------|----------------------------------|---|--|-----------------------------------|---|
| Students'                          |                     |                                  |   |  | Coaching from                     | Academic                                      |



|  |              |                  |                                 |                |  |                                    |
|--|--------------|------------------|---------------------------------|----------------|--|------------------------------------|
| Role in Common Core                            | K-5 teachers | Academic Coaches | Kindergarten-5th grade teachers | November 2012  | Academic Coaches as needed               | Coaches<br>Administration          |
| Building Awareness of Common Core              | K-5 teachers | Academic Coaches | Kindergarten-5th grade teachers | August 2012    | Coaching from Academic Coaches as needed | Academic Coaches<br>Administration |
| Deepening Awareness of Common Core             | K-5 teachers | Academic Coaches | Kindergarten-5th grade teachers | September 2012 | Coaching from Academic Coaches as needed | Academic Coaches<br>Administration |
| Planning for the Common Core                   | K-5 teachers | Academic Coaches | Kindergarten-5th grade teachers | October 2012   | Coaching from Academic Coaches as needed | Academic Coaches<br>Administration |
| Building Rigor for the Common Core             | K-5 teachers | Academic Coaches | Kindergarten-5th grade teachers | October 2012   | Coaching from Academic Coaches as needed | Academic Coaches<br>Administration |
| Designing Assessments for the Common Core      | K-5 teachers | Academic Coaches | Kindergarten-5th grade teachers | December 2012  | Coaching from Academic Coaches as needed | Academic Coaches<br>Administration |
| Frequent Formative Assessments for Common Core | K-5 teachers | Academic Coaches | Kindergarten-5th grade teachers | January 2013   | Coaching from Academic Coaches as needed | Academic Coaches<br>Administration |

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.<br><br>Writing Goal #1a:  | Students achieving a Level 3.0, or higher on the Florida Writing Assessment will increase by 2% |

|                                    |                                     |
|------------------------------------|-------------------------------------|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 72% (55)                           | 74% (56)                            |

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 training  | Coach teachers on Write from the Beginning Thinking Map strategies to teach students to write a 4.0 and above writing prompt- both Narrative & Expository   | Administration<br>Academic Coaches                       | Teachers K-4th will receive training on Write from the Beginning strategies. Student writing prompts will be reviewed by the principal three times quarterly. Academic Coach and Reading Coach will coach implementation of WftB. | District Writing Assessment<br>Student writing samples.<br>VSET |
| 2 | Teachers outside of Language Arts do not often provide practice for students to write about their content areas | Administer Volusia Writes schedule with fidelity in all curriculum areas<br><br>Provide support and coaching to teachers on scoring<br><br>Implement CCSS Anchor Literacy Standards school-wide.                                | Classroom Teachers<br>Administration<br>Academic Coaches | Monitor growth of Volusia Writes scores   | Volusia Writes data<br>FCAT Writing scores<br>VSET              |
| 3 | 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<br><br>Implement writing strategies provided through district training which focus on the change in state writing expectations. | Academic Coaches<br>Administration                       | Monitor Volusia Writes scores   | Volusia Writes<br>FCAT Writing<br>VSET                          |

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

|  |  |
|--|--|
| 1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.<br><br>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 |
|--|---------------------|----------------------------------|---|--|--|---|
| Building Awareness of Common Core              | K-5 teacher         | Academic Coaches                 | Kindergarten-5th grade teachers                                   | August 2012  | Coaching by Academic Coaches as needed | Academic Coaches<br>Administration            |
| Students' role in Common Core                  | K-5 teachers        | Academic Coaches                 | Kindergarten-5th grade teachers                                   | November 2012  | Coaching by Academic Coaches as needed | Academic Coached<br>Administration            |
| Frequent formative assessment for Common Core  | K-5 teachers        | Academic Coaches                 | Kindergarten-5th grade teachers                                   | January 2012   | Coaching by Academic Coaches as needed | Academic Coaches<br>Administration            |
| Deepening Awareness of Common Core             | K-5 teachers        | Academic Coaches                 | Kindergarten-5th grade teachers                                   | September 2012   | Coaching by Academic Coaches as needed | Academic Coaches<br>Administration            |
| Planning for the Common Core                   | K-5 teachers        | Academic Coaches                 | Kindergarten-5th grade teachers                                   | October 2012   | Coaching by Academic Coaches as needed | Academic Coaches<br>Administration            |
| Building Rigor in the Common Core              | K-5 teachers        | Academic Coaches                 | Kindergarten-5th grade teachers                                   | October 2012   | Coaching by Academic Coaches as needed | Academic Coaches<br>Administration            |
| Designing Assessments aligned with Common Core | K-5 teachers        | Academic Coaches                 | Kindergarten-5th grade teachers                                   | December 2012  | Coaching by Academic Coaches as Needed | Academic Coaches<br>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<br>Attendance Goal #1:  | The number of excessive tardies and absences will decrease by 5%.     |   |   |  |                            |
| 2012 Current Attendance Rate:   | 2013 Expected Attendance Rate:  |   |   |  |                            |
| 94%   | 99%   |   |   |  |                            |
| 2012 Current Number of Students with Excessive Absences (10 or more)  | 2013 Expected Number of Students with Excessive Absences (10 or more) |   |   |  |                            |
| 214   | 204   |   |   |  |                            |
| 2012 Current Number of Students with Excessive Tardies (10 or more)   | 2013 Expected Number of Students with Excessive Tardies (10 or more)  |   |   |  |                            |
| 142   | 135   |   |   |  |                            |
| Problem-Solving Process to Increase Student Achievement   |   |   |   |  |                            |
|   | Anticipated Barrier   | Strategy  | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy  | Evaluation Tool            |
| 1   | Challenge of working with large number of homeless students           | Collaboration with school social worker to meeting with parent, students with excessive absences. | Principal and Attendance Clerk                | Number of students going through PST for attendance. | Pinnacle Attendance report |

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<br>Suspension Goal # 1:   | The number of out of school suspensions will decrease by 10%. |
| 2012 Total Number of In-School Suspensions  | 2013 Expected Number of In-School Suspensions                 |
| 1   | 1   |
| 2012 Total Number of Students Suspended In-School   | 2013 Expected Number of Students Suspended In-School          |
| 1   | 1   |
| 2012 Number of Out-of-School Suspensions  | 2013 Expected Number of Out-of-School Suspensions             |
| 39  | 35  |
| 2012 Total Number of Students Suspended Out-of-School   | 2013 Expected Number of Students Suspended Out-of-School      |
|   |   |

|   |                                 |   |   |   |                               |    |
|---|---------------------------------|---|---|---|-------------------------------|----|
| 26  |                                 |   |   |   |                               | 23 |
| Problem-Solving Process to Increase Student Achievement |                                 |   |   |   |                               |    |
|   | Anticipated Barrier             | Strategy  | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool               |    |
| 1   | Lack of intervention strategies | Implement the Response to Intervention for Behavior   | Principal and Behavior Leadership Team        | Meet with Behavior Leadership Team once a month to review suspension data and determine the students who make up top 5% of out of school suspension. Determine the cause of the suspension and solicit ideas for intervening with each student. | CrossPointe Discipline Report |    |
| 2   | Lack of time                    | Selective students will be assigned to (volunteer) primary teachers to mentor and guide in working with younger students. | Administration and Behavior Leadership Team   | Behavior Leadership Team will work with grade level teachers on identifying students who would benefit from working with younger students.  | CrossPointe Discipline Report |    |

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

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

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

Suspension Budget:

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

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

End of Suspension Goal(s)

## Parent Involvement Goal(s)

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

| Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement: |                          |  |   |   |  |
|---|--------------------------|--|---|---|--|
| 1. Parent Involvement   |                          |  |   |   |  |
| Parent Involvement Goal #1:   |                          | Maintain our 5 Star School rating by continuing consistent parental involvement at all school events and parent teacher conferences.   |   |   |  |
| *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:   |   |   |  |
| 5 Star School.  |                          | Continue 5 Star School status.   |   |   |  |
| 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   | Timely notice of events. | Parents will be notified in a timely manner concerning all school events and parent teacher conferences via...connect ed, flyers, marquee, student planners, personal invitation, personal and calls.  | Teachers Administration                       | Sign in sheets, parent teacher conference notes and parent climate survey | 5 Star School Process                                      |
| 2   | Long distance to events  | There are 2 SES Tutoring Provider Fairs for parents to attend. Both are a great distance from our school. In the past our parents did not attend these fairs. We will hold a SES Tutoring Provider Fair on our campus in the evening to allow our parents to meet the providers and select the best one for their child. | SES Tutoring Facilitators                     | Sign in sheets & parent climate survey                                    | Increase in the number of students who attend SES Tutoring |
| 3   | Refer to PIP             | Refer to PIP   | Refer to PIP                                  | Refer to PIP  | Refer to PIP   |

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

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

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

Parent Involvement Budget:

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

*End of Parent Involvement Goal(s)*

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

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

| Based on the analysis of school data, identify and define areas in need of improvement: |   |  |   |   |                                 |
|---|---|--|---|---|---------------------------------|
| 1. STEM<br>STEM Goal #1:  |   |  | The number of student and participants in the Science Night will increase by 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                 |
|   | Time parents have to participate in after | Connect Ed will be used for encouraging parent | Administration  | Attendance at Science Night                         | Sign in Sheet at Science Night. |



|   |                    |  |  |  |
|---|--------------------|--|--|--|
| 1 | school activities. | attendance, along with the school newsletter and fliers for individual events. |  |  |
|---|--------------------|--|--|--|

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

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

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

STEM Budget:

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

End of STEM Goal(s)

## Additional Goal(s)

No Additional Goal was submitted for this school

## FINAL BUDGET

| Evidence-based Program(s)/Material(s) |   |   |                |                          |
|---------------------------------------|---|---|----------------|--------------------------|
| Goal                                  | Strategy  | Description of Resources  | Funding Source | Available Amount         |
| Reading                               | Writing Response to Literature                    | Teacher's Manuals for teachers to implement the program.  | Title I        | \$1,495.00               |
| Mathematics                           | Acaletics Math Program                            | Teachers will implement Acaletics math program 15-20 minutes a day to improve basic skills and problem solving. | Title I        | \$8,566.50               |
|                                       |   |   |                | Subtotal: \$10,061.50    |
| 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                               | SIPPS Reading Workshop for 1st-3rd grade teachers | Substitutes for general education teachers to attend workshop   | Title I        | \$700.00                 |
| Reading                               | FAIR Data Review                                  | Substitutes to meet in grade levels to go over FAIR data.   | Title I        | \$1,500.00               |
| Mathematics                           | Singapore Math Model Drawing                      | Teachers will be trained in the Singapore Math Model drawing  | Title I        | \$377.30                 |
|                                       |   |   |                | Subtotal: \$2,577.30     |
| 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: \$12,638.80 |

## Differentiated Accountability

School-level Differentiated Accountability Compliance

|                                   |                                |                                  |                             |
|-----------------------------------|--------------------------------|----------------------------------|-----------------------------|
| <input type="checkbox"/> Priority | <input type="checkbox"/> Focus | <input type="checkbox"/> Prevent | <input type="checkbox"/> NA |
|-----------------------------------|--------------------------------|----------------------------------|-----------------------------|

Are you a reward school:  Yes  No

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

[View uploaded file](#) (Uploaded on 9/27/2012)

## School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

| Projected use of SAC Funds   | Amount     |
|--|------------|
| The School Advisory Council will use the SAC funds for mini grants for teachers to use in their classrooms to benefit the students in their class. | \$1,002.79 |

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

For the upcoming school year SAC will be taking part in the following activities: 100 year celebration Fall Festival, Night of Special Areas (art walk, music and media book night), science night, and Publix math night.

# 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<br>ENTERPRISE ELEMENTARY SCHOOL<br>2010-2011 |           |           |         |         |                     |   |
|--|-----------|-----------|---------|---------|---------------------|---|
|  | Reading   | Math      | Writing | Science | Grade Points Earned |   |
| % Meeting High Standards (FCAT Level 3 and Above)                    | 74%       | 66%       | 75%     | 56%     | 271                 | 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                                  | 58%       | 54%       |         |         | 112                 | 3 ways to make gains:<br>● Improve FCAT Levels<br>● Maintain Level 3, 4, or 5<br>● Improve more than one year within Level 1 or 2   |
| Adequate Progress of Lowest 25% in the School?                       | 52% (YES) | 59% (YES) |         |         | 111                 | 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   |           |           |         |         | 494                 |   |
| Percent Tested = 100%  |           |           |         |         |                     | Percent of eligible students tested   |
| School Grade*  |           |           |         |         | C                   | Grade based on total points, adequate progress, and % of students tested  |

| Volusia School District<br>ENTERPRISE ELEMENTARY SCHOOL<br>2009-2010 |           |           |         |         |                     |   |
|--|-----------|-----------|---------|---------|---------------------|---|
|  | Reading   | Math      | Writing | Science | Grade Points Earned |   |
| % Meeting High Standards (FCAT Level 3 and Above)                    | 72%       | 74%       | 81%     | 55%     | 282                 | Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component. |
| % of Students Making Learning Gains                                  | 63%       | 50%       |         |         | 113                 | 3 ways to make gains:<br>● Improve FCAT Levels<br>● Maintain Level 3, 4, or 5<br>● Improve more than one year within Level 1 or 2   |
| Adequate Progress of Lowest 25% in the School?                       | 56% (YES) | 55% (YES) |         |         | 111                 | 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   |           |           |         |         | 506                 |   |
| Percent Tested = 100%  |           |           |         |         |                     | Percent of eligible students tested   |
| School Grade*  |           |           |         |         | B                   | Grade based on total points, adequate progress, and % of students tested  |