

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: ORANGE CITY ELEMENTARY SCHOOL

District Name: Volusia

Principal: Carrie Crkvenac

SAC Chair: Holly Hepburn and Chelsea Cinkosky

Superintendent: Dr. Margaret A. Smith

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

Last Modified on: 10/19/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Carrie Crkvenac	BS Elementary Education MS Educational Leadership Certifications: Elementary Education English 5-9 ESE (K-12) Education Leadership ESOL Endorsement Gifted Endorsement	1	8	2011-B School, (51%R, 50%M; 67%R,71% M; 75%R,71%M)* 2010-C School, AYP 85% (72% R/54% M; 65% R/ 41% M; 66% R/46% M)* 2009-C School, AYP 79% (75% R/64% M; 55% R/43% M; 49% R/54% M)* 2008-B School, AYP 95% (78% R/70% M; 71% R/54% M; 66% R;53% M)* 2007-C School, AYP 85% (71% R/68% M;55% R/56% M; 49% R/65% M)* 2006-A School, AYP 100% (84% R/86% M; 69% R/72% M; 59% R/67% M)* 2005-A School, AYP 100% (86% R/89% M; 77% R/76% M,79% R *(Proficient Reading/Math; Learning Gains R/M; Lowest Quartile R/M)
					2011- 2012 - D School, (53%R,42%M;55% R,56%M; 57%R, 55%M)* 2010 - 2011 - B School, AYP 72% (R 68% M 61%; R 60% M 63%; R 64% M 63%)* 2009 - 2010 - A School, AYP 77% (R 70% M 63%; R 61% M 64%; R 62% M 67%)*

Assis Principal	Casey Korkus	BS Elementary Education MS Educational Leadership Certifications: Elementary Education Education Leadership	1	6	2008 – 2009 – C School, AYP 59% (R 53% M 76%; R 52%, M 74%; R 46% M 62%)* 2007 – 2008 – A School, AYP 59% (R 56% M 80%; R 60% M 77%; R 49% M 69%)* 2006 – 2007 – A School, AYP 97% (R 85% M 68%; R 77% M 62%; R 68% M 58%)* *(Proficient Reading/Math; Learning Gains R/M; Lowest Quartile R/M) Prior to 2006, I was a highly qualified administrator who continually improved and updated my leadership skills through ongoing professional development. I worked to provide quality leadership and support to my faculty and staff as we worked toward increasing student achievement. *(Proficient Reading/Math; Learning Gains R/M; Lowest Quartile R/M)
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INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Academic Coach	Holly Hepburn	BS- Elementary Education MA-Educational Leadership Certifications: Elementary Education, Educational Leadership, Math Grades 5-9, ESOL	8	5	2011- 2012 - D School, (53%R,42%M; 55% R,56%M; 57%R, 55%M)* 2010-C School, AYP 85% (72% R/ 54% M; 65% R, 41% M; 66% R, 46% M) * 2009-C School, AYP 79% (75% R/64% M; 55% R/43% M; 49% R/54% M)* 2008-B School, AYP 95% (78% R/70% M; 71% R/54% M; 66% R; 53% M)* 2007-C School, AYP 85% (71% R/68% M; 55% R/56% M; 49% R/65% M)* 2006-A School, AYP 97% (77% R/67% M; 74% R/57% M; 85% R/68% M)* *(Proficient Reading/Math; Learning Gains R/M; Lowest Quartile 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 Meetings "Roadrunner Rookies"	Academic Coach, Administration	June 2013	
2	2. Staff Development (individualized and school-wide opportunities available)	Academic Coach, Administration	May 2013	
3	3. New Teacher Buddies	Academic Coach, Administration, Selected Teachers	June 2013	
4	4. Peer Observations	Academic Coach, Administration	January 2013	
5	5. Professional Learning Communities	Academic Coach, Administration, Teachers	June 2013	
6	6. Business Partners	Business Partner Coordinator	June 2013	
7	7. Leadership Opportunities	Administration	June 2012	
8	8. Participation in District Job Fair and Recruitment Activities	Administration	June 2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
7%[3]	Providing ESOL modules for completion Providing access to certification test information in ESOL

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
44	6.8%(3)	27.3%(12)	40.9%(18)	25.0%(11)	29.5%(13)	100.0%(44)	22.7%(10)	0.0%(0)	52.3%(23)

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
Tonya Akins	Jenna Porter	Dana is new to Orange City Elementary and is being mentored by a highly effective teacher.	coaching, observations, collaborative lesson planning
Holly Hepburn	Cassandra Griggs	Cassandra is a first year teacher being mentored by a highly effective teacher, as well as a district-assigned Peer Assistance and Review (PAR) Teacher.	coaching, observations, collaborative lesson planning, Empowering Educator Excellence Program (E3)
Melissa Mansueto	Mercedes Booth	Mercedes is a first year teacher being mentored by a highly effective teacher, as well as a district-assigned Peer Assistance and Review (PAR) Teacher.	coaching, observations, collaborative lesson planning, Empowering Educator Excellence Program (E3)
		Lauren is new	

Corrine Wilton	Lauren Crandall	to Orange City Elementary and is being mentored by a highly effective teacher.	coaching, observations, collaborative lesson planning
Phillipa Sheehan	Tameka Harrison	Tameka is a first year teacher being mentored by a highly effective teacher, as well as a district-assigned Peer Assistance and Review (PAR) Teacher.	coaching, observations, collaborative lesson planning, Empowering Educator Excellence Program (E3)
Chelsea Cinkosky	Amanda Guidry	Amanda is a first year teacher being mentored by a highly effective teacher, as well as a district-assigned Peer Assistance and Review (PAR) Teacher.	coaching, observations, collaborative lesson planning, Empowering Educator Excellence Program (E3)
Crystal Crawford	Dana Poitevent	Dana is new to Orange City Elementary and is being mentored by a highly effective teacher.	coaching, observations, collaborative lesson planning
Betty Hoffman	Jan-Michael Scott	Jan-Michael is a first year teacher being mentored by a highly effective teacher, as well as a district-assigned Peer Assistance and Review (PAR) Teacher.	coaching, observations, collaborative lesson planning, Empowering Educator Excellence Program (E3)

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Under 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 Orange City Elementary include:

- *Academic Coach for the purpose of comprehensive staff development
- *Family Center paraprofessional who facilitates our extensive parent involvement program

- *Reading/Math Intervention Teacher to provide interventions for students in need via a push-in model.
- *Writing Intervention Teacher to provide interventions and enrichment for students via a push-in model.
- *Supplemental Tutoring before and after school
- *Supplemental materials and supplies needed to close the achievement gap
- *Supplemental funds for ongoing staff development as determined by the results of FCAT data
- *Parents to Kids workshops to teach literacy skills to parents so they can help their children become better readers.
- *Instructional technology to assist with closing the achievement gap

Title I, Part C- Migrant

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

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

Title I, Part D

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

Title II

The district 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

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

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)

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

- Before/After School Tutoring in Math
- Before/After School Tutoring in Reading
- Science, Reading, and Math in the AM (SRMAM) Tutoring

Violence Prevention Programs

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

- Student mentoring program
- Crisis training program
- Suicide prevention program
- Bullying program and Do The Right Thing Program
- Behavior Leadership Team (BLT)

Nutrition Programs

Orange City Elementary offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Wellness Policy School Plan
- Health classes
- Personal Fitness classes
- Running Clubs

Housing Programs

N/A

Head Start

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

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

Adult Education

N/A

Career and Technical Education

- Emergency Vehicle Day
- Career Day
- Guest Speakers

Job Training

Orange City Elementary offers students career awareness opportunities through Jr. 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.

Principal, Assistant Principal, Academic Coach, PST Chair, School Psychologist, Curriculum Chairs, Guidance Counselor, Social Worker, Speech Pathologist

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 Coach, Reading Intervention Teacher, Media Specialist, Select General Education teachers (Primary and Intermediate), Select Exceptional Student Education (ESE) Teachers

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

Our school based Literacy Leadership Team meets at least four times a year. The LLT utilizes data to determine literacy needs at our school. With this information, they create and implement strategies to increase literacy skills and give the students a passion for literacy.

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

Our Literacy Leadership Team hosts the following activities for the year:

- *Monthly schoolwide DEAR time
- *Book Swap
- *"Ask me what I am reading" signs on every door
- *Young Author's Conference
- *Celebrate Literacy Week

- *Celebrity Readers
- *Reading T-Shirt Days
- *Read Across America
- *Beep Beep Buddies
- *Book House

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 9/30/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

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

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Students achieving proficiency (FCAT Level 3) in reading will increase by 5%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (75)	33%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students work ineffectively in cooperative groups.	Kagan Cooperative Learning Refresher and Coaching	Academic Coach, Administrators, Kagan lead teachers	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments and FCAT results
2	Lack of time to enrich students performing at a level 3 on the FCAT	SRMAM (Science, Reading, and Math in the AM) computer enrichment program before school	Tutoring Coordinator and Academic Coach	Ongoing monitoring of formative assessments	District Assessments and FCAT results
3	Students' inability to collectively organize thoughts and assignments	Interactive Notebook Professional Development	Academic Coach and District Instructional Support Teacher	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments and FCAT results
4	Teachers lack of proficiency in teaching students to utilize the appropriate Thinking Maps	Thinking Maps Refresher and Coaching	Academic Coach and District Instructional Support Teachers	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments and FCAT results
5	Time for teacher collaboration as a follow up to professional development	Provide for uninterrupted teacher collaboration during planning times and faculty meeting dates as needed (PLC meetings)	Administration and Academic Coach	Faculty survey in May 2013	Student outcomes
6	Lack of time to enrich students performing at a level 3 on the FCAT	Walk to Intervention for K-3 for enrichment	Academic Coach, Administrators, Teachers, Support Staff	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments and FCAT results
7	Lack of time for peer reading opportunities	Buddy Reading Days	LLT, Teachers, Administration	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments and FCAT results
8	Lack of time for students to read and discuss literature with students in other classes and grade levels	Primary and Intermediate Book Clubs	Classroom lead teachers	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments and FCAT results
9	Teachers are not familiar with literacy strategies necessary to accomplish the rigor required by Common Core State	Train teachers to use High-Impact Literacy Strategies that support achieving the Anchor Literacy Standards	Administration, Academic Coach	Ongoing monitoring through VSET observations Teacher records of	FAIR data, FCAT results

	Standards.			reflections on literacy strategy use	
10	Kindergarten teachers are not familiar with literacy strategies necessary to accomplish the rigor required by Common Core State Standards	Kindergarten conference	Administration, 2 K teachers	Ongoing monitoring through VSET observations	FAIR data

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Increase percent of students scoring at current level by 5% at each grade level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (67)	30%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' lack of engagement	Kagan Cooperative Learning Refresher and Coaching	Academic Coach, Administrators, Instructional Support Teacher	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments and FCAT results
2	Lack of time to enrich students performing at a level 4 or higher on the FCAT	SRMAM (Science, Reading, and Math in the AM) computer enrichment program before school	Tutoring Coordinator and Academic Coach	Ongoing monitoring of formative assessments	District Assessments and FCAT results
3	Teachers lack of proficiency in instructing enrichment students to go deeper with their thoughts	Interactive Notebooks Professional Development	Academic Coach and District Instructional Support Teacher	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments and FCAT results

4	Lack of time to enrich students performing at a level 4 or 5 on the FCAT	Walk to Intervention for K-3 for enrichment	Academic Coach, Administrators, Teachers, Support Staff	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments and FCAT results
5	Lack of time for students to read and discuss literature with students in other classes and grade levels	Primary and Intermediate Book Clubs	Classroom lead teachers	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments and FCAT results
6	Teachers are not familiar with literacy strategies necessary to accomplish the rigor required by Common Core State Standards.	Train teachers to use High-Impact Literacy Strategies that support achieving the Anchor Literacy Standards	Administration, Academic Coach	Ongoing monitoring through VSET observations Teacher records of reflections on literacy strategy use	FAIR data, FCAT results

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Students making Learning Gains in reading will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55%(90) making Learning Gains	60% making Learning Gains

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 work ineffectively in cooperative groups.	Kagan Cooperative Learning Refresher and Coaching	Academic Coach, Administrators	Ongoing monitoring of formative assessments VSET observations and	District Assessments and FCAT results

				conferences	
2	Lack of time for individualized instruction based on student need	SRMAM (Science, Reading, and Math in the AM) computer enrichment program before school	Tutoring Coordinator and Academic Coach	Ongoing monitoring of formative assessments	District Assessments and FCAT results
3	Students' inability to collectively organize and enrich their thoughts	Interactive Notebooks Professional Development	Academic Coach and District Instructional Support Teacher	Ongoing monitoring of formative assessments Ongoing monitoring through VSET observations	District Assessments and FCAT results
4	Teachers lack of proficiency in instructing students to organize their thoughts	Thinking Maps Refresher and Coaching	Academic Coach and District Instructional Support Teachers	Ongoing monitoring of formative assessments VSET observations and conferences	District Assessments and FCAT results
5	Lack of time for individualized instruction based on students' needs.	Walk to Intervention for K-3	Academic Coach, Administrators, Teachers, Support Staff	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments and FCAT results
6	Lack of time for teachers to collaborate about common assessments	Weekly PLC meetings for teachers to plan and collaborate common assessments	Teachers, Administrators, Academic Coach	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments and FCAT results
7	Students have difficulty organizing thoughts during reading.	Teachers will teach students how to utilize Thinking Maps to organize information.	Teachers, Administrators, Academic Coach	Ongoing monitoring of Thining Maps organizers	District Assessments and FCAT results
8	Lack of time for peer reading opportunities	Buddy Reading Days	Teachers, LLT, Administration	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments and FCAT results
9	Lack of time to reach all students	Reading Intervention Teacher to service students via a push-in model in grades 4 and 5.	Reading Intervention, Administration	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments and FCAT results
10	Students' inability to respond to literature	Implement Write From the Beginning and Beyond...Response to Literature	Teachers, Academic Coach, Administration	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments and FCAT results
11	Teachers are not familiar with literacy strategies necessary to accomplish the rigor required by Common Core State Standards.	Train teachers to use High-Impact Literacy Strategies that support achieving the Anchor Literacy Standards	Administration, Academic Coach	Ongoing monitoring through VSET observations Teacher records of reflections on literacy strategy use	FAIR data, FCAT results
12	Students need extra time to practice reading skills.	Before and after school tutoring.	Tutoring Coordinator	Ongoing monitoring of formative assessments	District Assessments and FCAT results

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Students in the lowest 25% making Learning Gains will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53%(24) making Learning Gains	58% making Learning Gains

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' inability to collectively organize thoughts and activities	Interactive Notebooks Professional Development	Academic Coach and District Instructional Support Teachers	Ongoing monitoring of formative assessments Ongoing monitoring through VSET observations	District Assessments and FCAT
2	Teachers lack of proficiency in instructing students how to organize their thoughts	Thinking Maps Refresher and Coaching	Academic Coach and District Instructional Support Teachers	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments and FCAT
3	Lack of time for individualized instruction based on students' needs.	Walk to Intervention for K-3	Academic Coach, Administrators, Teachers, Support Staff	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments and FCAT results
4	Lack of time for teachers to collaborate about common assessments	Weekly PLC meetings for teachers to plan and collaborate common assessments	Teachers, Administrators, Academic Coach	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments and FCAT results
5	Students have difficulty organizing thoughts during reading.	Teachers will teach students how to utilize Thinking Maps to organize information.	Teachers, Administrators, Academic Coach	Ongoing monitoring of Thinking Maps organizers	District Assessments and FCAT results
6	Lack of time for peer reading opportunities	Buddy Reading Days	LLT, Teachers, Administration	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments and FCAT results
7	Lack of time to reach all students	Reading Intervention Teacher to service students via a push-in model in grades 4 and 5.	Reading Intervention Teacher, Administration	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments and FCAT results
8	Teachers are not familiar with literacy strategies necessary to accomplish the rigor required by Common Core State Standards.	Train teachers to use High-Impact Literacy Strategies that support achieving the Anchor Literacy Standards	Administration, Academic Coach	Ongoing monitoring through VSET observations Teacher records of reflections on literacy strategy use	FAIR data, FCAT results
9	Teachers need technology to increase student engagement.	Purchase Mimeo Boards for grades K and 1	Administration, K and 1st grade teachers	Ongoing monitoring of formative assessments and teacher observation	District Assessments

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.

Reading Goal #

In 2012-2013, we will reduce the achievement gap by meeting the AMO target (59% proficient) or through Safe Harbor (58% proficient).

5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	53%	59%	63%	67%	71%	

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.

In 2012-2013, each subgroup will reduce the achievement gap through Safe Harbor.

Reading Goal #5B:

2012 Current Level of Performance:

2013 Expected Level of Performance:

White 57%
Black 8%
Asian N/A
American Indian N/A

White 61%
Black 17%
Asian N/A
American Indian N/A

Hispanic Subgroup is not reported because the 2012 AMO target was met.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	White: Lack of time for individualized instruction based on students needs. Black: Lack of time for individualized instruction based on students needs. Asian: N/A American Indian: N/A	Walk to Intervention	Academic Coach, and Administrator, Teachers	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments and FCAT results
2	White: Lack of time for individualized instruction based on students needs. Black: Lack of time for individualized instruction based on students needs. Asian: N/A American Indian: N/A	Reading Intervention Teacher to service students via a push-in model.	Reading Intervention Teacher, Administration	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments and FCAT results
3	White: Students need for positive role models Black: Students need for positive role models	Mentor Program	Administration, Family Center Para, Guidance Counselor	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments and FCAT results

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:		N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
ELL Subgroup is not reported because the 2012 AMO target was met.		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:		In 2012-2013, the achievement gap for SWD students will be reduced through Safe Harbor.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
SWD: 8% proficient		SWD: 17% proficient			

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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 Administrator, ESE Lead Teacher	Ongoing monitoring of formative assessments	FAIR FCAT

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:		In 2012-2013, the achievement gap for ED students will be reduced through Safe Harbor.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
ED: 46% proficient		ED: 51% proficient			

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of time for peer reading opportunities	Buddy Reading Day	LLT, Teachers, Administration	Ongoing monitoring of formative assessment and teacher observation by administration	District Assessments and FCAT results
2	Challenges of working with students who do not have exposure to high-level academic vocabulary in their homes.	Implementation of a schoolwide literacy system that emphasizes a unified, systematic approach to the teaching of vocabulary using research-based strategies.	Academic Coach, Administration	Literacy Leadership Meetings Classroom Walkthrough	VSET Observation 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
Thinking Maps Refresher	K-5/ All subjects	Academic Coach	K-5 teachers and ESE teachers	Refresher training by October 2012; implementation within 7 days; followup within 14 days	PLC meetings	Academic Coach, Administration
Write From the Beginning and Beyond.. Response to Literature	K-5/Language Arts	Academic Coach, Primary lead teacher, Intermediate lead teacher	K-5 teachers and ESE teachers	Initial training by November 2012; implementation within 30 days; followup within 60 days	PLC meetings	Academic Coach, Administration
Data Analysis	K-5/All subjects	Academic Coach	K-5 teachers and ESE teachers	Three times a year after each FAIR administration	PLC meetings	Academic Coach, Administration
Interactive Notebooks	K-5/All subjects	District IST	K-5 teachers and ESE teachers	Initial training by November 2012; implementation within 30 days; followup within 60 days	PLC meetings	Academic Coach, Administration, District ISTs
Kagan Refresher	K-5/All subjects	Academic Coach and District TOA	K-5 teachers and ESE teachers	Refresher training by October 2012; implementation within 7 days; followup within 14 days	PLC meetings	Academic Coach, Administration
High Impact Strategies/ Anchor Literacy Strategies	K-5/All subjects	Academic Coach, Common Core Team	K-5 teachers and ESE teachers	Initial trainings on Early Release Professional Development Days (Aug. 29, Sept. 26, Oct. 10 & 24, Nov. 14, Dec. 5, Jan. 23, Feb. 6); implementation within 7 days of each training; followup within 30 days	PLC meetings	Academic Coach, Administration

Reading Budget:

Strategy	Description of Resources	Funding Source	Available Amount
Reading Intervention	Evan Moor Hot Topics	Title I	\$1,100.00
Reading Intervention	Good Source: Lessons in Literacy	Title I	\$1,300.00
			Subtotal: \$2,400.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Hands-on Learning for K-1	Mimeo Boards	Title I	\$4,500.00
			Subtotal: \$4,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Write From the Beginning and Beyond..Response to Literature	Initial training for lead teachers and binders for all teachers	Title I	\$3,500.00
Kagan Training	Kagan Materials and Stipends	Title I	\$2,100.00
Kindergarten Conference	Registration	Title I	\$1,200.00
			Subtotal: \$6,800.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Tutoring	Tutors	Title I	\$5,000.00
Reading Intervention	Reading Intervention Teacher	Title I	\$40,000.00
Data Analysis	Teachers to analyze data	Title I	\$1,500.00
			Subtotal: \$46,500.00
			Grand Total: \$60,200.00

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:					
40% (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	Some teachers may use improper questioning techniques.	Professional Development on effective questioning techniques.	Academic Coach and Instructional Support Teacher	Ongoing monitoring of formative assessments and teacher observation by administration	CELLA, IPT, FCAT, District Assessments
2	LEP students need extra reading practice.	After school tutoring for LEP students	ESOL paraprofessional, Administration, ESOL teacher	Ongoing monitoring of formative assessments and teacher observation by administration	CELLA, IPT, FCAT, District Assessments
	LEP students need the	Kagan Cooperative	Academic Coach,	Ongoing monitoring of	CELLA, IPT,

3	support of their peers to learn.	Learning Refresher and Coaching	Administrators, ESOL teacher, and Kagan lead teachers	formative assessments and teacher observation by administration	FCAT, District Assessments
4	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by administration	CELLA, IPT, FCAT, District Assessments
5	Providing comprehensible instruction to English Language Learners	Ensure that teachers receive professional development related to effective instructional practices for teaching ELLs	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
6	Providing comprehensible instruction to English Language Learners	Ensure that teachers use English Language Proficiency Standards for English Language Learners	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments

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:

40% (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	LEP students need for visuals in learning and organizing thoughts	Thinking Maps Refresher and Coaching	Academic Coach and ESOL teacher	Ongoing monitoring of formative assessments and teacher observation by administration	CELLA, IPT, FCAT, District Assessments
2	LEP students need for extra reading practice	After school tutoring for LEP students	ESOL paraprofessional, Administration, ESOL teacher	Ongoing monitoring of formative assessments and teacher observation by administration	CELLA, IPT, FCAT, District Assessments
3	Some teachers may use improper questioning techniques.	Professional Development on effective questioning techniques.	Academic Coach	Ongoing monitoring of formative assessments and teacher observation by administration	CELLA, IPT, FCAT, District Assessments
4	LEP students need the support of their peers to learn.	Kagan Cooperative Learning Refresher and Coaching	Academic Coach, Administrators, ESOL teacher, and Kagan lead teachers	Ongoing monitoring of formative assessments and teacher observation by administration	CELLA, IPT, FCAT, District Assessments
5	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
6	Providing comprehensible instruction to English Language Learners	Ensure that teachers use English Language Proficiency Standards for English Language	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by	CELLA, IPT, FCAT, District Assessments

		Learners		principal	
7	Providing comprehensible instruction to English Language Learners	Ensure that teachers receive professional development related to effective instructional practices for teaching ELLs.	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments

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

3. Students scoring proficient in writing.

CELLA Goal #3:

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

2012 Current Percent of Students Proficient in writing:

63% (36)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	LEP students need the support of their peers to learn.	Kagan Cooperative Learning Refresher and Coaching	Academic Coach, Administrators, ESOL teacher, and Kagan lead teachers	Ongoing monitoring of formative assessments and teacher observation by administration	CELLA, IPT, FCAT, District Assessments
2	Some teachers may use improper questioning techniques.	Professional Development on effective questioning techniques.	Academic Coach and ESOL teacher	Ongoing monitoring of formative assessments and teacher observation by administration	CELLA, IPT, FCAT, District Assessments
3	LEP students need for visuals in learning and organizing thoughts	Thinking Maps Refresher and Coaching	Academic Coach and ESOL teacher	Ongoing monitoring of formative assessments and teacher observation by administration	CELLA, IPT, FCAT, District Assessments
4	Inconsistency with writing strategies among grade levels	Continue the Write From the Beginning program in all grade levels	Teachers, Academic Coach, Administration	Ongoing monitoring of formative assessments and teacher observation by administration	CELLA, IPT, FCAT, District Assessments
5	Students' inability to respond to literature	Implement Write From the Beginning and Beyond...Response to Literature	Teachers, Academic Coach, Administration	Ongoing monitoring of formative assessments and teacher observation by administration	CELLA, IPT, FCAT, District Assessments
6	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
7	Providing comprehensible instruction to English Language Learners	Ensure that teachers use English Language Proficiency Standards for English Language Learners	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
8	Providing comprehensible instruction to English Language Learners	Ensure that teachers receive professional development related to effective instructional practices for teaching ELLs	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	Students achieving proficiency (FCAT Level 3) in math will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (79)	34%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students work ineffectively in cooperative groups.	Kagan Cooperative Learning Refresher and Coaching	Academic Coach, Administrators, Kagan lead teachers	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments and FCAT results
2	Lack of time to enrich students performing at a level 3 on the FCAT	SRMAM (Science, Reading, and Math in the AM) computer enrichment program before school	Tutoring Coordinator and Academic Coach	Ongoing monitoring of formative assessments	District Assessments and FCAT results
3	Students' inability to collectively organize thoughts and assignments	Interactive Notebook Professional Development	Academic Coach and District Instructional Support Teacher	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments and FCAT results
4	Teachers lack of proficiency in teaching students to utilize the appropriate Thinking Maps	Thinking Maps Refresher and Coaching	Academic Coach and District Instructional Support Teachers	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments and FCAT results
5	Time for teacher collaboration as a follow up to professional development	Provide for uninterrupted teacher collaboration during planning times and faculty meeting dates as needed (PLC meetings)	Administration	Faculty survey in May 2013	Student outcomes
6	Minimal parental involvement in math	Provide family and community involvement nights (Publix Math Night/Suntrust Math Night) and math materials in the Family Resource Center.	Faculty, Staff, Administration, Publix, and Suntrust	Title I Parent Survey	Title I Survey results
7	Students have difficulty organizing thoughts during math.	Teachers will teach students how to utilize Thinking Maps to organize information.	Teachers, Academic Coach, Administration	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments and FCAT results
8	Students inability to understand abstract math concepts	Teachers will use Thinking Math strategies which include using manipulatives to provide a hands-on approach to learning.	Select Teachers, Administration, Academic Coach	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments and FCAT results
9	Students lack of strategies in math	Select teachers will utilize Singapore Math Strategies.	Administration, Select Teachers	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments and FCAT results

10	Lack of time for individualized instruction based on students' needs	Walk to Intervention for 4-5	Academic Coach, Administrators, Teachers, Support Staff	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments and FCAT results
11	Teachers are not yet familiar with the Common Core State Standards in math.	Provide professional development on embedding the 8 Standards for Mathematical Practices into daily instruction as appropriate Implement new math Curriculum Maps, which have these standards incorporated	Administration Grade Level Chair	Ongoing monitoring of formative assessments, summative district assessments, and teacher observations by administrators	FSA, SSA, District Assessments, FCAT results, VSET Evaluation
12	Students need hands-on engaging activities to learn mathematics.	Purchase Mountain Math and Clever Catch Balls.	Academic Coach	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments and FCAT results

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Increase percent of students scoring at current level by 5% at each grade level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (36)	18%

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
Students' lack of	Kagan Cooperative	Academic Coach,	Ongoing monitoring of	District

1	engagement	Learning Refresher and Coaching	Administrators, Instructional Support Teacher	formative assessments and teacher observation by administration	Assessments and FCAT results
2	Lack of time to enrich students performing at a level 4 or higher on the FCAT	SRMAM (Science, Reading, and Math in the AM) computer enrichment program before school	Tutoring Coordinator and Academic Coach	Ongoing monitoring of formative assessments	District Assessments and FCAT results
3	Teachers lack of proficiency in instructing enrichment students to go deeper with their thoughts	Interactive Notebooks Professional Development	Academic Coach and District Instructional Support Teacher	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments and FCAT results
4	Students inability to understand abstract math concepts	Teachers will use Thinking Math strategies which include using manipulatives to provide a hands-on approach to learning.	Select Teachers, Administration, Math Contact, Academic Coach	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments and FCAT results
5	Time for teacher collaboration as a follow up to professional development	Provide for uninterrupted teacher collaboration during planning times and faculty meeting dates as needed (PLC meetings)	Administration	Faculty survey in May 2013	Student outcomes
6	Minimal parental involvement in math	Provide family and community involvement nights (Publix Math Night/Suntrust Math Night) and math materials in the Family Resource Center.	Faculty, Staff, Administration, Publix, and Suntrust	Title I Parent Survey	Title I Survey results
7	Students have difficulty organizing thoughts during math.	Teachers will teach students how to utilize Thinking Maps to organize information.	Teachers, Academic Coach, Administration	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments and FCAT results
8	Lack of time to enrich students performing at a level 4 or higher on the FCAT	Teachers will use Sunshine Math as an enrichment tool to deepen the understanding of grade level standards.	Select Teachers, Administration, Academic Coach	Ongoing monitoring of formative assessments.	District Assessments and FCAT results
9	Lack of time for individualized instruction based on students' needs	Walk to Intervention for 4-5	Academic Coach, Administrators, Teachers, Support Staff	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments and FCAT results
10	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 and note taking, setting objectives and providing feedback, and cooperative Learning Consider the incorporation of project-based learning elements for enrichment.	Administration and Instructional Coaches	Participation in professional development, coupled with follow-up observations	VSET observation, FCAT results, Teacher reflections

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Students making Learning Gains in math will increase by 5%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
54%(94) making Learning Gains	59% making Learning Gains

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 work ineffectively in cooperative groups.	Kagan Cooperative Learning Refresher and Coaching	Academic Coach, Administrators	Ongoing monitoring of formative assessments VSET observations and conferences	District Assessments and FCAT results
2	Lack of time for individualized instruction based on student need	SRMAM (Science, Reading, and Math in the AM) computer enrichment program before school	Tutoring Coordinator and Academic Coach	Ongoing monitoring of formative assessments	District Assessments and FCAT results
3	Students' inability to collectively organize and enrich their thoughts	Interactive Notebooks Professional Development	Academic Coach and District Instructional Support Teacher	Ongoing monitoring of formative assessments Ongoing monitoring through VSET observations	District Assessments and FCAT results
4	Teachers lack of proficiency in instructing students to organize their thoughts	Thinking Maps Refresher and Coaching	Academic Coach and District Instructional Support Teachers	Ongoing monitoring of formative assessments VSET observations and conferences	District Assessments and FCAT results
5	Students' inability to understand abstract math concepts	Teachers will use Thinking Math strategies which include using manipulatives to provide a hands-on approach to learning.	Select Teachers, Administration, Academic Coach	Ongoing monitoring of formative assessments Ongoing monitoring through VSET observations	District Assessments and FCAT results
6	Lack of time for teachers to collaborate about common assessments	Weekly PLC meetings for teachers to plan and collaborate on common assessments	Teachers, Administration	Ongoing monitoring of formative assessments VSET observations and conferences	District Assessments and FCAT results
	Minimal parental	Provide family and	Faculty, Staff,	Title I Parent Survey	Title I Survey

7	involvement in math	community involvement nights (Publix Math Night/Suntrust Math Night) and math materials in the Family Resource Center.	Administration, Publix, and Suntrust		results
8	Students have difficulty organizing thoughts during math.	Teachers will teach students how to utilize Thinking Maps to organize information.	Teachers, Academic Coach, Math Contact, Administration	Ongoing monitoring of formative assessments Ongoing monitoring through VSET observations	District Assessments and FCAT results
9	Students lack of strategies in math	Select teachers will utilize Singapore Math Strategies.	Administration; Select Teachers	Ongoing monitoring of formative assessments Ongoing monitoring through VSET observations	District Assessments and FCAT results
10	Lack of time for individualized instruction based on students' needs	Walk to Intervention for 4-5	Academic Coach, Administrators, Teachers, Support Staff, Instructional Support Teacher	Ongoing monitoring of formative assessments VSET observations and conferences	District Assessments and FCAT results
11	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 and note taking, setting objectives and providing feedback, and cooperative Learning Consider the incorporation of project-based learning elements for enrichment.	Administration and Instructional Coaches	Participation in professional development, coupled with follow-up observations	VSET observation, FCAT results, Teacher reflections

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.	Students in the lowest 25% making Learning Gains will
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Mathematics Goal #4:	increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (23)	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	Students' inability to collectively organize thoughts and activities	Interactive Notebooks Professional Development	Academic Coach and District Instructional Support Teachers	Ongoing monitoring of formative assessments Ongoing monitoring through VSET observations	District Assessments and FCAT
2	Teachers lack of proficiency in instructing students how to organize their thoughts	Thinking Maps Refresher and Coaching	Academic Coach and District Instructional Support Teachers	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments and FCAT
3	Lack of time for teachers to collaborate about common assessments	Weekly PLC meetings for teachers to plan and collaborate about common assessments	Teachers, Administration	Ongoing monitoring of formative assessments VSET observations and conferences	District Assessments and FCAT results
4	Students have difficulty organizing thoughts during math.	Teachers will teach students how to utilize Thinking Maps to organize information.	Teachers, Academic Coach, Administration	Ongoing monitoring of formative assessments Ongoing monitoring through VSET observations	District Assessments and FCAT results
5	Students inability to understand abstract math concepts	Teachers will use Thinking Math strategies which include using manipulatives to provide a hands-on approach to learning.	Select Teachers, Administration, Academic Coach	Ongoing monitoring of formative assessments Ongoing monitoring through VSET observations	District Assessments and FCAT results
6	Students lack of strategies in math.	Select teachers will utilize Singapore Math Strategies.	Administration; Select Teachers	Ongoing monitoring of formative assessments Ongoing monitoring through VSET observations	District Assessments and FCAT results
7	Lack of time for individualized instruction based on students' needs	Walk to Intervention for 4-5	Academic Coach, Administrators, Teachers, Support Staff	Ongoing monitoring of formative assessments VSET observations and conferences	District Assessments and FCAT result
8	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 and note taking, setting objectives and providing feedback, and cooperative Learning Consider the incorporation of project-based learning elements for enrichment.	Administration and Instructional Coaches	Participation in professional development, coupled with follow-up observations	Teacher reflections, VSET observation, FCAT results
9	Students need extra time to practice mathematics skills.	Before and after school tutoring.	Tutoring Coordinator	Ongoing monitoring of formative assessments	District Assessments and FCAT results

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Elementary School Mathematics Goal # In 2012-2013, we will reduce the achievement gap by meeting the AMO target (43% proficient) or through Safe Harbor (48% proficient). 5A :			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	42%	43%	49%	55%	60%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	In 2012-2013, each subgroup will reduce the achievement gap through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black 7% Asian N/A American Indian N/A The White and Hispanic Subgroup is not reported because the 2012 AMO target was met.	Black 16% Asian N/A American Indian N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of time for teachers to collaborate about common assessments	Weekly PLC meetings for teachers to plan and collaborate about common assessments	Teachers, Administration	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments and FCAT results
2	Minimal parental involvement in math	Provide family and community involvement nights (Publix Math Night/Suntrust Math Night) and math materials in the Family Resource Center.	Faculty, Staff, Administration, Publix, and Suntrust	Title I Parent Survey	Title I Survey results
3	White: Students need for positive role models Black: Students need for positive role models	Mentor Program	Administration, Family Center Para, Guidance Counselor	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments and FCAT results

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
ELL Subgroup is not reported because the 2012 AMO target was met.	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	In 2012-2013, the achievement gap for SWD students will be reduced through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD: 13% proficient	SWD: 22% proficient

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The individual needs of some students in the Exceptional Student Education program are not being met.	Provide intensive, systematic instruction 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 Administrator, ESE Lead Teacher	Ongoing monitoring of formative assessments	FCAT District Interims

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
ED Subgroup is not reported because the 2012 AMO target was met.	N/A

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Thinking Math	Select Teachers in K-5/Math	District TOA	K-5 Teachers and ESE Teachers	Initial training by November 2012; Implementation within 30 days; follow up within 60 days	PLC meetings	Academic Coach and Administration
Thinking Maps in Math	K-5/ Math	Academic Coach	K-5 Teachers and ESE Teachers	Refresher training in September 2012; implementations within 7 days; follow up within 14 days	PLC meetings	Academic Coach and Administration
Kagan Refresher	K-5/ All	Academic Coach	K-5 Teachers and ESE Teachers	Refresher training in September 2012; implementations within 7 days; follow up within 14 days	PLC Meetings	Academic Coach and Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Hands-on Activities	Clever Catch Balls for grades 2-5	Title I	\$290.00
Engaging Activities	Mountain Math	Title I	\$400.00
			Subtotal: \$690.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Thinking Math	Thinking Math training for lead teachers in grades K-5	Title I	\$6,000.00
			Subtotal: \$6,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
PLC Meetings, Professional Development, Coaching Sessions	Academic Coach	Title I	\$56,103.52
Tutoring	Tutors	Title I	\$5,000.00
			Subtotal: \$61,103.52
			Grand Total: \$67,793.52

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	Students achieving proficiency (FCAT Level 3) in science will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (29)	38%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students work ineffectively in cooperative groups.	Kagan Cooperative Learning Refresher and Coaching	Academic Coach, Administrators, Kagan lead teachers	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments and FCAT results
2	Lack of time to enrich students performing at a level 3 on the FCAT	SRMAM (Science, Reading, and Math in the AM) computer enrichment program before school	Tutoring Coordinator and Academic Coach	Ongoing monitoring of formative assessments	District Assessments and FCAT results
3	Students' inability to collectively organize thoughts and assignments	Interactive Notebook Professional Development	Academic Coach and District Instructional Support Teacher	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments and FCAT results
4	Teachers lack of proficiency in teaching students to utilize the appropriate Thinking Maps	Thinking Maps Refresher and Coaching	Academic Coach and District Instructional Support Teachers	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments and FCAT results
5	Students' inability to organize thoughts in science	Interactive Science Notebooks and Thinking Maps	Classroom Teachers, Administration	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments and FCAT results
6	Lack of time in classrooms for hands on experiments Parents are unaware of curriculum content.	Hold a Science Night provided by STEM.	Academic Coach, lead teacher, Administration	Ongoing monitoring of formative assessments	District Assessments and FCAT results
7	Lack of oppurtunities for students and parents to work together on science experiments	Family Marine Science Club	Academic Coach, 5th grade teacher, Administration	Ongoing monitoring of formative assessments	District Assessments and FCAT results

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Students achieving above proficiency (FCAT Level 4 and 5) in science will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (16)	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	Students' lack of engagement	Kagan Cooperative Learning Refresher and Coaching	Academic Coach, Administrators, Instructional Support Teacher	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments and FCAT results
2	Lack of time to enrich students performing at a level 4 or higher on the FCAT	SRMAM (Science, Reading, and Math in the AM) computer enrichment program before school	Tutoring Coordinator and Academic Coach	Ongoing monitoring of formative assessments	District Assessments and FCAT results
3	Teachers lack of proficiency in instructing enrichment students to go deeper with their thoughts	Interactive Notebooks Professional Development	Academic Coach and District Instructional Support Teacher	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments and FCAT results
4	Time for teacher collaboration as a follow up to professional development	Provide for uninterrupted teacher collaboration during planning times and faculty meeting dates as needed (PLC meetings)	Administration	Faculty Survey in May 2013	Survey outcomes
5	Students' inability to organize thoughts in science	Interactive Science Notebooks and Thinking Maps	Classroom Teachers, Administration	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments and FCAT results
6	Lack of opportunities for students and parents to work together on science experiments	Family Marine Science Club	Academic Coach, 5th grade teacher, Administration	Ongoing monitoring of formative assessments	District Assessments and FCAT results
7	Lack of time in classrooms for hands on experiments Parents are unaware of curriculum content.	Hold a Science Night provided by STEM.	Academic Coach, lead teacher, Administration	Ongoing monitoring of formative assessments	District Assessments and FCAT results

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Kagan Refresher	K-5/All subjects	Academic Coach and District TOA	K-5 teachers and ESE teachers	Refresher training by October 2012; implementation within 7 days; followup within 14 days	PLC meetings	Academic Coach, Administration
Thinking Maps Refresher	K-5/ All subjects	Academic Coach	K-5 teachers and ESE teachers	Refresher training by October 2012; implementation within 7 days; followup within 14 days	PLC meetings	Academic Coach, Administration
Interactive Notebooks	K-5/All subjects	District Instructional Support Teachers	K-5 teachers and ESE teachers	Initial training by November 2012; implementation within 30 days; followup within 60 days	PLC meetings	Academic Coach, Administration, District ISTs

AIMS Training	K-5/All subjects	Lead AIMS teacher	K-5 teachers and ESE teachers	Training in October of 2012; implementation within 30 days; follow up within 60 days	PLC meetings	Academic Coach, Administration
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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.		Students scoring at Achievement Level 3.0 or higher in writing will increase by 5%.			
Writing Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
43% (38)		48%			
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	Inconsistency with writing strategies among grade levels	Continue the Write From the Beginning program in all grade levels	Teachers, Academic Coach, Administration	Ongoing monitoring of formative assessments and teacher observation by administration	District Writing Prompt Assessments and FCAT results
	Time for teacher collaboration for writing	Writing Instructional Training	Teachers, Academic Coach,	Ongoing monitoring of formative assessments	District Writing Prompt

2	instruction and scoring	Ex. Rubric scoring, lesson planning, implementation, etc.	Administration	and teacher observation by administration	Assessments and FCAT results
3	Students' inability to respond to literature at the appropriate depth	Implement Write From the Beginning and Beyond...Response to Literature	Teachers, Academic Coach, Administration	Ongoing monitoring of formative assessments and teacher observation by administration	District Writing Prompt Assessments and FCAT results
4	Students lack of opportunity and time for sharing and improving speaking skills	Hold an "Author's Night" in which students showcase their writing.	Teachers, Academic Coach, Administration	Ongoing monitoring of formative assessments	District Writing Prompt Assessments and FCAT results
5	Parents are unaware of the writing expectations	Hold a "Parent's Night" for 4th grade parents to explain the expectations of the FCAT Writing and Common Core components.	Teachers, Academic Coach, Administration	Ongoing monitoring of formative assessments	District Writing Prompt Assessments and FCAT results
6	Lack of time to provide support for struggling writers	Implement writing tutoring	Teachers, Academic Coach, Administration	Ongoing monitoring of formative assessments	District Writing Prompt Assessments and FCAT results
7	Students work ineffectively in cooperative groups	Kagan Cooperative Learning Refresher and Coaching	Academic Coach, Administration, Kagan lead teachers	Ongoing monitoring of formative assessments and teacher observation by administration	District Writing Prompt Assessments and FCAT results
8	Students that score a Level 1 on Volusia Writes need more time for writing practice.	Writing Intervention Teacher will host a Lunch Bunch Club daily for these students.	Writing Intervention Teacher; Administration	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments and FCAT results
9	Students that score a Level 4 or 5 on Volusia Writes need enrichment	Writing Intervention Teacher will provide enrichment daily during fourth grade's extended writing time.	Writing Intervention Teacher	Administration Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments and FCAT results
10	Lack of time to reach all students	Writing Intervention Teacher to service students via a push-in model in grade 4.	Writing Intervention Teacher, Administration	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments and FCAT results
11	Language Arts teachers are not yet familiar enough with the state changes in scoring of FCAT Writing responses.	Use the state-provided CD of 2012 students' FCAT Writing responses for professional development Implement writing strategies provided through district training which focus on the change in state writing expectations.	Curriculum Chairs Administration Academic Coach Writing Intervention Teacher	Monitor Volusia Writes scores	Volusia Writes FCAT Writing
12	Teachers struggle with the new demands of the Literacy Block and do not often provide practice for students to write about their content areas	Administer Volusia Writes schedule with fidelity in all curriculum areas Provide support and coaching to teachers on scoring Implement CCSS Anchor Literacy Standards school-wide.	Classroom Teachers Administration Academic Coach	Monitor growth of Volusia Writes scores Volusia Writes data	FCAT Writing scores

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

1b. Florida Alternate Assessment: Students scoring

at 4 or higher in writing.	N/A			
Writing Goal #1b:				
2012 Current Level of Performance:	2013 Expected Level of Performance:			
N/A	N/A			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Write From the Beginning and Beyond...Response to Literature	K-5/Language Arts	Academic Coach, Primary lead teacher, Intermediate lead teacher	K-5 teachers and ESE teachers	Initial training by November 2012; implementation within 30 days; followup within 60 days	PLC meetings	Academic Coach, Administration
Kagan Refresher	K-5/All subjects	Academic Coach and District TOA	K-5 teachers and ESE teachers	Refresher training by October 2012; implementation within 7 days; followup within 14 days	PLC meetings	Academic Coach, Administration
Write From the Beginning Refresher	K-5/Language Arts	Academic Coach	K-5 teachers and ESE teachers	Refresher training by October 2012; implementation within 7 days; followup within 14 days	PLC meetings	Academic Coach, Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Write From the Beginning and Beyond...Response to Literature	Resource binders	Title I	\$2,025.00
Writing Intervention for Grade 4	Writing Intervention Teacher	Title I	\$22,445.00
			Subtotal: \$24,470.00
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
Write From the Beginning and Beyond...Response to Literature	Training for lead teachers and ALL teachers grades K-5	Title I	\$4,500.00
			Subtotal: \$4,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Tutoring	Tutors	Title I	\$2,000.00
			Subtotal: \$2,000.00
Grand Total: \$30,970.00			

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 Attendance Goal # 1:	The number of students with excessive absences and tardies will decrease by 10%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94%	95% or above
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
211 students with Excessive Absences	190 students with Excessive Absences
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
188 students with Excessive Tardies	169 students with Excessive Tardies

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of motivation to attend	Perfect Attendance Awards	Guidance, Administration, Attendance Clerk	Monitor attendance reports	Attendance reports
2	Lack of parental support	ConnectEd phone calls when students are absent or tardy	Attendance Clerk	Monitor Attendance reports	Attendance reports
3	Parents do not understand the importance of their child attending school regularly.	Open house, parent newsletters, excessive absences letters, parent/teacher conferences, guidance counselor/administration/parent phone contacts and conferences	Attendance clerk, Administration, Guidance, Social Worker	Monitor Attendance Reports, Parent Climate Survey	Parent Climate Survey results

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	The number of In-School and Out-of-School Suspensions will decrease by 10%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
29 In-School Suspensions	25 In-School Suspensions

2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
18 students suspended In School	8 students will be suspended In School
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
39 Out-of-School Suspensions	35 Out-of-School Suspensions
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
30 students suspended out of school	27 students will be suspended out of school

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with low self-esteem	Character Building	Guidance, Administration	Observation by administration	Number of referrals
2	Lack of parental support	Frequent Parent Conferences	Guidance, Teachers, Administration	Observation by administration	Number of referrals
3	Inconsistency with behavior plans	Behavior plan that is used school wide; Implement strategies acquired in CHAMPS training	Teachers, Administration, BLT	Climate Survey	Climate Survey results
4	Students do not have positive role models	Students mentoring program with teachers mentoring students	Teachers, Family Center Para, Administration	Observation by administration	Number of referrals
5	The need for school-wide rules and expectations	Do the Right Thing program and Roadrunner Rules	Teachers, Administration	Observation by administration	Number of referrals

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

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

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

Suspension Budget:

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:		We will increase parental involvement in various activities by 5%.			
*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:			
70% Open House, 78% Parent Conferences 80% Activities & Events		75% Open House, 83% Parent Conferences 85% Activities & Events			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Refer to PIP.	Refer to PIP.	Refer to PIP.	Refer to PIP.	Refer to PIP.
2	Parents are not aware of the types of math problems students are expected to do.	Continue the Sunshine Math Program.	Academic Coach, Volunteer Coordinator	Ongoing monitoring of Sunshine Math papers; ongoing monitoring of student and parent participation.	District Assessments and FCAT Results

(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
Family Center to house resources for parents to check-out materials	Family Center Para	Title I	\$14,515.96
			Subtotal: \$14,515.96
			Grand Total: \$14,515.96

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:			The participation of parents in our school's STEM Family Night will increase by 10%.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of knowledge and/or interest in STEM areas.	Utilize STEM Modules created by the STEM Cadre, which are aligned to the Common Core ELA and	District IST TOA Administration Lead Science	Monitor usage and implementation data of STEM modules	Usage data

1	<p>Mathematical Practices, at extracurricular STEM events (such as Science Fair, STEM Family Night, STEM afterschool club) to excite interest in STEM activities.</p> <p>Publicize opportunities for student and parent participation in extracurricular STEM events via website, newsletter, ConnectEd.</p>	<p>Teacher</p> <p>Academic Coach</p>		
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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

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Intervention	Evan Moor Hot Topics	Title I	\$1,100.00
Reading	Reading Intervention	Good Source: Lessons in Literacy	Title I	\$1,300.00
Mathematics	Hands-on Activities	Clever Catch Balls for grades 2-5	Title I	\$290.00
Mathematics	Engaging Activities	Mountain Math	Title I	\$400.00
Writing	Write From the Beginning and Beyond...Response to Literature	Resource binders	Title I	\$2,025.00
Writing	Writing Intervention for Grade 4	Writing Intervention Teacher	Title I	\$22,445.00
				Subtotal: \$27,560.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Hands-on Learning for K-1	Mimeo Boards	Title I	\$4,500.00
				Subtotal: \$4,500.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Write From the Beginning and Beyond...Response to Literature	Initial training for lead teachers and binders for all teachers	Title I	\$3,500.00
Reading	Kagan Training	Kagan Materials and Stipends	Title I	\$2,100.00
Reading	Kindergarten Conference	Registration	Title I	\$1,200.00
Mathematics	Thinking Math	Thinking Math training for lead teachers in grades K-5	Title I	\$6,000.00
Writing	Write From the Beginning and Beyond...Response to Literature	Training for lead teachers and ALL teachers grades K-5	Title I	\$4,500.00
				Subtotal: \$17,300.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Tutoring	Tutors	Title I	\$5,000.00
Reading	Reading Intervention	Reading Intervention Teacher	Title I	\$40,000.00
Reading	Data Analysis	Teachers to analyze data	Title I	\$1,500.00
Mathematics	PLC Meetings, Professional Development, Coaching Sessions	Academic Coach	Title I	\$56,103.52
Mathematics	Tutoring	Tutors	Title I	\$5,000.00
Writing	Tutoring	Tutors	Title I	\$2,000.00
Parent Involvement	Family Center to house resources for parents to check-out materials	Family Center Para	Title I	\$14,515.96
				Subtotal: \$124,119.48
				Grand Total: \$173,479.48

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority

Focus

Prevent

NA

Are you a reward school: Yes No

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

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Art supplies for the art teacher	\$800.00
Literacy Centers	\$250.00
Kindergarten Conferences	\$300.00

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

SAC conducts meetings monthly. At our meetings, the committee will identify strengths and weaknesses of our school, discuss the Title I budget, facilities, safety, and minutes from the DAC meeting. SAC will have a district representative visit to discuss district initiatives. In the Spring SAC will review the climate surveys to brainstorm needs of the school. In April/May, SAC will hold elections for the upcoming committee.

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 ORANGE CITY ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	72%	54%	72%	61%	259	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	41%			106	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	66% (YES)	46% (NO)			112	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					477	
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 ORANGE CITY ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	75%	62%	78%	60%	275	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	55%	43%			98	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	49% (NO)	54% (YES)			103	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					476	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested