FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: FREEDOM ELEMENTARY SCHOOL

District Name: Volusia

Principal: Claire Beth Link

SAC Chair: Leigh Hoover

Superintendent: Margaret Smith

Date of School Board Approval: Pending School Board Action on 12/11/2012

Last Modified on: 10/18/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Claire Beth Link	B.A. Elementary Education M.Ed. Educational Leadership Certifications in Elementary Education, Gifted, early Childhood Education, Educational Leadership, School Principal	9	26	2012 - A School, 67%R/66%M 3 or above; 71%R/62%M M LG; 65%R/66% ML 25%, 2011 - A School, AYP 100% (85% R/ 87% M; 88%R/89%M; 91%R/92%M*) 2010- A School, AYP 100% (89% R/88%M; 72%R/75%M;74%R/75%M)* 2009- A School, AYP 97% (86%R/81% M;73%R/76%M;69%R/73%M)* 2008- A School, AYP 97% (93%R/81%M; 77%R/59%M; 70%R/53%M)* 2007- A School, AYP 100% (90%R/84%M; 71%R/64%M; 71%R/71%M)* 2006- A School, AYP 100% (89%R/82%M; 81%R/67%M; 81%R/64%M)* 2005- A School, AYP 100% (90%R/79%M; 68%R/55%M; 66% R/-M)* 2004- A School, AYP 97% (89%R/79%M; 79%R/72%M; 74%R/- M)* 2003- A School, AYP 97% (83%R/78%M; 64%R/73%M;52%R/- M)* 2002- A School, AYP NO (76%R/68%M; 62%R/67%M, 59%R/- M/- M)*

					2001- B School (68%R/65%M; 68%R/76% M;68%R/- M)* *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)
Assis Principal	Jennifer P. Williams	M.Ed./Ed. Leadership, Social Science 6-12, ESOL	8	18	2012 - A School, Freedom Elementary, 67%R/66%M 3 or above; 71%R/62%M M LG; 65%R/66% ML 25%, 2011 –D School, Pine Ridge High School; AYP 72% (38% R/70% M; 41% R/73% M; 39% R/66% M)* 2010 –D School, Pine Ridge High School; AYP 69% (41% R/69% M; 44% R/72% M; 41% R/59% M) * 2009 – D School, Pine Ridge High School; AYP 62% (38% R/67% M; 44% R/68% M; 42% R/60% M) * 2008 – C School, Pine Ridge High School; AYP 67% (37% R/64% M; 49% R/73% M; 50% R/74% M) * 2007 – D School, Pine Ridge High School; AYP 59% (31% R/60% M; 44% R/67% M; 48% R/71% M) * 2006 – D school, Pine Ridge High School; AYP 59% (30% R/58% M; 41% R/64% M; 42% R/NA M) * *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
N/A - we do not have any coaches					

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	New Teacher Programs	Administration	June 2013	
2	Leadership Opportunities	Administration	June 2013	
3	Professional Development	Administration Common Core Team District Curriculum Specialists District ISTs	June 2013	
4	PLC Activities	Administration Curriculum Chairs	June 2013	
5	Teacher Recognitions/ Celebrations	Administration Sunshine Committee PTA	June 2013	
6	Network with Community and Business Partners	Adminsitration SAC PTA	June 2013	
7	Promotion of School Achievements and Arts Programs	Administration	June 2013	

| 8 | Student and Teacher Showcase/Exhibits | Adminstration Classroom Teachers | June 2013 | |
| 9 | 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
N/A	N/A

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
47	0.0%(0)	4.3%(2)	42.6%(20)	53.2%(25)	36.2%(17)	114.9%(54)	14.9%(7)	19.1%(9)	55.3%(26)

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
N/A - we have no new teachers this year.			

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal, Assistant Principal, PST Chair, School Psychologist, Speech/Language Clinician, Curriculum Chairs, Intervention teacher, School Social Worker, Common Core Leadership Team.

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 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. The school's RtI Leadership Team functions as a natural extension of the school's Problem Solving Team (PST). The school's PST includes RtI as an explicit step of problem solving and addresses individual as well as class, grade-level and school-wide issues. The PST is embedded in the infrastructure of the school. Core members of the PST are the principal, assistant principal, curriculum chairs, school psychologist, speech/language clinician, school counselor, school social worker, and selected teachers. In addition, since parent collaboration is essential for the success of PS/RtI implementation, parent input will be actively sought to enhance student outcomes. The school's leadership team will focus PS/RtI meetings around two PLC essential questions: 1) "How will we

respond when they don't learn?" and 2) "How will we respond when they already know it?" The team meets regularly to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and the classroom level to identify students who are either meeting/exceeding expectations or those who are at risk for not meeting benchmarks. For those students who are at risk, tiered level supports are in place to address the deficits and to ensure grade-level proficiency as appropriate. For those students who are exceeding expectations, enrichment activities are in place to ensure acceleration of learning.

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.

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, On going Progress Monitoring 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 and resources will be embedded within other resources and trainings including Deliberate Practice and Common Core State Standards Training. Professional development will be provided to staff through faculty meetings, grade level meetings, and individual teacher and parent consultations in order to scale up understanding of MTSS. School-wide training is provided by members of the School Psychological Services department. Specific training is provided on intervention design, data collection, and development of hypotheses and goal statements.

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)

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

Principal, Assistant Principal, Media Specialist, Intervention Teacher, PST Chair, School Psychologist, Speech/Language Clinician, Curriculum Chairs, School Social Worker, Common Core Leadership Team.

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

The school's Literacy Leadership Team functions as a natural extension of the school's Problem Solving Team (PST). The school's PST includes RtI as an explicit step of problem solving and addresses individual as well as class, grade-level and school-wide issues. The PST is embedded in the infrastructure of the school. Core members of the PST are the principal, assistant principal, curriculum chairs, school psychologist, intervention teacher, speech/language clinician, school counselor, school social worker, and classroom teachers. In addition, since parent collaboration is essential for the success of the LLT, parent input will be actively sought to enhance student outcomes. The school's leadership team will focus PS/RtI meetings around two PLC essential questions: 1) "How will we respond when they don't learn?" and 2) "How will we respond when they already know it?" The team meets regularly to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and the classroom level to identify students who are either meeting/exceeding expectations or those who are at risk for not meeting benchmarks. For those students who are at risk, tiered level supports are in place to address the deficits and to ensure grade-level proficiency as appropriate. For those students who are exceeding expectations, enrichment activities are in place to ensure acceleration of learning.

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

The major initiatives of the Literacy Leadership Team will be to assist with lower quartile analysis, conduct quarterly data meetings, direct interventions and plan enrichment for upper level students. Additionally, the team will look at motivational tools, finding ways to continue the open media policy of the school, supporting after school literacy opportunities for students and ways to connect information for parents.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the <u>High School Feedback Report</u>

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) will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25.4% (80)	26.4%

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	Due to district rezoning there are an increased number of transfer students that are not performing on grade level	All teachers will actively analyze data,plan interventions through PST, and meet with grade levels and administration to review specific student progress	Administration, PST Team, Curriculum Chairs, classroom teachers, intervention teacher	Ongoing monitoring of formative assessment and teacher observation by administration	District assessments and FCAT results
2	Large number of students low SES, ELL, other ethnic minority, and students with disabilities impacted by multiple barriers are moderate to high risk	Identified students through FAIR and MacMillan Interim tests will receive additional reading instruction using scientifically research based reading strategies.	Administration, Intervention Teacher, Teachers	Ongoing monitoring of formative assessment and teacher observation, Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Reading assessment data, FAIR data, FCAT results
3	Time for teacher collaboration as a follow up to professional development	Provide for uninterrupted teacher collaboration during plannning times and faculty meeting dates as needed.	Administration	Faculty Survey in May 2013	Student Outcomes
4	Teachers who need more time to master the literacy strategies that are 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 Common Core Team Intervention Teacher	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:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	n/a

Reading Goal #1b:					

2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	n/a

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Students achieving above proficiency (FCAT Level 4 and 5) in reading will increase by 1% in grades 3, 4, and 5.

2012 Current Level of Performance:	2013 Expected Level of Performance:
41.6%	42.6%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Due to district rezoning there are an increased number of transfer students that are not performing on grade level	All teachers will actively analyze data,plan interventions through PST, and meet with grade levels and administration to review specific student progress	Administration, PST Team, Curriculum Chairs,Interventionteacher, classroom teachers	Ongoing monitoring of formative assessment and teacher observation by administration	District assessments and FCAT results
2	Challenges of working with students from low SES backgrounds	Teachers will receive professional develoment resources related to effective instructional strategies for low SES students. Implementation of the stratgies within the classroom will be monitored.	Administration	Ongoing monitoring of formative assessment and teacher observation	District assessments and FCAT results
3	Time for teacher collaboration as a follow up to professional development	Provide for uninterrupted teacher collaboration during plannning times and faculty meeting dates as needed.	Administration	Faculty Survey in May 2013	Student Outcomes: Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results
4	Funds for professional development resources	Ensure that all teachers receive professional development related to effective instruction and assessment in	Administration	Ongoing monitoring of formative assessments and teacher observation by Principal	District Assessments and FCAT results

		mathematics			
5	More rigorous instruction is needed, with more opportunities for higher-level thinking skills.	Professional development on Charlotte Danielson's Framework 3b: Using Questioning and Discussion Techniques (Domain 1)	District Professional Development and Curriculum Team Common Core Leadership Team	Ratio of higher-level questions to lower-level questions will be assessed during walk-throughs and coaching provided to those with a low percentage of higher-level questions.	Walk-throughs

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:**
1	n/a

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Students making Learning Gains in reading will increase by 1%.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
71% making Learning Gains in reading.	72% making Learning Gains in reading.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with large gaps in reading achievement. Due to district rezoning there are an increased number of transfer students that are not performing on grade level	Intensive assistance in Reading will be provided by Intensive Reading teachers, assisted by the evaluation and monitoring of the administrative team. All teachers will actively analyze data,plan interventions through PST, and meet with grade levels and administratio to review	Administrators, PST Team, Curriculum Chairs, classroom teachers	Ongoing monitoring of formative assessment and teacher observation by principal	District assessments and FCAT results

		specific student progress			
2	Teachers using data from available resources and progress monitoring assessments to target instruction in classroom	Provide school based training on Pinnacle Gradebook and Insight reports	Curriculum Chairs Administrators	Monitor District Interim Assessments	FCAT 2.0 FAIR assessments
3	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.	Teams will meet on a rotational basis in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment.	Administrators, Teachers, Intervention Teacher	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students	Reading assessment data, FAIR data, Science assessment data, FCAT results

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Students in the lowest 25% making Learning Gains will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% making Learning Gains in reading.	71% making Learning Gains in reading.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Due to district rezoning there are an increased number of transfer students that are not performing on grade level	All teachers will actively analyze data, plan interventions through PST, and meet with grade levels and	Administration, PST Team, Curriculum Chairs, classroom teachers	Ongoing monitoring of formative assessment and teacher observation by principal	District assessments and FCAT results

		administratio to review specific student progress			
2	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.	Teams will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment.	Administrator Teachers	Ongoing monitoring of formative and summative assessment data\n\nTrack student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students	Reading assessment data, FAIR data, Science assessment data, FCAT results
3	Students in the lowest 25% are usually students with disabilities, low SES and/or ELL. Many are affected by these multiple barriers.	Provide intervention in the areas of vocabulary, fluency, phonics, and comprehension instruction using scientifically based reading materials.	Intervention Teacher, Administration	Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	Reading assessment data, FAIR data, FCAT results.

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 (74% proficient) or through Safe Harbor (70% proficient). 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	67	74	77	79	82	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	In 2012-13, each subgroup will reduce the achievement gap by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 75% Black: 37% Hispanic: 52% Asian: NA American Indian: NA	White: 78% Black: 43% Hispanic: 60% Asian: NA American Indian: NA

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	Due to district rezoning there are an increased number of new or transfer students that are not performing on grade level	All teachers will actively analyze data,plan interventions through PST, and meet with grade levels and administratio to review specific student progress	Administration, PST Team, Intervention teacher, Curriculum Chairs, classroom teachers	Ongoing monitoring of formative assessment and teacher observation by principal	District assessments and FCAT results
2	Challenges of working with students from low SES backgrounds	Teachers will receive professional develoment resources related to effective instructional strategies for low SES students. Implementation	Administration	Ongoing monitoring of formative assessment and teacher observation	District assessments and FCAT results

		of the stratgies within the classroom will be monitored.			
3	Time for teacher collaboration as a follow up to professional development	Provide for uninterrupted teacher collaboration during plannning time, PLC time and faculty meeting dates as needed.	Administration	Faculty Survey in May 2013	Student Outcomes
4	Funds for tutoring	Apply for tutoring funding	Administration	Student attendance and evaluation records	student progress and tutoring logs
5	Hispanic: We have a growing number of Hispanic students that receive services in our ESOL program	Ensure that all teachers receive professional development related to effective instructional strategies in reading for ELL Students. Follow up will be provided.	Administration ESOL and intervention teacher	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:	In 2012-2013, the achievement gap for ELL students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57%	43%

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time for teacher collaboration as a follow up to professional developement	Provide for uninterrupted teacher collaboration during planning time, PLC time and faculty meeting dates as needed	Administration	Faculty survey in May 2013	Student outcomes
2	Challenges working with students who come with ELL backgrounds with significant gaps in vocabulary	Provide high quality vocabulary instruction throughout the day. Teach essential content words in depty. Use instructional time to address the meanings of common words, phrases, and expressions not yet learned.	ELL teacher Administration	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:	
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 by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:

25% | 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	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 Lead Team Administration	Ongoing monitoring of formative assessments	FAIR FCAT
2	Time for teacher collaboration in order to ensure that the curriculum maps are being followed so that the students will develop mastery of the required standards	Provide for uninterrupted teacher collaboration during planning times, PLC time, faculty meeting dates as needed	Administration ESE Lead Team	Faculty survey outcomes May 2013	Student outcomes

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In 2012-2013, the achievement gap for ED students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ED 53% proficient	ED 58% 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	Due to district rezoning there are an increased number of transfer students that are not performing on grade level	All teachers will actively analyze data,plan interventions through PST, and meet with grade levels and administratio to review specific student progress	Administration, PST Team, Curriculum Chairs, classroom teachers	Ongoing monitoring of formative assessment and teacher observation by principal	District assessments and FCAT results
2	Challenges of working with students from low SES backgrounds	Teachers will receive professional develoment resources related to effective instructional strategies for low SES students. Implementation of the stratgies within the classroom will be monitored.	Administration	Ongoing monitoring of formative assessment and teacher observation	District assessments and FCAT results
3	Time for teacher collaboration as a follow up to professional development	Provide for uninterrupted teacher collaboration during plannning times and faculty meeting dates as needed.	Administration	Faculty Survey in May 2012	Student Outcomes

4	Funds for tutoring	Apply for tutoring funding	Administration	Student attendance and evaluation records	student progress and tutoring logs
5	Funds for professional development resources	Ensure that all teachers receive professional development related to effective instruction and assessment in mathematics	Administration	Ongoing monitoring of formative assessments and teacher observation by Principal	District Assessments and FCAT 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
Data monitoring meetings	Kindergarten - 5th grades	Administration, Curriculum Chair	Kindergarten - 5th grade	Quarterly at the end of 9 weeks grading period	Quarterly meetings, Faculty updates	Administration
Kagan Training	1st grade, partial 4th grade, ESE	Kagan Trainer	1st grade, partial 4th grade, ESE	Summer 2012	PLC meetings, Faculty Meeting	Administration
Students' Role in CCSS: Cultivating Engagement	All faculty	Administration Common Core Team	All faculty	November 14, 2012	Classroom walk throughs, PLC	Administration
Designing Assessments Aligned to the CCSS	All faculty	Administration Common Core Team	All faculty	December 5, 2012	Classroom walk throughs, PLC	Administration
Frequent formative assessments for CCSS	All faculty	Administration Common Core Team	All faculty	January 23, 2013	Classroom walk throughs, PLC	Administration
Next Steps for CCSS	All faculty	Administration Common Core Team	All faculty	February 6, 2013	Classroom walk throughs, PLC	Administration
Monthly BYOT meetings	Participating BYOT teachers K - 5	Administration BYOT Committee	Participating BYOT teachers K - 5	On-going Monthly Meetings	Classroom walk throughs, BYOT meetings, BYOT Edmodo site	Administration
Building Awareness of the Common Core	All faculty	Administration Common Core Team	All faculty	August 29, 2012	Classroom walk throughs, PLC	Administration
Deepening Awareness of the Common Core	All faculty	Administration Common Core Team	All faculty	October 10, 2012	Classroom walk throughs, PLC	Administration
Building Rigor for the Common Core	All faculty	Administration Common Core Team	All faculty	October 24, 2012	Classroom walk throughs, PLC	Administration
Model Schools Conference	9 faculty members	Administration Common Core Team	One per grade level - Common Core	on-going	Professional Development meetings, PLC meetings	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Kagan Training	Kagan training for all 1st grade, partial 4th grade and ESE teachers	School funding	$1,700.00
			Subtotal: $1,700.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
ESGI Educational Software for Guiding Instruction	Technology website site license for kindergarten and 1st grade teachers	School funding	$1,500.00
			Subtotal: $1,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Model Schools Conference	Took 9 faculty members to learn about CCSS integration	School funding	$6,876.00
			Subtotal: $6,876.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Elements Vocabulary	Materials to improve reading and writing in the classroom	School funding	$938.00
Daggat materials	Bill Daggat books and materials from Model Schools Conference	School funding	$450.00
Spelling Mastery	Materials to improve reading and writing	School funding	$341.34
Super QAR workbooks	Workbooks to improve Question Answer Relationship -for improving reading comprehension	School funding	$121.86
			Subtotal: $1,851.20
			Grand Total: $11,927.20

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The percentage of students scoring proficient in Listening/Speaking on CELLA will increase by 1%.

2012 Current Percent of Students Proficient in listening/speaking:

54%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated	Administration	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments

			instruction		
2	Providing comprehensible instruction to English Language Learners	Ensure that teachers use English Language Proficiency Standards for English Language Learners	Administration	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
3	Providing comprehensible instruction to English Language Learners	Ensure that teachers receive professional development related to effective instructional practices for teaching ELLs.	Administration	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:	
37.8%	

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	Administration	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
2	Providing comprehensible instruction to English Language Learners	Ensure that teachers use English Language Proficiency Standards for English Language Learners	Administration	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
3	Providing comprehensible instruction to English Language Learners	Ensure that teachers receive professional development related to effective instructional practices for teaching ELLs.	Administration	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:	
68.9%	

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

			Monitoring	Strategy	
1	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	Administration	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
2	Providing comprehensible instruction to English Language Learners	Ensure that teachers use English Language Proficiency Standards for English Language Learners	Administration	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
3	Providing comprehensible instruction to English Language Learners	Ensure that teachers receive professional development related to effective instructional practices for teaching ELLs.	Administration	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 profieciency (FCAT Level 3) in mathematics will increase by 1% in grades 3,4, and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30.8%	31.8%

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	Due to district rezoning there are an increased number of transfer students that are not performing on grade level	All teachers will actively analyze data,plan interventions through PST, and meet with grade levels and administration to review specific student progress	Administration, PST Team, Curriculum Chairs, classroom teachers, intervention teacher	Ongoing monitoring of formative assessment and teacher observation by administration	District assessments and FCAT results
2	Large number of students low SES, ELL, other ethnic minority, and students with disabilities impacted by multiple barriers are moderate to high risk	Identified students through FAIR and MacMillan Interim tests will receive additional reading instruction using scientifically research based reading strategies.	Administration, Intervention Teacher, Teachers	Ongoing monitoring of formative assessment and teacher observation, Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Reading assessment data, FAIR data, FCAT results
3	Time for teacher collaboration as a follow up to professional development	Provide for uninterrupted teacher collaboration during plannning times and faculty meeting dates as needed.	Administration	Faculty Survey in May 2013	Student Outcomes

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	N/A				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Students achieving above proficiency (FCAT Levels 4 and 5) in mathematics will increase by 1% in grades 3, 4, and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Grade 3: 65% (107 students) Grade 4: 48% (70 students) Grade 5: 52% (73 students)	Grade 3: 66% Grade 4: 49% Grade 5: 53%

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Due to district rezoning there are an increased number of transfer students that are not performing on grade level	All teachers will actively analyze data,plan interventions through PST, and meet with grade levels and administration to review specific student progress	Administration, PST Team, Curriculum Chairs,Interventionteacher, classroom teachers	Ongoing monitoring of formative assessment and teacher observation by administration	District assessments and FCAT results
2	Challenges of working with students from low SES backgrounds	Teachers will receive professional develoment resources related to effective instructional strategies for low SES students. Implementation of the stratgies within the classroom will be monitored.	Administration	Ongoing monitoring of formative assessment and teacher observation	District assessments and FCAT results
3	Time for teacher collaboration as a follow up to professional development	Provide for uninterrupted teacher collaboration during plannning times and faculty meeting dates as needed.	Administration	Faculty Survey in May 2013	Student Outcomes: Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results
4	Funds for professional development resources	Ensure that all teachers receive professional development related to effective instruction and assessment in mathematics	Administration	Ongoing monitoring of formative assessments and teacher observation by Principal	District Assessments and FCAT results
5	More rigorous instruction is needed, with more opportunities for higher-level thinking skills.	Professional development on Charlotte Danielson's Framework 3b: Using Questioning and Discussion Techniques (Domain 1)	District Professional Development and Curriculum Team Common Core Leadership Team	Ratio of higher-level questions to lower-level questions will be assessed during walk-throughs and coaching provided to those with a low percentage of higher-level questions.	Walk-throughs

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

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Percentage of students making Learning Gains in mathematics will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% making Learning Gains in mathematics.	76% making Learning Gains in mathematics.

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with large gaps in reading achievement. Due to district rezoning there are an increased number of transfer students that are not performing on grade level	Intensive assistance in Reading will be provided by Intensive Reading teachers, assisted by the evaluation and monitoring of the administrative team. All teachers will actively analyze data,plan interventions through PST, and meet with grade levels and administratio to review specific student progress	Administrators, PST Team, Curriculum Chairs, classroom teachers	Ongoing monitoring of formative assessment and teacher observation by principal	District assessments and FCAT results
2	Teachers using data from available resources and progress monitoring assessments to target instruction in classroom	Provide school based training on Pinnacle Gradebook and Insight reports	Curriculum Chairs Administrators	Monitor District Interim Assessments	FCAT 2.0 FAIR assessments
	Adequate time for teachers to review data, plan differentiated	Teams will meet on a rotational basis in Professional Learning	Administrators, Teachers, Intervention	Ongoing monitoring of formative and summative assessment data	Reading assessment data, FAIR data, Science

			Teacher	Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students	assessment data, FCAT results
3	instruction, and deliver the instruction within the school day.	Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment.			

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

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

<table>
<tr><th colspan="6">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><th></th><th>Anticipated Barrier</th><th>Strategy</th><th>Person or Position Responsible for Monitoring</th><th>Process Used to Determine Effectiveness of Strategy</th><th>Evaluation Tool</th></tr>
<tr><td>1</td><td>N/A</td><td></td><td></td><td></td><td></td></tr>
</table>

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Percentage of students in Lowest 25% making learning gains in mathematics will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% making Learning Gains.	76% making Learning Gains

<table>
<tr><th colspan="6">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><th></th><th>Anticipated Barrier</th><th>Strategy</th><th>Person or Position Responsible for Monitoring</th><th>Process Used to Determine Effectiveness of Strategy</th><th>Evaluation Tool</th></tr>
<tr><td>1</td><td>Due to district rezoning there are an increased number of transfer students that are not performing on grade level</td><td>All teachers will actively analyze data,plan interventions through PST, and meet with grade levels and administratio to review specific student progress</td><td>Administration, PST Team, Curriculum Chairs, classroom teachers</td><td>Ongoing monitoring of formative assessment and teacher observation by principal</td><td>District assessments and FCAT results</td></tr>
<tr><td>2</td><td>Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.</td><td>Teams will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and</td><td>Administrator Teachers</td><td>Ongoing monitoring of formative and summative assessment data

Track student growth using Scantron assessments and meet regularly as grade-level</td><td>Reading assessment data, FAIR data, Science assessment data, FCAT results</td></tr>
</table>

		enrichment.		teams to foster growth among all students	
3	Students in the lowest 25% are usually students with disabilities, low SES and/or ELL. Many are affected by these multiple barriers.	Provide intervention in the areas of vocabulary, fluency, phonics, and comprehension instruction using scientifically based reading materials.	Intervention Teacher, Administration	Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	Reading assessment data, FAIR data, FCAT results.

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 (77% proficient)or through Safe Harbor (69% proficient). 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	66	77	79	81	84	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	In 2012-2013, each subgroup will reduce the achievement gap by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 71% Black: 37% Hispanic: 63% Asian: n/a American Indian: n/a	White: 74% Black: 43% Hispanic: 67% 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	Due to district rezoning there are an increased number of new or transfer students that are not performing on grade level	All teachers will actively analyze data,plan interventions through PST, and meet with grade levels and administratio to review specific student progress	Administration, PST Team, Intervention teacher, Curriculum Chairs, classroom teachers	Ongoing monitoring of formative assessment and teacher observation by principal	District assessments and FCAT results
2	Challenges of working with students from low SES backgrounds	Teachers will receive professional develoment resources related to effective instructional strategies for low SES students. Implementation of the stratgies within the classroom will be monitored.	Administration	Ongoing monitoring of formative assessment and teacher observation	District assessments and FCAT results
3	Time for teacher collaboration as a follow up to professional development	Provide for uninterrupted teacher collaboration during plannning time, PLC time and faculty meeting dates as needed.	Administration	Faculty Survey in May 2013	Student Outcomes
	Funds for tutoring	Apply for tutoring funding	Administration	Student attendance and	student progress

4				evaluation records	and tutoring logs
5	Hispanic: We have a growing number of Hispanic students that receive services in our ESOL program	Ensure that all teachers receive professional development related to effective instructional strategies in reading for ELL Students. Follow up will be provided.	Administration ESOL and intervention teacher	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:	In 2012-2013, the achievement gap for ELL students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% proficient	49% 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	Time for teacher collaboration as a follow up to professional developement	Provide for uninterrupted teacher collaboration during planning time, PLC time and faculty meeting dates as needed	Administration	Faculty survey in May 2013	Student outcomes
2	Challenges working with students who come with ELL backgrounds with significant gaps in vocabulary	Provide high-quality vocabulary instruction throughout the day. Teach essential content words in depth. Use instructional time to address teh meanings of common words, phrases and expressions not yet learned.	ELL Teacher Administration	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments and FCAT results Progress monitoring of weekly data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	In 2012-2013, teh achievement gap for SWD students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% proficient	37% 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 teh 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 Lead Team Administration	Ongoing monitoring of formative assessments	FCAT

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	In 2012-2013, the achievement gap for ED students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% proficient	56% 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	Due to district rezoning there are an increased number of transfer students that are not performing on grade level	All teachers will actively analyze data,plan interventions through PST, and meet with grade levels and administratio to review specific student progress	Administration, PST Team, Curriculum Chairs, classroom teachers	Ongoing monitoring of formative assessment and teacher observation by principal	District assessments and FCAT results
2	Challenges of working with students from low SES backgrounds	Teachers will receive professional develoment resources related to effective instructional strategies for low SES students. Implementation of the stratgies within the classroom will be monitored.	Administration	Ongoing monitoring of formative assessment and teacher observation	District assessments and FCAT results
3	Funds for tutoring	Apply for tutoring funding	Administration	Student attendance and evaluation records	student progress and tutoring logs
4	Funds for professional development resources	Ensure that all teachers receive professional development related to effective instruction and assessment in mathematics	Administration	Ongoing monitoring of formative assessments and teacher observation by Principal	District Assessments and FCAT results

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data monitoring meetings	Kindergarten - 5th grade	Administration Curriculum Chair	Kindergarten - 5th grade	Quarterly at the end of each grading period	Faculty updates, quarterly meetings	Administration
Mountain Math	2nd Grade	Administration Curriculum Chair	2nd Grade	Quarterly	PLC meetings	Administration
ESGI	Kindergarten and 1st grade	Curriculum Chair	Kindergarten and 1st grade	Regularly at PLC and team meetings	PLC meetings	Administration Curriculum Chair
Kagan Training	1st grade 4th grade ESE	Kagan Trainer	1st grade 4th grade ESE	summer 2012	Faculty meetings, PLC meetings	Administration Curriculum Chair

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Kagan Training	Kagan Training for all 1st grade, partial 4th grade and ESE teachers	School funding	$1,700.00
		Subtotal: $1,700.00	

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
ESGI -Educational Software for Guiding Instruction	ESGI site license for all kindergarten and 1st grade teachers	School funding	$1,500.00
Mountain Math	Mountain Math Materials for 2nd grade	School funding	$95.95
		Subtotal: $1,595.95	

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Model Schools Conference	Took 9 faculty members to learn how to integrate CCSS	School funding	$6,876.00
		Subtotal: $6,876.00	

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Numbers Talk	Book for Kindergarten - 5th grade	School funding	$95.64
		Subtotal: $95.64	
		Grand Total: $10,267.59	

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:	The percentage of students achieving proficiency (FCAT Level 3) in science will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	51% (72 students) achieved proficiency (FCAT Level 3) in science.	52% will achieve proficiency (FCAT Level 3)in science.

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	Due to district rezoning there are an increased number of transfer students that are not performing on grade level	All teachers will actively analyze data,plan interventions through PST, and meet with grade levels and administration to review specific student progress	Administration, PST Team, Curriculum Chairs, classroom teachers, intervention teacher	Ongoing monitoring of formative assessment and teacher observation by administration	District assessments and FCAT results
2	Large number of students low SES, ELL, other ethnic minority, and students with disabilities impacted by multiple barriers are moderate to high risk	Identified students through FAIR and MacMillan Interim tests will receive additional reading instruction using scientifically research based reading strategies.	Administration, Intervention Teacher, Teachers	Ongoing monitoring of formative assessment and teacher observation, Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Reading assessment data, FAIR data, FCAT results
3	Time for teacher collaboration as a follow up to professional development	Provide for uninterrupted teacher collaboration during plannning times and faculty meeting dates as needed.	Administration	Faculty Survey in May 2013	Student Outcomes
4	New Science textbook series	Provide curriculum support for teachers at every grade level	Curriculum chairs, Administration	Survey of teachers, administration to monitor and observe lessons	District Assessment and FCAT results.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.	Students achieving above proficiency (FCAT Levels 4

Science Goal #2a:			and 5) in science will increase by 1%.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
22% (31 students) achieved above proficiency (FCAT Levels 4 and 5) in science.			23% will achieve above proficiency (FCAT Levels 4 and 5) in science.		

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	Due to district rezoning there are an increased number of transfer students that are not performing on grade level	All teachers will actively analyze data,plan interventions through PST, and meet with grade levels and administration to review specific student progress	Administration, PST Team, Curriculum Chairs,Interventionteacher, classroom teachers	Ongoing monitoring of formative assessment and teacher observation by administration	District assessments and FCAT results
2	Challenges of working with students from low SES backgrounds	Teachers will receive professional develoment resources related to effective instructional strategies for low SES students. Implementation of the stratgies within the classroom will be monitored.	Administration	Ongoing monitoring of formative assessment and teacher observation	District assessments and FCAT results
3	Time for teacher collaboration as a follow up to professional development	Provide for uninterrupted teacher collaboration during plannning times and faculty meeting dates as needed.	Administration	Faculty Survey in May 2013	Student Outcomes: Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results
4	Funds for professional development resources	Ensure that all teachers receive professional development related to effective instruction and assessment in mathematics	Administration	Ongoing monitoring of formative assessments and teacher observation by Principal	District Assessments and FCAT results
5	More rigorous instruction is needed, with more opportunities for higher-level thinking skills.	Professional development on Charlotte Danielson's Framework 3b: Using Questioning and Discussion Techniques (Domain 1)	District Professional Development and Curriculum Team Common Core Leadership Team	Ratio of higher-level questions to lower-level questions will be assessed during walk-throughs and coaching provided to those with a low percentage of higher-level questions.	Walk-throughs
6	New Science textbook series	Provide curriculum support for teachers at every grade level	Curriculum chairs, Administration	Survey of teachers, administration to monitor and observe lessons	District Assessment and FCAT results.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define

areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in 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
1	N/A				

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
Time for Kids	5th Grade Science	Curriculum Chair	5th grade teachers	Fall 2012	quarterly meetings	Administration
Creation of new STEM classroom	Kindergarten - 5th grade science, technology and math	Curriculum Chair	Kindergarten - 5th Grade	November 2012	Faculty meetings, PLC Meetings	Administration

Science Budget:

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

Time for Kids	Magazine that focuses on science	School funding	$552.50
		Subtotal:	$552.50
		Grand Total:	**$552.50**

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Students achieving Adequate Yearly Progress (FCAT Level 4.0 and higher) in writing will maintain or increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
97% 4.0 and higher (141 students)	97%-98% FCAT Level 4.0 and higher

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Due to district rezoning there are an increased number of transfer students that are not performing on grade level	Analyze FCAT writing data, collaborative team planning, meet with grade levels to review specific student progress, district support workshops	Administration	Administration to monitor and observe lessons delivered by teachers. Teachers providing peer support in writing.	District prompts
2	Challenges of working with students from low SES backgrounds and restricted vocabulary development	Implementation of Elements of Reading, a vocabulary development program	Administration	Ongoing monitoring of writing prompts Teacher walk-throughs	District prompts FCAT results
3	Time for teacher collaboration	Provide for uninterrupted teacher collaboration time during planning, PLCs and faculty meeting as needed. Working with other schools to share successful writing strategies	Administration	Ongoing monitoring of writing prompts Teacher walk-throughs	District prompts FCAT results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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 Score	4th Grade	4th Grade Team	4th Grade team	Fall 2012	PLC meetings	Administration
Elements of Vocabulary	4th Grade	4th Grade Team	4th Grade Team	Fall 2012	PLC meetings	Administration
Spelling Mastery	4th Grade	4th Grade Team	4th Grade Team	Fall 2012	PLC meetings	Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Write Score	Produces and scores formative assessments	School funding	$1,310.22
			Subtotal: $1,310.22
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
Elements Vocabulary	Materials to improve reading and writing in the classroom	School funding	$938.00
Spelling Mastery	Materials to improve reading and writing	School funding	$341.34
			Subtotal: $1,279.34
			Grand Total: $2,589.56

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 attendance rate will increase by 1% in 2013. The number of excessive absences and tardies will decrease by 5%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.8%	Increase to 96%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
313 students	Decrease the number of students with excessive absences to 297.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
258 students	Decrease the number of students with excessive absences to 245.

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	Flu/Illness	Notification of Infection Control Instruction of proper hygiene techniques	Administration School Health Personnel Classroom Teachers	Monitoring of Attendance Reports	CrossPointe Reports
2	Pattern of unexcused absences and lates	Parent /guardian notification of absences and tardies 10/15 day absence letters and / or tardy notes and connect ed PST or IEP attendance meetings Attendance Contracts with parent/guardian	Administrators, Teachers, Clerical Staff PST Chair or IEP Facilitator Administration / Social Worker	School-wide and/or individual student reports to show patterns of non-attendance / tardies	Attendance reports
3	Compliant attendance sometimes goes unrecognized	Attendance incentives / recognition	Administration Clerical Staff	Analyzing data gathered from attendance reports	School-wide classroom, and/or individual student attendance reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School wide behavior intiative assembly to go over school wide rules and expectations.	Kindergarten through 5th grade students	Administration Special Area Teachers Guidance Counselor Behavior Leadership Team	Kindergarten through 5th grade students	September 2012	Review as needed during PLC time with students	Administration Behavior Leadership Team

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 total 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
18 in-school suspensions	16 in-school suspensions

2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
11 students	10 students
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
16 suspensions	14 suspensions
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
12 students	11 students

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increased number of economically disadvantaged students and limited home support.	Utilizing Response to Intervention/ Behavior Strategies	Administration Guidance Counselor Classroom Teachers	Behavioral Leadership Team Meetings Problem Solving Team Meetings	CrossPointe Discipline Reports
2	Students new to school culture.	Behavior Expectation Assemblies	Administration	Monitoring discipline reports	Discipline 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
School wide behavior intiative assemblies to go over school rules and expectations	Kindergarten through 5th grade students	Administration Special Area Teachers Guidance Counselor Behavior Leadership Team	Kindergarten through 5th grade	September 2012	PLC meetings, review rules in special area and PLC time	Administration

Suspension Budget:

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

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Parent/families participating in parental involvement activities will increase by 3%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
62% of 722 families (448 families) participated in parent involvement activities	65% of parents/families will participate in parental involvement activities

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	Parent/family work schedules	Vary date and time of activities Offer a wide range of activities Offer some activities off campus	Administration Classroom Teachers PTA	Utilization of electronic master calendar, school website, Collaboration with community partners	Parent Involvement sign in sheets

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
Parent Involvment; Volunteers Training	K-5 Classroom Teachers	VIPS Coordinator	Classroom teachers K-5	Initial training September 2012, Implementation by October 2012. Reflectiona nd follow up by March 2012	Monitor family and community involvement at school functions; parental and community feedback.	Administration Volunteer Coordinator

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Implementation of a Science, Technology and Math room for teachers to use for hands-on labs, math and science activities.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time for teachers to plan integrated lessons involving math, science and technology	Have math and science materials all available in one classroom so that labs can be set up in advance and used by grade level teams	Administration	Classroom walk-throughs PLC	FCAT math and science scores

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Creation of new STEM classroom	Kindergarten through 5th Grade	Administrator Curriculum Chair	Kindergarten through 5th grade	November 2012	Faculty meetings, PLC meetings, etc.	Administration Curriculum Chair
Time Magazine for Kids	5th Grade	Curriculum Chair	5th Grade	Fall 2012	PLC meetings	Administration Curriculum Chair
Publix Math / Science Nights	Kindergarten through 5th Grade	Administration PTA	Kindergarten through 5th grade	Spring 2013	PTA meeting, Faculty Meeting	Adminstration PTA Board

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Kagan Training	Kagan training for all 1st grade, partial 4th grade and ESE teachers	School funding	$1,700.00
Mathematics	Kagan Training	Kagan Training for all 1st grade, partial 4th grade and ESE teachers	School funding	$1,700.00
				Subtotal: $3,400.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	ESGI Educational Software for Guiding Instruction	Technology website site license for kindergarten and 1st grade teachers	School funding	$1,500.00
Mathematics	ESGI -Educational Software for Guiding Instruction	ESGI site license for all kindergarten and 1st grade teachers	School funding	$1,500.00
Mathematics	Mountain Math	Mountain Math Materials for 2nd grade	School funding	$95.95
Writing	Write Score	Produces and scores formative assessments	School funding	$1,310.22
				Subtotal: $4,406.17

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Model Schools Conference	Took 9 faculty members to learn about CCSS integration	School funding	$6,876.00
Mathematics	Model Schools Conference	Took 9 faculty members to learn how to integrate CCSS	School funding	$6,876.00
				Subtotal: $13,752.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Elements Vocabulary	Materials to improve reading and writing in the classroom	School funding	$938.00
Reading	Daggat materials	Bill Daggat books and materials from Model Schools Conference	School funding	$450.00
Reading	Spelling Mastery	Materials to improve reading and writing	School funding	$341.34
Reading	Super QAR workbooks	Workbooks to improve Question Answer Relationship -for improving reading comprehension	School funding	$121.86
Mathematics	Numbers Talk	Book for Kindergarten - 5th grade	School funding	$95.64
Science	Time for Kids	Magazine that focuses on science	School funding	$552.50
Writing	Elements Vocabulary	Materials to improve reading and writing in the classroom	School funding	$938.00
Writing	Spelling Mastery	Materials to improve reading and writing	School funding	$341.34
				Subtotal: $3,778.68
				Grand Total: $25,336.85

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.
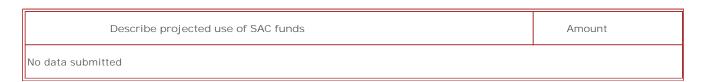
No Attachment (Uploaded on 10/15/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

The School Advisory Council will prioritize the needs of the school and assist in developing a plan to support the areas of need. They will also decide how to spend the SAC funds to assist in meeting the School Improvement Goals.

| ⓙ Priority | ⓙ Focus | ⓙ Prevent | ⓙ NA |

AYP DATA

SCHOOL GRADE DATA

No Data Found

Volusia School District FREEDOM ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	89%	88%	98%	73%	348	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	72%	75%			147	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?	74% (YES)	75% (YES)			149	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					644	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Volusia School District FREEDOM ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	86%	81%	91%	62%	320	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	73%	63%			136	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?	69% (YES)	73% (YES)			142	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					598	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested