

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: LOUISE S. MCINNIS ELEMENTARY SCHOOL

District Name: Volusia

Principal: Mrs. Alba Perez

SAC Chair: Sonia Larrabee & Jim Winburn

Superintendent: Dr. Margaret Smith

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

Last Modified on: 10/18/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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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	Alba Perez	Bachelor of Science Degree and Master's Degree in Educational Leadership. Certification in Early Childhood, Elementary Education, and k-12 Educational Leadership	9	14	2012 - B School, (48%R/41%M; 72% R/67%M; 63%R/67%M) 2011 - C School, AYP 72% (64% R/54%M; 55%R/50%M; 50%R/60%M) 2010 - B School, AYP 74% (64%R/57%M; 69%R/60%M; 58%R/70% M) 2009 - B School, AYP 74% (64R/59% M; 66%R/58%M; 67R/53% M) 2008 - C School, AYP 79% (67R/61%M; 63%R/67%M; 48R/81%M) 2007 - B School, AYP 79% (71%R/66%M; 69%R/72%M; 53%R/83%M) 2006 - A School, AYP 97% (77%R/69%M; 72%R/66%M; 58%R/NA M)* *Proficient Reading/Math; Learning Gains

					R/M; Lowest 25% R/M Based on the Volusia County District evaluation system currently in place, I have been rated either meeting or exceeding the 12 competencies for administrators.
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INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Math and Science	Sonia Larrabee	Bachelors of Science Masters in Educational Leadership	8	5	2012 - B School, (48%R/41%M; 72% R/67%M; 63%R/67%M) 2011 - C School, AYP 72% (64% R/54%M; 55%R/50%M; 50%R/60%M) 2010 - B School, AYP 74% (64%R/57% M; 69%R/60%M; 58%R/70%M) 2009 - B School, AYP 74% (64%R/59% M; 66%R/58%M; 67%R/53%M)* *Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M
Reading	Sherry Clifton	Bachelors of Arts	27	6	2012 - B School, (48%R/41%M; 72% R/67%M; 63%R/67%M) 2011 - C School, AYP 72% (64%R/54%M; 55%R/50%M; 50%R/60%M) 2010 - B School, AYP 74% (64%R/57% M; 69%R/60%M; 58%R/70%M) 2009 - B School, AYP 74% (64%R/59% M; 66%R/58%M; 67%R/53%M) 2008 - C School, AYP 79% (67%R/61%M; 63%R/67%M; 48%R/81%M)* *Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	School-Wide and Grade Team PLCs	Administration Instructional Coaches Classroom Teachers	Ongoing throughout the 2012-13 year	
2	School-Wide and Grade Team Professional Development	District Personnel Administration Instructional Coaches	Ongoing throughout the 2012-13 year	
3	Coaching Teachers in New Positions and/or Grade Levels	Administration Instructional Coaches	Ongoing throughout the 2012-13 year	
4	Teacher Recognition and Celebrations	Administration Instructional Coaches	Ongoing throughout the 2012-13 year	

5	Classroom Visitations amongst Fellow Teachers	Administration Instructional Coaches	Ongoing throughout the 2012-13 year
6	Implementation Schoolwide Behavior Plan	Administration Instructional Coaches Classroom Teachers	Ongoing throughout the 2012-13 year
7	Leadership Opportunities	Administration Instructional Coaches Classroom Teachers	Ongoing throughout the 2012-13 year
8	Teacher Collaboration and Teacher Opportunities for other Classroom Visits	Administration Instructional Coaches Classroom Teachers	Ongoing throughout the 2012-13 year

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
39	0.0%(0)	12.8%(5)	43.6%(17)	43.6%(17)	38.5%(15)	100.0%(39)	5.1%(2)	5.1%(2)	61.5%(24)

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
Sonia Larrabee Sherry Clifton	Daria Williams	Daria Williams is teaching a 4th/5th Grade combination class and is being mentored by the highly qualified Instructional Coaches.	Modeling, Coaching, Classroom Visitations, and Collaborative Planning (as needed)
		Elba Dail is	

Sonia Larrabee Sherry Clifton	Elba Dail	new to teaching 3rd Grade and is being mentored by the highly qualified Instructional Coaches.	Modeling, Coaching, Classroom Visitations, and Collaborative Planning (as needed)
Sonia Larrabee Sherry Clifton Brenda Brotherton	Paula Outzen	Paula Outzen is new to ESE Resource and is being mentored by the highly qualified Instructional Coaches and the other ESE Resource Teacher.	Modeling, Coaching, Classroom Visitations, and Collaborative Planning (as needed)
Sonia Larrabee Sherry Clifton	Yoder Milton	Yoder Milton is new to teaching 2nd Grade and is being mentored by the highly qualified Instructional Coaches and other colleagues in 2nd Grade.	Modeling, Coaching, Classroom Visitations, and Collaborative Planning (as needed)
Sonia Larrabee Sherry Clifton	Susan Kelleher	Susan Kelleher is new to teaching 4th grade and is being mentored by the highly qualified Instructional Coaches and other colleagues in 4th grade.	Modeling, Coaching, Classroom Visitations, and Collaborative Planning (as needed)
Sonia Larrabee Sherry Clifton	Megan Lamb	Megan Lamb is new to teaching a Kindergarten/Grade 1 combination and is being mentored by the highly qualified Instructional Coaches and other colleagues in 2nd Grade.	Modeling, Coaching, Classroom Visitations, and Collaborative Planning (as needed)

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

Programs supported by Title 1 at L.S. McInnis include:

- Title I Para-professional who facilitates our Parent Involvement Center
- Academic Intervention Teacher to provide additional support to students in need via a push-in model
- Reading, Writing, Math, and Science Intervention support staff, materials, and resources
- Academic Instructional Coaches provide instructional support to teachers
- Supplemental materials and supplies needed to close the achievement gap
- Supplemental funds for on-going staff development as determined by the results of FCAT data

- Technology to aid in instructional practices and student learning
- Morning tutorial for Math and Reading

Title I, Part C- Migrant

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

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

Title I, Part D

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

Title II

The district provides ongoing Professional Development in the core subject areas to ensure quality instruction and student success.

Title III

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

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

L.S. McInnis offers the following non-violence and anti-drug programs:

- Student mentoring program (pending mentor availability)
- Crisis training program
- Suicide prevention program
- Anti-Bullying program
- Red Ribbon Week activities
- Character Lessons

Nutrition Programs

L.S. McInnis offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Wellness Policy School Plan
- Nutrition and Wellness lessons during Physical Education classes

Housing Programs

N/A

Head Start

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

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

Adult Education

N/A

Career and Technical Education

N/A

Job Training

L.S. McInnis offers students' career awareness opportunities through Jr. Achievement programs, job shadowing opportunities, guest speakers from business and industry on career day, and field trips to business and industry locations.

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The following personnel comprise our School-based RtI Leadership Team:

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

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

PST Chair: Coordinates and implements the district's Progress Monitoring Plan (PMP) accessible through the K-12 curriculum link of the webpage and the VCS Problem Solving/RtI model (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) for those students who do not respond effectively to core instruction.

General Education Teachers (Primary and Intermediate): Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction, collaborate with other staff to implement Tier 2/3 interventions and integrate modified Tier 1 curriculum to use with Tier 2/3 students.

Exceptional Student Education (ESE) Teachers: Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through Consultation meetings. Encompasses Problem Solving/RtI practices when addressing the needs of ESE students with a focus on potential

reintegration into General Education based on data.

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

Academic Intervention Teacher: Supports core instruction by assisting students with academic interventions.

School Guidance Counselor: Assist students with academic and emotional support.

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

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

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

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

MTSS Implementation

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

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

Describe the plan to train staff on MTSS.

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

Describe the plan to support MTSS.

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The following personnel comprise our School-based Literacy Leadership Team:

Principal: Provides a common vision for the use of data-based decision-making by promoting the K-12 Reading Plan. Ensures that educators are implementing the district's Curriculum Maps and Reporting Student Progress Manual accessible through the K-12 curriculum link of the webpage. Monitors students who do not respond to the core and are in need interventions through the recommendation of PS/RtI. Ensures adequate professional development to be scheduled for faculty. Provides a framework and sets time aside weekly for grade level PLCs.

School Psychologist: Provides/facilitates training on skill building and understanding of the components of PS/RtI. Supports the school's team in the completion of resource mapping (academic and behavioral) with focus on standard protocol interventions in order to enhance implementation of PS/RtI. Communicates with parents through relevant meetings, and the sharing of the parent link of the VCS Problem Solving/RtI website (under Psychological Services) in order to address the purpose of PS/RtI in meeting student needs and to address frequently asked parental questions. In addition, parents are provided information about PS/RtI at PST meetings.

General Education Teachers (Primary and Intermediate): Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

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

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

School Guidance Counselor: Supports core instruction by assisting students with academic and emotional support; serves on the Collaborative Action Team.

Academic Intervention Teacher: Instructs and assesses at-risk students; provides assessment and observational data pertaining to those students.

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

The LLT Team meets once a month to discuss the instructional needs of individual students as well as classroom level and school wide literacy initiatives.

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

The major initiatives of the LLT this year will include monitoring the progress of identified At-Risk students as they proceed through the PST process, and providing assistance to teachers implementing the LLI (Leveled Literacy Instruction), SIPPS

(Systematic Instruction in Phonemic Awareness, Phonics and Spelling), Making Meaning, and WRS (When Readers Struggle) Intervention programs. Other initiatives this year are Family Reading Night, Book Fair, and Young Authors Event.

Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 9/28/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

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

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The percentage of students achieving proficiency (FCAT Level 3) in reading will increase 2012 performance levels by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (53)	30%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Insufficient information associated with the alignment of the NGSSS with the CCSS	3rd -5th Grade Teams will rewrite formative assessments to align with the CCSS	ELA District Personnel Instructional Coaches Classroom Teachers Administration	Use of documents that aid in alignment Administrative Observation Tools	District Interim Assessments Formative Assessments FCAT Results
2	Limited academic and global vocabulary	Explicit and systematic instruction in vocabulary strategies focusing on best practices	Instructional Coaches Administration Classroom Teachers Academic Intervention Teacher	Track student growth through Achievement Series/Pinnacle Increased use of vocabulary in student response to reading and writing Administrative Observation Tools	District Interim Assessments Formative Assessments FCAT results FAIR VSET Evaluation
3	Minimal reading endurance	Additional minutes for continuous reading during the Literacy Block	Instructional Coaches Administration Classroom Teachers	Increased mastery of comprehension questions for each passage in District Interim Assessments Administrative Observation Tools	District Interim Assessments
4	Minimal Comprehension Skills	Early Morning Tutorial Making Meaning Intervention Program SIPPS/Systematic Instruction in Phonemic Awareness, Phonics, and Spelling Intervention Program	Instructional Coaches Academic Intervention Teacher Administration Classroom Teachers	Pre- and Post-Test for Tutorial Program SIPPS Mastery Assessments Increased mastery of comprehension questions in assessments Administrative Observation Tools	District Interim Assessments Formative Assessments FCAT results Successful completion of Reading Portfolios for Grade 3

5	Achievement Gap	All students will receive an additional 30 minutes of targeted skill instruction during Walk to Intervention Intervention and enrichment program initiatives will be used during WTI	Instructional Coaches Academic Intervention Teacher Administration Classroom Teachers	Teachers will maintain daily documentation of small group instruction during WTI Administrative Observation Tools	District Interim Assessments Formative Assessments FCAT results VSET Evaluation
6	FCAT 2.0 Language and Complexity	Formative assessments using the FCAT 2.0 rigor and format Close Reading of complex text using text dependent questions	Instructional Coaches Academic Intervention Teacher Classroom Teachers Administration	Mastery of comprehension benchmarks on each assessment Administrative Observation Tools	District Interim Assessments Formative Assessments FCAT results FAIR VSET Evaluation
7	Limited Knowledge of Implementation of the CCSS	Early Release Professional Development Days for CCSS training during the year Follow-up training during Grade Level and Schoolwide PLCs	Common Core Leadership Team Classroom Teachers District Personnel Administration	PLC Meeting documentation of CCSS trainings Lesson planning to show integration of Common Core	FCAT Results

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Students scoring at or Levels 4,5,and 6 on FAA in reading will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (2)	30%

Problem-Solving Process to Increase Student Achievement

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

		provided by program specialists		Pre- and post-test using Unique Learning System Administrative observation tools	
3	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform	ESE Team Administration	District follow-up survey Check student progress data using Unique Reports Learning System Reports for Multi-VE students Pre- and post-test using Unique Learning System	Unique Reports Survey

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The percentage of students achieving above proficiency (FCAT level 4 and 5) in reading will increase 2012 performance levels by 2% or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (38)	22%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of advanced reading materials	Classrooms are provided with advanced reading materials	Instructional Coaches Administration	Track student growth using Scantron Assessments	District Interim Assessments Formative Assessments FAIR FCAT Results
2	Minimal time to work with above level students in reading	Additional 30 minutes daily provided to implement effective instructional strategies for the above level readers Design Thinking Program during Walk to Intervention for enrichment	Instructional Coaches Classroom Teachers Support/Special Area Teachers Administration	Student responses to reading and writing demonstrate critical thinking and higher level understanding of complex text Students use problem solving strategies to design prototypes for real life situations	District Interim Assessments Formative Assessments FAIR FCAT Results
3	FCAT 2.0 Language and Complexity	Formative assessments are developed using the FCAT 2.0 rigor and format Close Reading of complex text using text dependent questions	Instructional Coaches Academic Intervention Teacher Classroom Teachers Administraton	Mastery of comprehension benchmarks on each assessment Administrative Observation Tools	District Interim Assessments Formative Assessments FAIR FCAT Results VSET Evaluation
	Teachers have limited knowledge of	Early Release Professional Development Days for	Common Core Leadership Team	PLC Meeting documentation of CCSS	FCAT Results

4	Implementation of the CCSS	CCSS training during the year	District Personnel	trainings
		Follow-up training during Grade Level and Schoolwide PLCs	Classroom Teachers	Lesson planning to show integration of Common Core
			Administration	

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:	Students scoring at or Levels 7,8,and 9 on FAA in reading will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (5)	72%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists	ESE Teacher District Personnel Administration	Check usage and implementation, as well as student progress data using Unique Learning System Reports for Multi-VE students Administrative observation tools	Unique Reports FAA Scores
2	There is a need for more collaboration time among teachers of students with cognitive disabilities	Participation of Access Course teachers in District's monthly Virtual PLC using webinar platform Evaluation of the student's need to access more rigorous courses and change placement if necessary Discussion of application of skills and knowledge at a higher level and in various settings	ESE Teacher District Personnel Administration	District follow-up survey Check student progress data using Unique Learning System Reports for Multi-VE students Pre- and post-test using Unique Learning System	Unique Reports Survey
3	Not all instruction has been consistently aligned to the NGSSS access points	Implement Access courses in all core academic areas	ESE Teacher District Personnel Administration	Check usage and implementation, as well as student progress data using Unique Learning System Reports for Multi-VE students Administrative observation tools	Unique Reports FAA Scores VSET Evaluation

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.	Students making Learning Gains will increase by 5% in
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Reading Goal #3a:	reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% making Learning Gains	77% making Learning Gains

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Engagement	Kagan Cooperative Learning Structures Deep Questioning and Discussion Techniques	Instructional Coaches Academic Intervention Teacher Classroom Teachers Administration	Observation of % of students engaged Increased number of student participation and work completion Administrative Observation Tools	Semester Formative Assessments District Assessments Formative Assessments FCAT results VSET Evaluation
2	Limited Global and Academic Vocabulary	Explicit and systematic instruction in vocabulary focusing on best practices	District Personnel Instructional Coaches Academic Intervention Teacher Classroom Teachers Administration	Track student growth through Achievement Series/Pinnacle Increased use of vocabulary in student response to reading and writing Administrative Observation Tools	District Interim Assessments Formative Assessments FAIR FCAT Results VSET Evaluation
3	Minimal Comprehension Skills	Early Morning Tutorial Program Implementation of intervention programs during WTI to target comprehension	Instructional Coaches Academic Intervention Teacher Classroom Teachers Administration	Pre- and Post-Test for Tutorial Program SIPPS Mastery Assessments Increased mastery of comprehension questions in assessments Administrative Observation Tools	District Interim Assessments Formative Assessments FAIR FCAT Results VSET Evaluation
4	Minimal reading endurance	Additional 30 minutes for continuous reading during the Literacy Block	Instructional Coaches Academic Intervention Teacher Classroom Teachers Administration	Increased mastery of comprehension questions in assessments Administrative Observation Tools	District Interim Assessments Formative Assessments FAIR FCAT Results VSET Evaluation
5	Achievement Gap	All students will receive an additional 30 minutes of targeted skill instruction during Walk to Intervention Implementation of Making Meaning, When Readers	Instructional Coaches Academic Intervention Teacher Classroom	Teachers will maintain daily documentation of small group instruction during WTI Administrative Observation Tools	District Interim Assessments Formative Assessments FAIR

	Struggle, Leveled Literacy Intervention, and SIPPS program	Teachers Administration	FCAT Results VSET Evaluation
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Students making learning gains on FAA in reading will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (3)	52%

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Students in the lowest 25% making Learning Gains will increase by 5% in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% making Adequate Progress	73% making Adequate Progress

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited Global and Academic vocabulary	Explicit and systematic instruction in vocabulary focusing on implementation of best practices	District Personnel Instructional Coaches Academic Intervention Teacher Classroom Teachers Administration	Track student growth through Achievement Series/Pinnacle Increased use of vocabulary in reading and writing Administrative Observation Tools	District Interim Assessments Formative Assessments FAIR FCAT Results VSET Evaluation
2	Non english speakers have limited language skills	Beginner Level ELL students will receive language and vocabulary instruction with ESOL teacher during the Literacy Block Participation in SIPPS program for phonics and phonemic awareness	ESOL teachers Instructional Coaches Administration Classroom Teachers	Formative Assessments in Treasure Chest ELL program for Grades 2, 3, and 5 Formative Assessments in Treasures for Grades K and 1 Administrative Observation Tools	District Interim Assessments Formative Assessments CELLA VSET Evaluation
3	Achievement Gap	All students will receive an additional 30 minutes of targeted skill instruction during Walk to Intervention Students are grouped according to need Implementation of intervention programs to target skills	Instructional Coaches Academic Intervention Teacher Classroom Teachers Administration	PLC Data Review meetings Data Charts for each grade level for grouping of students Administrative Observation Tools	District Interim Assessments Formative Assessments FAIR FCAT Results VSET Evaluation
4	FCAT 2.0 Language and Complexity	Formative assessments using the FCAT 2.0 rigor and format Close Reading of complex text using text dependent questions	Instructional Coaches Academic Intervention Teacher Classroom Teachers Administration	Mastery of comprehension benchmarks on each assessment Administrative Observation Tools	District Interim Assessments Formative Assessments FAIR FCAT Results VSET Evaluation
5	Limited Knowledge of Implementation of the CCSS	Early Release Professional Development Days for CCSS training Follow-up training during Grade Level and Schoolwide PLCs	District Personnel Common Core Leadership Team Classroom Teacher Administration	PLC Meeting documentation of CCSS trainings Lesson planning to show integration of Common Core	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 (53% proficient) or through Safe Harbor (54% proficient).					
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

	51	53	57	62	67	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The percentage of students in each subgroup not making satisfactory progress will decrease by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White - 37% Hispanic - 58%	White - 32% Hispanic - 53%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited background knowledge	Activation of prior knowledge and experiences using Thinking Maps, Cooperative Learning, and pre-reading strategies	Instructional Coaches Administration Classroom Teachers	Formative assessments	District Interim Assessments FCAT results
2	Limited academic and global vocabulary	Explicit and systematic vocabulary instruction focusing on implementation of best practices	Instructional Coaches Administration Classroom Teachers	Track student growth through Achievement Series/Pinnacle Administrative Observation Tools	District Interim Assessments FCAT Results FAIR VSET Evaluation
3	Minimal reading endurance	Additional 30 minutes for continuous reading during the Literacy Block	Instructional Coaches Administration Classroom Teachers	Mastery of comprehension questions on assessments Administrative Observations Tools	District Interim Assessments FCAT Results
4	Varied student levels	Differentiated Instructional Strategies will be used to provide instruction as needed based on student level Small group skill instruction	Instructional Coaches Administration Classroom Teachers	Observations of small group work and instruction during reading block PLC Curriculum Meetings Administrative Observation Tools	District Interim Assessments FCAT Results VSET Evaluation

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:	The percentage of students in the English Language Learners subgroup not making satisfactory progress will decrease by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ELL: 69%	ELL: 64%

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	Limited academic and global vocabulary	Explicit and systematic instruction Implementing vocabulary strategies Beginner level ELL students will receive language and vocabulary instruction with an ESOL teacher during the reading block in a small group setting	ELL Teachers Instructional Coaches Administration Classroom Teachers	Track student growth through scantron achievement/Pinnacle ESOL Teachers will consult with Classroom Teachers on student progress Administrative Observation Tools	District Interim Assessments FCAT Results FAIR CELLA VSET Evaluation
2	Limited Background Knowledge	Activation of prior knowledge and experiences using Thinking Maps, Cooperative Learning, and pre-reading strategies Implementation of the Thinking Maps training, "Path to Proficiency for ELL"	Instructional Coaches Administration Classroom Teachers ELL Teachers	Lesson plans Administrative Observation Tools	District Interim Assessments FCAT Results VSET Evaluation
3	Minimal reading endurance	Additional 30 minutes for continuous reading during the Literacy Block	Instructional Coaches Administration Classroom Teachers	Mastery of comprehension questions on assessments Administrative Observation Tools	District Interim Assessments FCAT Results VSET Evaluation
4	Achievement Gap	All students will receive an additional 30 minutes of targeted skill instruction during Walk to Intervention Implementation of Making Meaning and SIPPS programs	Instructional Coaches Academic Intervention Teacher Administration Classroom Teachers ELL Teachers	Teachers will maintain daily documentation of small group instruction during WTI Administrative Observations	District Interim Assessments CELLA 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:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The percentage of students in the Students with Disabilities subgroup not making satisfactory progress will decrease by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD: 77%	SWD: 72%

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	Limited academic and global vocabulary	Explicit and systematic vocabulary instruction Identified ESE students will receive additional instruction with a Support Facilitator during the reading block in a small group setting	Instructional Coaches Administration Classroom Teachers ESE Support Facilitators	Track student growth through scantron achievement Administrative Observations ESE Support Facilitators will collaborate with classroom teachers to monitor students' progress	District Interim Assessments Formative Assessments FCAT Results FAIR VSET Evaluation
2	Minimal reading endurance	Additional minutes for continuous reading during the Literacy Block	Instructional Coaches Administration Classroom Teachers	Increased mastery of comprehension questions for each passage within a District Interim Assessment Administrative Observations	District Interim Assessments
3	Limited background knowledge	Activation of prior knowledge and experiences using Thinking Maps, Cooperative Learning, and pre-reading strategies	Instructional Coaches Administration ESE Teachers Classroom Teachers	Formative assessments Administrative Observation Tools	District Interim Assessments FCAT results VSET Evaluation
4	FCAT 2.0 Language and Complexity	Formative assessments using the FCAT 2.0 rigor and format Close Reading of complex text using text dependent questions	Administration Instructional Coaches Classroom Teachers ESE Support Facilitators	Increased mastery ELA Anchor Standards through Formative and Summative Assessments Administrative Observation Tools	District Interim Assessments Formative Assessments FCAT results FAIR VSET Evaluation

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:	The percentage of students in the Economically Disadvantaged subgroup not making satisfactory progress will decrease by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ED: 52%	ED: 47%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited academic and global vocabulary	Explicit and systematic vocabulary instruction	Instructional Coaches Administration Classroom Teachers Academic	Track student growth through scantron achievement series/Pinnacle Administrative Observation Tools	District Interim Assessments FCAT Results FAIR VSET Evaluation

			Intervention Teacher		
2	Minimal reading endurance	Additional minutes for continuous reading during the Literacy Block	Instructional Coaches Administration Classroom Teachers	Track student growth through Achievement Series/Pinnacle Administrative Observation Tools	District Interim Assessments FCAT Results
3	Limited background knowledge	Activation of prior knowledge and experiences using Thinking Maps, Cooperative Learning, and pre-reading strategies	Instructional Coaches Administration Classroom Teachers	Formative assessments Administrative Observation Tools	District Interim Assessments FCAT Results VSET Evaluation
4	FCAT 2.0 Language and Complexity	Formative assessments using the FCAT 2.0 rigor and format Close Reading of complex text using text dependent questions	Instructional Coaches Administration Academic Intervention Teacher Classroom Teachers	Increased mastery of ELA Anchor Standards through Formative and Summative Assessments Administrative Observation Tools	District Interim Assessments FCAT results FAIR VSET Evaluation

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
Common Core Literacy Stations for Grades K-1 that are meaningful and engaging	Grades K and 1	Instructional Coach	Grade Teams K and 1	Ongoing, August-June, 2013	Observations of student engagement during small group work	Instructional Coach Administration
Grade Team PLCs focusing on developing Text Dependent Questions across the content areas	Grades K-5	Instructional Coach	Grade Teams K-5	Ongoing, August-June, 2013	Lesson Planning Administrative Observations	Instructional Coach Administration
SIPPS	Grades K-5	Instructional Coach	Grade Teams K-5	Ongoing, August-June, 2013	Reading Records	Instructional Coach Administration
Grade Team PLCs for CCSS alignment	Grades K-5	Instructional Coach	Grade Team K-5	Ongoing, August 2012-June 2013	PLC Meetings	Instructional Coach Administration
Design Thinking	Grades 1-5	District Personnel	Support Staff	Ongoing, August-June 2013	Student created products Administrative Observations	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
SIPPS	Phonemic Awareness, Phonics, and Comprehension Intervention Program	Title 1	\$2,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
IPADs and ITouches	devices for reading practice and applicaton	Title 1	\$5,000.00
			Subtotal: \$5,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Literacy	Implementation of strategies for Common Core	Title 1	\$3,000.00
			Subtotal: \$3,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Extended Core Tutoring	School budget	Title 1	\$7,000.00
			Subtotal: \$7,000.00
			Grand Total: \$17,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking.		The percentage of students scoring proficient in Listening/Speaking on CELLA will increase by 2%.			
CELLA Goal #1:					
2012 Current Percent of Students Proficient in listening/speaking:					
39% (65)					
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 will be used for differentiated instruction Teachers use English Language Proficiency Standards for English Language Learners	ESOL Resource Teachers Academic Coaches Academic Intervention Teacher Classroom	Quarterly data study of ELL student progress Teachers will collaborate with ESOL Resource teachers regarding struggling ELL students	CELLA IPT FCAT Results District Assessments

		Ensure that teachers receive professional development related to effective instructional practices for teaching English Language Learners	Teachers District Personnel Administration		
2	Limited prior knowledge	Use strategies to activate prior knowledge with essential vocabulary daily	ESOL Resource Teachers Academic Coaches Academic Intervention Teacher Classroom Teachers Administration	Increased mastery of speaking and listening skills Administrative Observations	CELLA IPT FCAT Results 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%.
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2012 Current Percent of Students Proficient in reading:

31% (52)

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 will be used for differentiated instruction Ensure that teachers use English Language Proficiency Standards for English Language Learners Ensure that teachers receive professional development related to effective instructional practices for teaching English Language Learners	ESOL Resource Teachers Academic Coaches Classroom Teachers Administration	Ongoing monitoring of student data Teachers will collaborate with ESOL Resource teachers regarding struggling ELL students	CELLA IPT FCAT Results District Assessments
2	Limited prior knowledge	Make current and previously taught vocabulary accessible to students through use of word walls Use visuals, including photographs, movie clips, and real-life objects to reinforce	ESOL Resource Teachers Academic Coaches Classroom Teachers Administration	Ongoing monitoring of student data Teachers will collaborate with ESOL Resource teachers regarding struggling ELL students	CELLA IPT FCAT Results 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:

57% (95)

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 instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction Ensure that teacher use English Language Proficiency Standards for English Language Learners Ensure that teachers receive professional development related to effective instructional practices for teaching English Language Learners	ESOL Teachers Academic Coaches Academic Intervention Teacher District Personnel	Ongoing monitoring of student data	CELLA IPT FCAT Results District Assessments
2	Limited prior knowledge	Use visuals, including photographs, movie clips, and real-life objects to reinforce vocabulary to use in writing	ESOL Resource Teachers Academic Coaches Classroom Teachers Administration	Increased writing skills as demonstrating in writing samples	CELLA IPT FCAT Results 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:	The percentage of students achieving proficiency (FCAT Level 3) in mathematics will increase 2012 performance levels by 2%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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25% (48)	27%
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited knowledge of Math NGSSS in Grades 2-5	Curriculum Mapping using State Test Specifications and District Curriculum Map Students in Grades 2-5 will take a practice FCAT every nine-weeks Use of the Progression of Skills Checklists	Math/Science Facilitator Academic Intervention Teacher Classroom Teachers 2-5 Administration	Documentation of student mastery Administrative Observation Tools	Semester Formative Assessments District Interim Assessments Formative Assessments FAIR FCAT Results VSET Evaluation
2	Using appropriate evaluation tools	Teams work as a PLC to write formative assessments and formulate action plans based on assessment results Use of the Progression of Skills Checklists	Math/Science Facilitator Academic Intervention Teacher Classroom Teachers Administration	Documentation of student mastery Administrative Observation Tools	Semester Formative Assessments District Interim Assessments Formative Assessments FCAT Results VSET Evaluation
3	Limited time devoted for teacher collaboration	Teams discuss math content and strategies during teacher-led meetings in order to deliver more cohesive instruction and targeted assessments	Math/Science Facilitator Academic Intervention Teacher Classroom Teachers Administration	Documentation of student mastery Administrative Observation Tools	Semester Formative Assessments District Interim Assessments Formative Assessments FCAT Results VSET Evaluation
	Limited knowledge and application of the Eight CCSS Mathematical Practices	Teams will attend trainings for Math CCSS implementation of the Eight Mathematical Practices	Math/Science Facilitator Academic Intervention	Documentation of student mastery Administrative Observation Tools	Semester Formative Assessments District Interim

4		Teams will collaborate on how to embed these Practices into their lessons	Teacher Classroom Teachers Administration		Assessments Formative Assessments FCAT Results VSET Evaluation
5	Unfamiliarity with the Math content CCSS in Grades K-1	Grade Teams K and 1 will attend trainings for the implementation of their content CCSS with emphasis on using the curriculum map to guide instruction Use of the Progression of Skills Checklists	Math/Science Facilitator Academic Intervention Teacher Classroom Teachers K-1 Administration	Documentation of student mastery Administrative Observation Tools	Semester Formative Assessments District Interim Assessments Formative Assessments FCAT Results VSET Evaluation
6	An imbalance between close reading in science, interactive lectures, and hands-on activities	Embed the ELA Anchor Standards and associated reading strategies with the science lessons Each classroom teacher conducts a hands-on activity at least once a week	Math/Science Facilitator Academic Intervention Teacher Classroom Teachers Administration	Use of the Interactive Science Notebook for student written reflections and content explanations	Semester Formative Assessments District Interim Assessments Formative Assessments FCAT Results VSET Evaluation
7	Students deficient in reading and understanding problem-solving questions	Students will use problem-solving strategies such as Model Drawing in teacher-led small group instruction	Math/Science Facilitator Classroom Teachers Administration	Periodic formative assessments in problem-solving within each nine-week term Practice FCAT assessment at the conclusion of each nine-weeks Administrative Observation Tools	Semester Formative Assessments District Interim Assessments Formative Assessments FCAT Results VSET Evaluation School-Based FCAT Practice Results
8	Limited time devoted to problem-solving strategies	Provide morning tutoring focusing on strategies used in problem-solving Students will use problem-solving strategies in teacher-led small group instruction	Math/Science Facilitator Classroom Teachers Tutorial Teachers Administration	Ongoing monitoring to track student growth Administrative Observation Tools	Semester Formative Assessments District Interim Assessments Formative Assessments FCAT Results VSET Evaluation

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:

Students scoring at or Levels 4,5,and 6 on FAA in mathematics will increase by 2%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (4)	59%

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The percentage of students achieving above proficiency (FCAT Levels 4 and 5) in mathematics will increase 2012 performance levels by 2% or higher.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (30)	18%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of going in depth with the new math standards	Dedicated time to standard deconstruction and assessment during PLC time	Math/Science Facilitator Classroom Teachers Administration	Artifacts from PLC meetings Formative and Summative Assessments Administrative Observation Tools	Semester Formative Assessments District Interim Assessments Formative Assessments

					FCAT Results VSET Evaluation
2	Prior Knowledge	Teachers utilize prior grade level maps in delivering current grade-level instruction Vertical Teaming	Math/Science Facilitator Classroom Teachers Administration	Formative Assessments Administrative Observation Tools	Semester Formative Assessments District Interim Assessments Formative Assessments FCAT Results VSET Evaluation
3	Matching student needs with appropriate skill instruction	Use of the Progression of Skills checklist Appropriate teacher-led small group instruction	Math/Science Facilitator Classroom Teachers Administration	Ongoing Progress Monitoring of specific skills Administrative Observation Tools	Semester Formative Assessments District Interim Assessments Formative Assessments FCAT Results VSET Evaluation

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:	Students scoring Level 7 and higher on FAA in mathematics will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (3)	45%

Problem-Solving Process to Increase Student Achievement

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

	Discussion of application of skills and knowledge at a higher level and in various settings		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Students making learning gains in mathematics will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (*)	76%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Engagement	Kagan Cooperative Learning Structures Deep Questioning and Discussion Techniques	Instructional Coaches Academic Intervention Teacher Classroom Teachers Administration	Observation of % of students engaged Increased number of student participation and work completion Administrative Observation Tools	Semester Formative Assessments District Assessments Formative Assessments FCAT results VSET Evaluation
2	Achievement Gap	Small group instruction to meet the needs of tier 2 and 3 students Daily center opportunities to reinforce skills	Math/Science Facilitator Classroom Teachers Administration	Ongoing Progress Monitoring of specific skills PLC Data Review meetings Administrative Observation Tools	Semester Formative Assessments District Interim Assessments Formative Assessments FCAT Results VSET Evaluation
3	Prior Knowledge	Use of the Progression of Skills document Vertical Teaming Use of previous grade level curriculum maps for current instruction	Math/Science Facilitator Administration Classroom Teachers	Ongoing Progress Monitoring of specific skills	Semester Formative Assessments District Interim Assessments Formative Assessments FAIR FCAT Results VSET Evaluation
	Changing to the New Generation Sunshine State Standards	Use of current curriculum maps and test specifications for instruction and assessment	Math/Science Facilitator Classroom Teachers	80%+ mastery on District Interim Assessments Administrative Observation Tools	Semester Formative Assessments District Interim Assessments

4		Administration		Formative Assessments FCAT Results VSET Evaluation
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal # 3b:	Students making learning gains on FAA in mathematics will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (3)	52%

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Students in the lowest 25% making Learning Gains will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (*)	78% making Learning Gains

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Limited time in master schedule for additional math instruction	Provide opportunity for additional math instruction after school	Math/Science Facilitator Administration	Pre and Post-test	Semester Formative Assessments District Interim Assessments Formative Assessments FCAT Results VSET Evaluation
2	Half of our student population is below-level in mathematics	Identified students receive additional targeted skill instruction in a small group setting	Math/Science Facilitator Classroom Teachers Administration	Ongoing Progress Monitoring Administrative Observation Tools	Semester Formative Assessments District Interim Assessments Formative Assessments FCAT Results VSET Evaluation
3	Students not meeting benchmarks	Teachers will use curriculum maps to maintain appropriate math instruction using Sunshine State Standards	Instructional Coaches Classroom Teachers Administration	Curriculum Map Pacing Guide Administrative Observation Tools	Semester Formative Assessments District Interim Assessments Formative Assessments FCAT Results VSET Evaluation
4	Varied level of math skills	Teachers will use differentiated instruction to provide students with appropriate math instruction	Math/Science Facilitator Classroom Teachers Administration	Classroom Observations/Visitations Differentiated Materials Administrative Observation Tools	Semester Formative Assessments District Interim Assessments Formative Assessments FCAT Results VSET Evaluation
5	Students with minimal computation and problem solving skills	Math Intervention for one hour per week in Grades 4 and 5	Math/Science Facilitator	Ongoing Progress Monitoring	Semester Formative Assessments District Interim Assessments Formative Assessments FCAT Results

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

Elementary School Mathematics Goal #

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

In 2012-2013, we will reduce the achievement gap by meeting the AMO target (45% proficient) or through Safe Harbor (49% proficient).

5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	43	45	51	56	62	

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:	The percentage of students in each subgroup not making satisfactory progress will decrease by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 52% Hispanic: 59%	White: 47% Hispanic: 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	Learning Gaps	Small group instruction to meet the needs of tier 2 and 3 students	Math/Science Facilitator Administration Classroom Teachers Administration	Ongoing Progress Monitoring of specific skills Administrative Observaton Tools	Semester Formative Assessments District Interim Assessments Formative Assessments FCAT Results VSET Evaluation
2	Prior Knowledge	Use of the Progression of Skills document Vertical Teaming Use of previous grade level curriculum maps	Math/Science Facilitator Administration Classroom Teachers	Ongoing Progress Monitoring of specific skills	Semester Formative Assessments District Interim Assessments Formative Assessments FCAT results
3	Using the New Generation Sunshine State Standards along with the Eight Mathematical Practices for Grades 3-5	Use of curriculum maps and test specifications for instruction and assessment Use of Eight Mathematical Practices	Math/Science Facilitator Administration Classroom Teachers	80%+ mastery on District Interim Assessments Administrative Observation Tools	Semester Formative Assessments District Interim Assessments Formative Assessments FCAT Results VSET Evaluation
	Math Vocabulary and Language	Thinking Maps Review vocabulary	Math/Science Faciliator	Vocabulary Formative Assessments	Semester Formative Assessments

4		section of Curriculum Maps	Administration Classroom Teachers	Administrative Observation Tools	District Interim Assessments Formative Assessments FCAT Results VSET Evaluation
5	Using Common Core Mathematical Standards for Grades K-1	Implementing the Common Core Mathematical Standards using the Common Core website and District provided materials	Math/Science Faciliator Administration Classroom Teachers	80%+ mastery on District Interim Assessments Administrative Observation Tools	Semester Formative Assessments District Interim Assessments Formative Assessments FCAT Results VSET Evaluation
6	Achievement Gap	Small group instruction to meet the needs of tier 2 and 3 students	Math/Science Facilitator Administration Classroom Teachers	Ongoing Progress Monitoring of specific skills PLC Data Review Meetings	Semester Formative Assessments District Interim Assessments Formative Assessments FCAT Results

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The percentage of students in the English Language Learner subgroup not making satisfactory progress will decrease by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ELL: 73%	ELL: 68%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Prior Knowledge	Use of the Progression of Skills document Vertical Teaming Use of previous grade level curriculum maps	Math/Science Facilitator Administration Classroom Teachers	Ongoing Progress Monitoring of specific skills	Semester Formative Assessments District Interim Assessments Formative Assessments FCAT Results
	Achievement Gap	Small group instruction to meet the needs of tier 2 and 3 students	Math/Science Facilitator Administration	Ongoing Progress Monitoring of specific skills	Semester Formative Assessments

2			Classroom Teachers	PLC Data Review Meetings	District Interim Assessments Formative Assessments FCAT Results VSET Evaluation
3	Using the New Generation Sunshine State Standards along with the Eight Mathematical Practices for Grades 3-5	Use of curriculum maps and test specifications for instruction and assessment Use of Eight Mathematical Practices	Math/Science Facilitator Administration Classroom Teachers	80%+ mastery on District Interim Assessments Administrative Observation Tools	Differentiated Accountability Assessments District Interim Assessments FCAT Results VSET Evaluation
4	Math Vocabulary and Language	Thinking Maps Review vocabulary section of Curriculum Maps	Math/Science Facilitator Administration Classroom Teachers	Vocabulary Formative Assessments Administrative Observation Tools	Semester Formative Assessments District Interim Assessments Formative Assessments FCAT Results VSET Evaluation
5	Using Common Core Mathematical Standards for Grades K-1	Implementing the Common Core Mathematical Standards using the Common Core website and District provided materials	Math/Science Facilitator Administration Classroom Teachers	80%+ mastery on District Interim Assessments Administrative Observation Tools	Semester Formative Assessments District Interim Assessments Formative Assessments FCAT Results VSET Evaluation

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The percentage of students in the Students with Disabilities subgroup not making satisfactory progress will decrease by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD: 70%	SWD: 65%

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
	Achievement Gap	Small group instruction to meet the needs of tier 2 and 3 students Identified ESE students	Math/Science Facilitator ESE Support Facilitators	Ongoing Progress Monitoring of specific skills PLC Data Review Team	Semester Formative Assessments District Interim

1		will receive additional instruction with a Support Facilitator during the reading block in a small group setting	Administration Classroom Teachers		Assessments Formative Assessments FCAT Results
2	Prior Knowledge	Use of the Progression of Skills document Vertical Teaming Use of previous grade level curriculum maps	Math/Science Facilitator Administration Classroom Teachers	Ongoing Progress Monitoring of specific skills	Semester Formative Assessments District Interim Assessments Formative Assessments FCAT Results
3	Using the New Generation Sunshine State Standards along with the Eight Mathematical Practices for Grades 3-5	Use of curriculum maps and test specifications for instruction and assessment Use of the Eight Mathematical Practices	Math/Science Facilitator Administration Classroom Teachers	80%+ mastery on District Interim Assessments Administrative Observation Tools	Semester Formative Assessments District Interim Assessments Formative Assessments FCAT Results VSET Evaluation
4	Varied level of math skills	Teachers will use differentiated instruction to provide students with appropriate math instruction	Math/Science Facilitator Administration Classroom Teachers	Differentiated Materials Administrative Observation Tools	Semester Formative Assessments District Interim Assessments Formative Assessments FCAT Results VSET Evaluation
5	Using Common Core Mathematical Standards for Grades K-1	Implementing the Common Core Mathematical Standards using the Common Core website and District provided materials	Math/Science Facilitator Administration Classroom Teachers	80%+ mastery on District Interim Assessments Administrative Observation Tools	Semester Formative Assessments District Interim Assessments Formative Assessments FCAT Results VSET Evaluation

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:	The percentage of students in the Economically Disadvantaged subgroup not making satisfactory progress will decrease by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ED: 59%	ED: 54%

Introduction to the CCSS	Grades K - 2	Math/Science Facilitator	Grade Level and ESE Teachers	Ongoing, August-June, 2013	Classroom Visitations	Facilitator Administration
Benchmark Clarifications	Grades K-5	Math/Science Facilitator	Grade Level Teachers K-5 and ESE Teachers	Ongoing, August-June, 2013	Classroom Visitations	Math/Science Facilitator Administration
Introduction and Implementation of the CCSS Eight Mathematical Practices	Grades K-5	Math/Science Facilitator	Grade Level Teachers K-5 and ESE Teachers	Ongoing, August-June, 2013	Classroom Visitations	Math/Science Facilitator Administration
Singapore Math	Grades K-5	Math/Science Facilitator	Grade Level Teachers K-5 and ESE Teachers	Ongoing, August-June, 2013	Classroom Visitations Student Response	Math/Science Facilitator Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
PD with K-2 teachers on the Eight Mathematical Practices and Introduction to the Common Core	Substitutes required for all-day trainings	Title I	\$1,200.00
PD with 3-5 teachers on the Eight Mathematical Practices and FCAT Strategies with the Common Core and NGSSS	Substitutes required for all-day trainings	Title I	\$1,200.00
			Subtotal: \$2,400.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Supplemental Hands-on Materials to support the Common Core and NGSSS	Consumable Math Materials	Title I	\$1,000.00
Extended Core Tutoring	School budget	Title 1	\$6,000.00
Grade Level PLC Data Review	Substitutes	Title 1	\$3,000.00
			Subtotal: \$10,000.00
			Grand Total: \$12,400.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science.

Science Goal #1a:

The percentage of students achieving proficiency (FCAT Level 3) in science will increase by 2% in grade 5.

2012 Current Level of Performance:			2013 Expected Level of Performance:		
50% (31)			52%		
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	Using appropriate evaluation tools	Teams work as a PLC to write formative assessments and formulate action plans based on assessment results Use of the Progression of Skills Checklists	Math/Science Facilitator Academic Intervention Teacher Classroom Teachers Administration	Documentation of student mastery Administrative Observation Tools	Semester Formative Assessments District Interim Assessments Formative Assessments FCAT Results VSET Evaluation
2	Limited time devoted for teacher collaboration	Teams discuss math content and strategies during teacher-led meetings in order to deliver more cohesive instruction and targeted assessments	Math/Science Facilitator Academic Intervention Teacher Classroom Teachers Administration	Documentation of student mastery Administrative Observation Tools	Semester Formative Assessments District Interim Assessments Formative Assessments FCAT Results VSET Evaluation
3	An imbalance between close reading in science, interactive lectures, and hands-on activities	Embed the ELA Anchor Standards and associated reading strategies with the science lessons Each classroom teacher conducts a hands-on activity at least once a week	Math/Science Facilitator Academic Intervention Teacher Classroom Teachers Administration	Use of the Interactive Science Notebook for student written reflections and content explanations	Semester Formative Assessments District Interim Assessments Formative Assessments FCAT Results VSET Evaluation
4	Knowledge and use of appropriate science vocabulary	Thinking Maps Close Reading associated with vocabulary development	Math/Science Facilitator Classroom Teachers Administration	Use of the Interactive Science Notebook for student written reflections and content explanations Administrative Observation Tools	Semester Formative Assessments District Interim Assessments Formative Assessments FCAT Results VSET Evaluation
5	Teachers unfamiliar with science content that would fall under the Fair Game Principle for FCAT	Presentation of Principle and curriculum examples at PLCs Interims given in prior grades reintroduced to 5th Graders as a reading activity.	Math/Science Facilitator Classroom Teachers Instructional Coaches	Pre-testing before a topic is taught to determine prior knowledge Administrative Observation Tools	Semester Formative Assessments District Interim Assessments Formative

			Administration		Assessments FCAT Results VSET Evaluation
6	Limited knowledge of the Scientific Process	Conducting a Science Fair Project Backboard Informational Night Thinking Maps	Math/Science Facilitator Classroom Teachers Administration	Successful completion of a Science Fair Project using rubric Administrative Observation Tools	Semester Formative Assessments District Interim Assessments Formative Assessments FCAT Results VSET Evaluation
7	Limited science instructional minutes	Additional 30 minutes per week for intervention and enrichment Use of AIMS State Resources as a reference for instruction Science Reading Centers Development and usage of Science Leveled Reader Library	Math/Science Facilitator Classroom Teachers Administration	Documentation of student mastery Administrative Observation Tools	Semester Formative Assessments District Interim Assessments Formative Assessments FCAT Results VSET Evaluation
8	Minimum sharing of AIMS training by AIMS Contact Teachers	AIMS Activities sharing during PLCs and lesson planning	Math/Science Facilitator Classroom Teachers Administration	Evidence of AIMS being used in the classroom during follow-up visits by Facilitator or Principal Administrative Observation Tools	Semester Formative Assessments Classroom Formative Assessments District Interim Assessments FCAT results VSET Evaluation
9	Teacher unfamiliarity with new fifth grade standards	Curriculum Mapping and Formative Assessment writing 5th Grade implementing the Volusia Proficiency Model District Support	Math/Science Facilitator Classroom Teachers Administration	Documentation of student mastery Administrative Observation Tools	Classroom Semester Formative Assessments Formative Assessments District Interim Assessments FCAT results VSET Evaluation

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:	Students scoring at or Levels 4,5,and 6 on FAA in science will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

50% (1)						51%
Problem-Solving Process to Increase Student Achievement						
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Not all instruction has been consistently aligned to the NGSSS access points	Implement Access courses in all core academic areas Implement Standards Reference Grading ASAP Science (Accessing Science through the Access Points)	ESE Team Administration	Check usage and implementation Student progress data using Unique Reports Administrative observation tools ASAP Science Curriculum-based assessments	Unique Reports FAA Scores ASAP Science Curriculum-based assessments	
2	Lack of targeted curriculum for science	ASAP Science (Accessing Science through the Access Points)	ESE Team Administration	ASAP Science Curriculum-based assessments	ASAP Science Curriculum-based assessments	
3	Scheduling issues do not always permit collaboration between Gen Ed and ESE teachers	Collaboration between Gen Ed teachers and the Access Science teachers, including materials and facilities sharing	Gen Ed and ESE Teacher Teams Administration	Teacher Response to Administrative Query	VSET Evidence in Domain 4	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The percentage of students achieving proficiency (FCAT Levels 4 and 5) in science will increase by 2% in grade 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (10)	18%

Problem-Solving Process to Increase Student Achievement						
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Knowledge and use of appropriate science vocabulary	Thinking Maps 5th Grade implementing the Volusia Proficiency Model	Math/Science Facilitator Administration Classroom Teachers	Use of the Interactive Science Notebook for student written reflections and content explanations Administrative Observation Tools	Smester Formative Assessments Classroom Formative Assessments District Interim Assessments FCAT results VSET Evaluation	
	Fair Game Principle	Presentation of Principle at PLCs	Math/Science Facilitator Classroom	Pre-testing before a topic is taught to determine prior knowledge	Smester Formative Assessments	

2			Teachers Administration Instructional Coaches	Administrative Observation Tools	Classroom Formative Assessments District Interim Assessments FCAT results VSET Evaluation
3	Limited hands-on experiences	Implementation of the District recommendation of one hands-on activity per week Use of AIMS State Resources as a reference for instruction	Math/Science Facilitator Administration Classroom Teachers	Use of the Interactive Science Notebook for student written reflections and content explanations Administrative Observation Tools	Smester Formative Assessments Classroom Formative Assessments District Interim Assessments FCAT results VSET Evaluation
4	Teacher unfamiliarity with new Fifth Grade standards	Curriculum Mapping and Formative Assessment writing 5th Grade implementing the Volusia Proficiency Model District Support	Math/Science Facilitator Classroom Teachers Administration	Documentation of student mastery Administrative Observation Tools	Smester Formative Assessments Classroom Formative Assessments District Interim Assessments FCAT results VSET Evaluation
5	Minimum sharing of AIMS training by AIMS Contact Teachers	AIMS Activities sharing during PLCs and lesson planning	Math/Science Facilitator Classroom Teachers Administration	Evidence of AIMS being used in the classroom during follow-up visits by Facilitator or Principal Administrative Observation Tools	Smester Formative Assessments Classroom Formative Assessments District Interim Assessments FCAT results VSET Evaluation

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	Students scoring at or Levels 7,8,and 9 on FAA in science will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (1)	51%

Problem-Solving Process to Increase Student Achievement

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

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
Benchmark Clarifications	Grade 5	Math/Science Facilitator	Grade 5 Teachers	Ongoing, August-June, 2013	Classroom Visitations	Math/Science Facilitator Administration
Unit Discovery	Grades K-5	Math/Science Facilitator	Grade K-5 Teachers	Ongoing, August-June, 2013	Classroom Visitations	Math/Science Facilitator Administration
Science Content and Strategy Modeling	Grades 4 and 5	Math/Science Facilitator	Grade 4-5 Teachers	Ongoing, August-June, 2013	Classroom Visitations	Math/Science Facilitator

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
Align curriculum with State Test Specifications	Science materials for classroom activities	SAC Title I	\$300.00
			Subtotal: \$300.00
			Grand Total: \$300.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:		Students achieving the State Goal (FCAT Level 4.0 and higher) in writing will increase will increase 2011 performance levels by 1%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Level 3.0 or higher: 74% (42)		Level 3.0 or higher: 75%			
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	Struggling writers in Grades K-5	Modeling of good writing strategies such as organization, topic focus, transitions, relevant details, meaningful endings, and conventions Use of revision and editing Use of Melissa Forney's writing lessons and Survival Guide in 3rd-4th grade classes	Instructional Coaches Administration Classroom Teachers	Ongoing Progress Monitoring using scoring rubric twice a month Administrative Observation Tools	District Writing Prompts Formative Writing FCAT results VSET Evaluation
2	Limited enrichment time for advanced writing	Use of Reading Block time for integrative writing (Response to Close Reading) Close attention to the craft of writing throughout school day Use of Melissa Forney's writing lessons and	Instructional Coaches Classroom Teachers Administration	Teacher observation checklist and/or finished product Administrative observation tools	District Writing Prompts Formative Writing FCAT results VSET Evaluation

		Survival Guide in 3rd-4th grade classes Young Author's Conference			
3	Meeting needs of varied levels of writing	Individual writing assistance through teacher-student conferencing Peer conferencing Use of Melissa Forney's writing lessons and Survival Guide in 3rd-4th grade classes	Instructional Coaches Classroom Teachers Administration	Interactive Writer's Notebook	District Writing Prompts Formative Writing FCAT results VSET Evaluation
4	Varied scoring methods of student writing	School based administered writing prompts	Instructional Coach	Scored student prompts Administrative observation tools	District Writing Prompts FCAT results VSET Evaluation
5	Not fully cognizant of changes related to Florida Writes scoring	Become familiar with changes to Florida Writes	Instructional Coach Classroom Teachers Administration	Scored student prompts Administrative observation tools	District Writing Prompts FCAT results VSET Evaluation

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:	Students scoring Level 4 or higher in writing will be maintained at 100%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (4)	100%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Poor fine motor skills for Multi-VE students	Practice and repetition through use of fine motor activities Modeling for students	Multi-VE teacher Occupational Therapist	Teacher observation checklist Finished writing product	Unique Reports FAA Report for Writing (Grade 4)
2	Not all instruction has been consistently aligned to the NGSSS access points	Implement Access courses in all core academic areas, as well as Standards-Referenced Grading	ESE Team Administration	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
3	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses	ESE Team Administration	Check usage and implementation, as well as student progress data using Unique Reports	Unique Reports FAA Scores

	Follow-up coaching provided by program specialists		Administrative observation tools	
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Collaborative Planning	Grades K-5	Instructional Coach Classroom Teachers Administration	Grades K-5 teachers	Ongoing, August -June, 2013	PLC Minutes	Classroom Teachers Administration
Build-Up 3rd	Grade 3 Grade 4	Instructional Coach Classroom Teachers Administration	Grade 3 students mentored in the craft of writing by Grade 4 students and teachers	May, 2013 Weekly	Student product	Grade 3 and 4 teachers
Write From the Beginning	4th Grade	Facilitator from peer school	4th grade Teachers	November 2012	Lesson Plans Grade level PLC Minutes	Administration Instructional Coach

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Melissa Forney Workshop	Writing skill building	Title 1	\$800.00
Write From the Beginning	Writing strategies	Title 1	\$500.00
			Subtotal: \$1,300.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,300.00

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:	Increase the attendance rate by 1%. Decrease the number of excessive absences and tardies by 10%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.01% is the current attendance rate	96.01% or higher
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
128 students with excessive absences	Decrease excessive absences to 115 students
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
96 students with excessive tardies	86 students with excessive tardies

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Consistency of students who have excessive tardies	Communicate with families of students who are chronically absent or tardy Problem Solving Team will meet to discuss identified students	Classroom Teachers Clerical Social Worker PST Chair Administration	Daily, weekly, and monthly review of attendance and tardy list	Data Warehouse, Crosspointe, and/or Pinnacle tardy printout
2	Communication between parent and school	Guidance Counselor and/or Social Worker will counsel students and communicate with parents regarding school performance related to attendance	Guidance Counselor and/or Social Worker	Evaluate attendance records quarterly	Reduction of tardies and increased attendance rate through Data Warehouse, Crosspointe, and/or Pinnacle

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
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PST for Attendance - PD during PLC	Grades K-5	Social Worker	Classroom Teachers PST Chair	Ongoing, August-June, 2013	Social Worker and PST Chair will review the attendance records and PST paperwork	Social Worker PST Chair
Student Attendance Policies	Grades K-5	Social Worker	Classroom Teachers	October, 2012	Contact with teachers as needed	Social Worker
Scheduled meetings with Classroom Teachers and Parents	Grades K-5	Social Worker	Parents Classroom Teachers	Ongoing, August-June, 2013	Social Worker will review attendance records	Social Worker Clerical Administration

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:	Decrease the number of in-school and out-of-school suspensions by 10%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
37 students	33 students
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
23 students	21 students

2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
29 students	26 students				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
24 students	22 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	Multiple behavior plans in place	Initiating and implementing a school-wide behavior plan including training and follow-up coaching.	Administration Instructional Coach Classroom Teachers	Decrease the number of referrals during the school year	End of Year totals
2	Specific students receiving a high number of suspensions	Initiate and implement a school-wide positive intervention program	Administration Instructional Coach Teachers	Decreased number of referrals	End of Year totals

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
Specific students receiving a high number of suspensions	Initiate and implement a school-wide positive intervention program	Administration Instructional Coach Classroom Teachers	Decreased number of referrals	Ongoing, August-June, 2013	End of Year Totals	TOA of Discipline Clerical
School wide rules and expectations for students	Initiating and implementing a school-wide behavior plan including training and follow-up coaching.	Administration Instructional Coach Classroom Teachers	Decrease the number of referrals during the school year	Ongoing, August-June, 2013	End of Year Totals	TOA of Discipline Clerical

Suspension Budget:

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

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Parents participating in school activities will increase overall by 10%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
30%	40%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of awareness of school events	Dispensing information about upcoming events in different media	Administration Event organizers	Documentation that different media was utilized	Event sign-in sheets Climate Survey
2	Language barrier	Home language translation as needed and reasonable	Title I Paraprofessional Administration ESOL Department	Bilingual information	Translated documents

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Literacy	Parent-student literacy materials to check out for home use and practice skills	Title 1	\$2,300.00
			Subtotal: \$2,300.00
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: \$2,300.00

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:			Increase use of technology in math and science lessons		
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	Minimal experience with STEM lessons	Research STEM lessons	Instructional Coach	Finished product	FCAT Results 2013
2	Limited technology	Increase the use of technology devices in math and science	Instructional Coach Administration	Lesson plans Observations	FCAT Results VSET Evaluation

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

Technology Goal:

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:					
1. Technology Goal Technology Goal #1:		Teachers will design or adapt relevant learning experiences that incorporate Mobi Digital Pads.			
2012 Current level:		2013 Expected level:			
92% of Mobi Digital Pads in use		96% of Mobi Digital Pads in use			
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	Limited usage of available digital tools	School based Technology Team will coach colleagues on methods for using digital tools in the classroom	Technology Team Administration	Observations of technology usage Training sign in	Administrative Observations Technology Team observations

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

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

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

Budget:

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

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

End of Technology Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	SIPPS	Phonemic Awareness, Phonics, and Comprehension Intervention Program	Title 1	\$2,000.00
Parent Involvement	Literacy	Parent-student literacy materials to check out for home use and practice skills	Title 1	\$2,300.00
				Subtotal: \$4,300.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	IPADs and ITouches	devices for reading practice and applicaton	Title 1	\$5,000.00
				Subtotal: \$5,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Common Core Literacy	Implementation of strategies for Common Core	Title 1	\$3,000.00
Mathematics	PD with K-2 teachers on the Eight Mathematical Practices and Introduction to the Common Core	Substitutes required for all-day trainings	Title 1	\$1,200.00
Mathematics	PD with 3-5 teachers on the Eight Mathematical Practices and FCAT Strategies with the Common Core and NGSSS	Substitutes required for all-day trainings	Title 1	\$1,200.00
Writing	Melissa Forney Workshop	Writing skill building	Title 1	\$800.00
Writing	Write From the Beginning	Writing strategies	Title 1	\$500.00
				Subtotal: \$6,700.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Extended Core Tutoring	School budget	Title 1	\$7,000.00
Mathematics	Supplemental Hands-on Materials to support the Common Core and NGSSS	Consumable Math Materials	Title 1	\$1,000.00
Mathematics	Extended Core Tutoring	School budget	Title 1	\$6,000.00
Mathematics	Grade Level PLC Data Review	Substitutes	Title 1	\$3,000.00
Science	Align curriculum with State Test Specifications	Science materials for classroom activities	SAC Title I	\$300.00
				Subtotal: \$17,300.00
				Grand Total: \$33,300.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school: Yes No

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

No Attachment (Uploaded on 10/18/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
SIPPS Materials Science Materials Family Night Materials	\$1,000.00

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

SAC meetings will be held monthly in the school's media center. The 2012-2013 SIP draft will be presented to SAC at the beginning of the year for approval. The SAC Co-Chairs will present 1-2 goals at each meeting and provide members with the progress of each goal. All stakeholders will work collaboratively to provide input on the goals and progress of the plan. Community organizations such as The DeLeon Springs Community Association and the Sheriff's Department will be invited to speak on community issues.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Volusia School District LOUISE S. MCINNIS ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	54%	66%	67%	251	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	55%	50%			105	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	50% (YES)	60% (YES)			110	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					466	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Volusia School District LOUISE S. MCINNIS ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	57%	73%	46%	240	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	69%	60%			129	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	58% (YES)	70% (YES)			128	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					497	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested