

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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

School Name: OSCEOLA ELEMENTARY SCHOOL

District Name: Volusia

Principal: Marie Stratton

SAC Chair: Gay Ann Greene

Superintendent: Dr. Margaret Smith

Date of School Board Approval: December 11, 2012

Last Modified on: 10/17/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					Osceola Elementary 2011-2012 School Grade: B Reading Proficiency - 59% Math Proficiency - 50% Writing Proficiency - 73% Science Proficiency - 59% Reading LG - 66% Math LG - 60% Lowest 25% Reading LG - 76% Lowest 25% Math LG - 52% 2010-2011 School Grade: A Reading Proficiency - 81% Math Proficiency - 75% Writing Proficiency - 69% Science Proficiency - 69% Reading LG - 67% Math LG - 58% Lowest 25% Reading LG - 59% Lowest 25% Math LG - 59% AYP - no (percent of criteria met 79%)

Principal	Marie Stratton	Bachelor of Science, Master of Science Educational Leadership/ Mathematics 6-12, Middle School Mathematics, Educational Leadership, Elementary Education K-6	4	22	<p>2009–2010 School Grade: A Reading Proficiency – 85% Math Proficiency – 81% Writing Proficiency – 82% Science Proficiency – 72% Reading LG – 66% Math LG – 66% Lowest 25% Reading LG – 51% Lowest 25% Math LG – 64%, AYP - yes (percent of criteria met 100%)</p> <p>Ormond Beach Elementary</p> <p>2008–2009 School Grade: A Reading Proficiency – 85% Math Proficiency – 82% Writing Proficiency – 86% Science Proficiency – 57% Reading LG – 70% Math LG – 55% Lowest 25% Reading LG – 57% Lowest 25% Math LG – 53%, AYP - yes (percent of criteria met 100%)</p> <p>2007–2008 School Grade: A Reading Proficiency – 86% Math Proficiency – 86% Writing Proficiency – 76% Science Proficiency – 60% Reading LG – 65% Math LG – 63% Lowest 25% Reading LG – 53% Lowest 25% Math LG – 68% AYP – no (percent of criteria met 92%)</p> <p>2006–2007 School Grade: A Reading Proficiency – 81% Math Proficiency – 82% Writing Proficiency – 75% Science Proficiency – 45% Reading LG – 72% Math LG – 78% Lowest 25% Reading LG – 73% Lowest 25% Math LG – 70% AYP – yes (percent of criteria met 100%)</p> <p>Prior to 2006: Based on the Volusia County District evaluation sytem currently in place, I have been rated either meeting or exceeding the 12 competencies required for administrators.</p>
					<p>Osceola Elementary</p> <p>2011-2012 School Grade: B Reading Proficiency - 59% Math Proficiency - 50% Writing Proficiency - 73% Sciene Proficiency - 59% Reading LG - 66% Math LG - 60% Lowest 25% Reading LG - 76% Lowest 25% Math LG - 52%</p> <p>2010-2011 School Grade: A Reading Proficiency – 81% Math Proficiency – 75% Writing Proficiency – 69% Science Proficiency – 69% Reading LG – 67% Math LG – 58% Lowest 25% Reading LG – 59% Lowest 25% Math LG – 59% AYP - no (percent of criteria met 79%)</p> <p>Palm Terrace Elementary</p> <p>2009–2010 School Grade: C Reading Proficiency – 62% Math Proficiency – 63% Writing Proficiency – 71% Science Proficiency – 40% Reading LG – 56% Math LG – 67%</p>

Assis Principal	Shantell G. Adkins	Bachelor of Science Grades K-6 Master of Science Educational Leadership All Levels	3	7	<p>Lowest 25 % Reading LG – 54% Lowest 25% Math LG – 79% AYP – no (percent of criteria met 82%)</p> <p>2008–2009 School Grade: B Reading Proficiency – 66% Math Proficiency – 61% Writing Proficiency – 92% Science Proficiency – 33% Reading LG – 57% Math LG – 65% Lowest 25 % Reading LG – 57% Lowest 25% Math LG – 72% AYP – no (percent of criteria met 92%)</p> <p>2007–2008 School Grade: C Reading Proficiency – 61% Math Proficiency – 50% Writing Proficiency – 75% Science Proficiency – 22% Reading LG – 61% Math LG – 64% Lowest 25 % Reading LG – 53% Lowest 25% Math LG – 69% AYP – no (percent of criteria met 78%)</p> <p>Manatee Cove Elementary</p> <p>2006–2007 School Grade: A Reading Proficiency – 82% Math Proficiency – 71% Writing Proficiency – 66% Science Proficiency – 47% Reading LG – 78% Math LG – 57% Lowest 25 % Reading LG – 57% Lowest 25% Math LG – 71% AYP – no (percent of criteria met 87%)</p>
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INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Academic Coach	Jody Whittley	BS in Exceptionl Education, MS in Educational Leadership, Certifications: SLD K-12 Elementary Education K-6 Ed Leadership	8	1	<p>2010-2011 School Grade: A Reading Proficiency – 81% Math Proficiency – 75% Writing Proficiency – 69% Science Proficiency – 69% Reading LG – 67% Math LG – 58% Lowest 25% Reading LG – 59% Lowest 25% Math LG – 59% AYP - no (percent of criteria met 79%)</p>

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. New Teacher Programs (Individualized PD, mentors, peer classroom visits, other site visits)	Administration	June 2013	
2	2. Leadership Opportunities	Administration	June 2013	
3	3. Professional Development	Academic Coach Trained Teachers	June 2013	

		Administration		
4	4. PLC Activities	Academic Coach Grade Level Teams Administration	June 2013	
5	5. Celebrations/Teacher Recognition	School Social Committee Administration	June 2013	
6	6. Network with Community and Business Partners	Volunteer Coordinator Five Star Coordinator School Advisory Chair Business Partner Coordinator	June 2013	
7	7. Promotion of School (Brochures, Advertisements, Website, Connect Ed Messages)	Administration School Advisory Council Chair	June 2013	
8	8. Student Showcase/acknowledgement	Grade Level Teams Media School Guidance Counselor	June 2013	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
3% (1)	Providing ESOL Modules for completion Providing access to certification test information in Early Childhood

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
36	0.0%(0)	11.1%(4)	38.9%(14)	50.0%(18)	52.8%(19)	94.4%(34)	8.3%(3)	5.6%(2)	19.4%(7)

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
No data submitted			

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

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

Programs supported by Title I at Osceola Elementary School include:

- Academic Coach for the purpose of comprehensive staff development
- Supplemental Tutoring after school
- Supplemental materials and supplies needed to close the achievement gap
- Supplemental funds for ongoing staff development as determined by the results of FCAT data
- Parent To Kids workshops to teach literacy skills to parents so they can help their children to become better readers

Title I, Part C- Migrant

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

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

Title I, Part D

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

Title II

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

Title III

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

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

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

- After School Tutoring in Math
- After School Tutoring in Reading
- Saturday Science Camp
- After School Tutoring in Writing

Violence Prevention Programs

The school offers the following non-violence and anti-drug programs: (Add/Delete from suggested list below – must be specific to your school)

- Student Mentoring Program
- Peer Mediation Program

- Crisis Training Program
- Suicide Prevention Program
- Bullying Program
- Teens Against Violence by Domestic Abuse Counsel through Personal Fitness classes.

Nutrition Programs

Osceola Elementary School offers a variety of nutrition programs including: (Add/Delete from suggested list below – must be specific to your school)

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

Housing Programs

NA

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

NA

Career and Technical Education

NA

Job Training

Osceola Elementary School offers students' career awareness opportunities through Jr. Achievement programs, job shadowing opportunities, guest speakers from business and industry, and field trips to business and industry locations.

Other

NA

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal/Assistant Principal: Provides a common vision for the use of data-based decision-making by promoting the Volusia Proficiency Model. Ensures that educators are implementing the district's Progress Monitoring Plan (PMP) accessible through the K-12 curriculum link of the webpage and the VCS 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. School Psychologists will provide/facilitate training on skill building and understanding of the components of the PS/RtI. 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.

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

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

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).

Administration: Provides a common vision for the use of data-based decision-making by promoting the Volusia Proficiency Model. Ensures that educators are implementing the district's Progress Monitoring Plan (PMP) accessible through the K-12 curriculum link of the webpage and the VCS 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. School Psychologists will provide/facilitate training on skill building and understanding of the components of the PS/RtI. 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.

- principal
- assistant principal
- teacher-on-assignment

SAC: Helps support data-based decision making process through monitoring the implementation of the School Improvement Plan.

- SAC co-chair
- SAC co-chair, SAC secretary

Grade Level Chairs/Subject Contacts: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

- kindergarten grade chair
- grade 1 grade chair, math/science committee chair, math contact
- grade 2 grade chair, reading committee chair
- grade 3 grade chair
- grade 4 grade chair
- grade 5 grade chair
- Special Area grade chair
- reading/language arts contact
- science contact
- * social studies contact

ESE Chair: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching. Encompasses Problem Solving/RtI practices when addressing the needs of ESE students with a focus on potential reintegration into General Education based on data.

- ESE department chair

PST Chair: Supports core curriculum instruction through assisting classroom teachers with the Problem Solving Team Process.

- guidance, PST chair

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

Osceola's Leadership Team meets once a month to discuss various school needs/events based on school data and grade level PLC meetings. The information generated at LLT meetings is shared with the faculty via their grade level chairs during

their once a week PLC meetings. In addition, the various subject contacts share information with the staff during bi-weekly faculty meetings and e-mail.

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

- Provide information about core instruction
- Participate in student data collection
- Discuss Tier 1 instruction/intention
- Collaborate with other staff to implement Tier 2 interventions
- Discuss ways to integrate Tier 1 materials/instruction with Tier 2/3 activities
- Grade level once-a-week PLC meetings
- Dissemination of grade level/contact information

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/19/2012)

*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.

NA

*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?

NA

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?

NA

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](#)

NA

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Students achieving proficiency (FCAT Level 3) in reading will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (55)	28%

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	Teachers are not yet familiar with Common Core State Standards	Provide professional development on embedding Common Core into daily instructional practices	Administration Common Core Team Academic Coach	Ongoing monitoring of formative assessments Classroom visitations	VSET Evaluation FCAT data District Assessments
2	Opportunities to train new teachers, funding for follow up coaching	Teachers will receive training in practices that promote high student engagement; receive follow up support and coaching	Coaching Staff Administration Teachers	Ongoing monitoring of formative and summative assessment data. VSET observations and conferences Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Reading assessment data, FAIR data, Math Assessment data, Science assessment data, FCAT results
3	Large number of students low SES, ELL, other ethnic minority, and students with disabilities impacted by multiple barriers are moderate to high risk	Identified students through FAIR and Macmillan interim tests will receive additional reading instruction using scientifically research based reading strategies.	Academic Coach Administrator Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Reading assessment data, FAIR data, FCAT results
4	Teachers who do not teach Language Arts are not familiar enough with literacy strategies necessary to accomplish the rigor required by Common Core State Standards	Train teachers to use High Impact Literacy Strategies that support achieving the Anchor Literacy Standards	Administrative Staff Reading Coach	Ongoing monitoring through VSET observations Teacher records of reflections on literacy strategy use	FAIR data, FCAT results
		A Curriculum Leadership Team (CLT) has been established to support	Administration Academic Coach Grade Level Chairs	Faculty Climate Survey	District Assessments FCAT data

5		the reading, writing, math and science instructional programs. This team will meet once a month to discuss school based needs in reading as determined by our school data.	SAC Chair Guidance Counselor		FAIR data
6	Scheduling; providing ample time for instruction and transitions for all grade levels	Provide for uninterrupted teacher collaboration during a monthly extending planning time (PLC).	Administration Classroom Teachers ESE Teachers	Faculty Climate Survey	District Assessments FCAT data FAIR data
7	Scheduling; limited amount of time in the school day for interventions; limited number of intervention teachers	ESE push-in Resource Teachers and Para-professionals will provide assistance to classroom teachers in the diagnosis and remediation of students identified with special needs.	Push-In ESE Resource Teachers and ESE para-professionals	Track student growth using FCAT data, FAIR data, district reading assessments	District Assessments FCAT data FAIR data
8	Not having enough technology for all classroom teachers; not all teachers have been trained in using technology	Classroom teachers will use Mac computers, I-pads, and I-pods to support classroom instruction and student learning through the use of recommended learning applications.	Classroom Teachers	Track student growth using FCAT data, FAIR data, district reading assessments	District Assessments FCAT data FAIR data
9		The classroom teachers will implement a balanced reading program during their 120 minute assigned reading block that will include: whole group instruction, small group instruction and literacy centers. Through differentiated instruction teachers will address students' needs in phonemic awareness, phonics, vocabulary, oral language, comprehension, and fluency.	Classroom Teachers ESE Teachers	Faculty Climate Survey	District Assessments FCAT data FAIR data
10	Computer access for all students	Grades 1 - 5 will use Reading Counts in the classroom to enhance comprehension.	Classroom Teachers Media Specialist	Track student growth using FCAT data, FAIR data, district reading assessments, Reading Counts data	Scholastic Reading Counts data District Assessments FCAT data FAIR data
11	Computer access for all students	Classroom teachers will use Education City to enhance classroom instruction in reading.	Primary Classroom Teachers	Track student growth using FCAT data, FAIR data, district reading assessments,	District Assessments FCAT data FAIR data
12		To encourage reading outside of the classroom, the media center will offer a reading incentive program in which students who meet a designated goal are recognized on the news and receive media bucks to be used in our media store.	Students Classroom Teachers Media Specialist	Track student growth using FCAT data, FAIR data, district reading assessments, Reading Counts data	Scholastic Reading Counts data District Assessments FCAT data FAIR data
13	funding	To encourage more recreational reading, our media center gives away books to our students through the Reading is Fundamental (RIF)/WONN Book Give Away.	Media Specialist PTA	Track student growth using FCAT data, FAIR data, district reading assessments	District Assessments FCAT data FAIR data

14	difficulty for families from the bus zone to attend due to lack of transportation	Family Library Nights-Our media center will be open for extended evening hours once a month to encourage families to come in to check our library books, utilize our Reading Counts Program, and have access to various technology.	Media Specialist	Track student growth using FCAT data, FAIR data, district reading assessments	District Assessments FCAT data FAIR data
15	Availability of books for check out	Florida Reading Association (FRA) and Florida Education/FAME sponsored reading programs-Osceola's students are challenged to read and pass five Sunshine State/FRA books during the school year. Students who achieve this goal are invited to a voting celebration.	Students Media Specialist	Adequate progress will be determined by the number of students participating in this reading incentive program.	Scholastic Reading Counts data District Assessments FCAT data FAIR data
16	Not all classroom teachers have been trained in Thinking Maps	Classroom teachers will display and utilize thinking maps with their students when building comprehension in reading.	Classroom Teachers	Track student growth using FCAT data, FAIR data, district reading assessments	District Assessments FCAT data FAIR data
17		Classroom teachers will utilize a designated independent reading time to enhance students' reading abilities and interests.	Classroom Teachers	Track student growth using FCAT data, FAIR data, district reading assessments	District Assessments FCAT data FAIR data
18	Difficulty for families from the bus zone to attend Family Literacy Night due to lack of transportation; funding	The Reading Correlate will host a Family Literacy Night in which each grade level will share simple reading strategies for parents to use at home to enhance their child's learning in reading.	Reading Committee Administration Grade Level Teams	Parent Climate Survey	District Assessments FCAT data FAIR data
19	funding	Fourth and Fifth grade teachers will utilize Wordly Wise to enhance student vocabulary.	Fourth and Fifth Grade Teachers	Track student growth using FCAT data, FAIR data, district reading assessments	District Assessments FCAT data FAIR data

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	NA-we do not have any students that meet this criteria
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Not all instruction has been aligned to the NGSSS access points	Implement Access courses in all core academic areas, as well	Administration ESE Teams	Check usage and implementation, as well as student progress data	Unique Reports FAA Scores

1		as Standards-Referenced Grading		using Unique Reports Administrative observation tools	
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	Administration ESE Team	Check usage and implementation, as well as 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	Administration ESE Team	District follow-up survey Check student progress data using Unique Reports	Unique Reports Surveys

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Increase percent of students scoring at current level by 2% at each grade level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (73)	35%

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	Teachers are not yet familiar with Common Core State Standards	Provide professional development on embedding Common Core into daily instructional practices	Administration Common Core Team Academic Coach	Ongoing monitoring of formative assessments Classroom visitations	VSET Evaluation FCAT data District Assessments
2	Funding for materials Time Volunteers	Students will check out teacher-created enrichment skill bags which will include chapter books with differentiated activities based on the five areas of reading.	CRT Parents Volunteers	Teacher observation Student work Weekly reading assessments	Reading Unit Tests District Assessments FCAT results
3	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.	Teams (with the support of the coaching staff) will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment.	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students	Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results
4	More rigorous instruction is needed, with more opportunities for higher-level thinking skills.	Professional development on Charlotte Danielson's Framework 3b: Using Questioning and Discussion Techniques (Domain 1)	Curriculum Team	Ratio of higher-level questions to lower-level questions will be assessed during walk-throughs and coaching provided to those with a low percentage of higher-level questions.	Walk-throughs
	Not having enough	Classroom teachers will	Classroom	Track student growth	District

5	technology for all classroom teachers; not all teachers have been trained in using technology	use Mac computers, I-pads, and I-pods to support classroom instruction and student learning through the use of recommended learning applications.	Teachers	using FCAT data, FAIR data, district reading assessments	Assessments FCAT data FAIR data
6	Scheduling; providing ample time for instruction and transitions for all grade levels	Provide for uninterrupted teacher collaboration during a monthly extending planning time (PLC).	Administration Classroom Teachers ESE Teachers	Faculty Climate Survey	District Assessments FCAT data FAIR data
7		The classroom teachers will implement a balanced reading program during their 120 minute assigned reading block that will include: whole group instruction, small group instruction and literacy centers. Through differentiated instruction teachers will address students' needs in phonemic awareness, phonics, vocabulary, oral language, comprehension, and fluency.	Classroom Teachers ESE Teachers	Faculty Climate Survey	District Assessments FCAT data FAIR data
8	difficulty for families from the bus zone to attend due to lack of transportation	Family Library Nights-Our media center will be open for extended evening hours once a month to encourage families to come in to check our library books, utilize our Reading Counts Program, and have access to various technology.	Media Specialist	Track student growth using FCAT data, FAIR data, district reading assessments	District Assessments FCAT data FAIR data
9	Computer access for all students	Grades 1 - 5 will use Reading Counts in the classroom to enhance comprehension.	Classroom Teachers Media Specialist	Track student growth using FCAT data, FAIR data, district reading assessments, Reading Counts data	Scholastic Reading Counts data District Assessments FCAT data FAIR data
10	Not all classroom teachers have been trained in Thinking Maps	Classroom teachers will display and utilize thinking maps with their students when building comprehension in reading.	Classroom Teachers	Track student growth using FCAT data, FAIR data, district reading assessments	District Assessments FCAT data FAIR data
11		Classroom teachers will utilize a designated independent reading time to enhance students' reading abilities and interests.	Classroom Teachers	Track student growth using FCAT data, FAIR data, district reading assessments	District Assessments FCAT data FAIR data

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%	NA

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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	Administration ESE Team	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 Discussion of application of skills and knowledge at a higher level and in various settings	Administration ESE Team	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:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Students making Learning Gains in reading will increase by at least 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (88)	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	Students with large gaps in reading achievement.	Intensive assistance in Reading will be provided by Intensive Reading teachers, assisted by the evaluation and monitoring of the administrative team.	Reading Coach, ESE Lead Team, Administrators	FAIR assessments will be analyzed three times each year. FCAT Explorer and District Interim Assessments will be monitored monthly to note student improvements.	FAIR assessments FCAT Explorer District Interim Assessments
2	Teachers using data from available resources and progress monitoring assessments to target instruction in classroom	Provide school based training on Pinnacle Gradebook and Insight reports	Department Chairs Reading Coach Administrators	Monitor District Interim Assessments	FCAT 2.0 FAIR assessments End of course exams
	Adequate time for teachers to review data,	Teams (with the support of the coaching staff) will	Coaching Staff Administrator	Ongoing monitoring of formative and summative	Reading assessment data,

3	plan differentiated instruction, and deliver the instruction within the school day.	meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment.	Teachers	assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students	FAIR data, Science assessment data, FCAT results
4	Scheduling; providing ample time for instruction and transitions for all grade levels	Provide for uninterrupted teacher collaboration during a monthly extending planning time (PLC).	Administration Classroom Teachers ESE Teachers	Faculty Climate Survey	District Assessments FCAT data FAIR data
5	Scheduling; limited amount of time in the school day for interventions; limited number of intervention teachers	ESE push-in Resource Teachers and Para-professionals will provide assistance to classroom teachers in the diagnosis and remediation of students identified with special needs.	Push-In ESE Resource Teachers and ESE para-professionals	Track student growth using FCAT data, FAIR data, district reading assessments	District Assessments FCAT data FAIR data
6	Not having enough technology for all classroom teachers; not all teachers have been trained in using technology	Classroom teachers will use Mac computers, I-pads, and I-pods to support classroom instruction and student learning through the use of recommended learning applications.	Classroom Teachers	Track student growth using FCAT data, FAIR data, district reading assessments	District Assessments FCAT data FAIR data
7		The classroom teachers will implement a balanced reading program during their 120 minute assigned reading block that will include: whole group instruction, small group instruction and literacy centers. Through differentiated instruction teachers will address students' needs in phonemic awareness, phonics, vocabulary, oral language, comprehension, and fluency.	Classroom Teachers ESE Teachers	Faculty Climate Survey	District Assessments FCAT data FAIR data
8	Funding; difficulty getting students from the bus zone to participate due to transportation constraints	Provide after school tutoring in reading.	Tutoring Coordinator Administration Instructional Tutors	Track student growth using FCAT data, FAIR data, district reading assessments	District Assessments FCAT data FAIR data
9	Computer access for all students	Grades 1 - 5 will use Reading Counts in the classroom to enhance comprehension.	Classroom Teachers Media Specialist	Track student growth using FCAT data, FAIR data, district reading assessments, Reading Counts data	Scholastic Reading Counts data District Assessments FCAT data FAIR data
10	Not all classroom teachers have been trained in Thinking Maps	Classroom teachers will display and utilize thinking maps with their students when building comprehension in reading.	Classroom Teachers	Track student growth using FCAT data, FAIR data, district reading assessments	District Assessments FCAT data FAIR data
11		Classroom teachers will utilize a designated independent reading time to enhance students' reading abilities and interests.	Classroom Teachers	Track student growth using FCAT data, FAIR data, district reading assessments	District Assessments FCAT data FAIR data
	Difficulty for families from the bus zone to attend Family Literacy Night due	The Reading Correlate will host a Family Literacy Night in which each	Reading Committee Administration	Parent Climate Survey	District Assessments FCAT data

12	to lack of transportation; funding	grade level will share simple reading strategies for parents to use at home to enhance their child's learning in reading.	Grade Level Teams	FAIR data
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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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistently aligned to the NGSSS access points	Implement Access courses in all core academic areas, as well as Standards-Referenced Grading	Administration ESE Team	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	Administration ESE Team	District follow-up survey Check student progress data using Unique Reports	Unique Reports Survey
3	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists	Administration ESE Team	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:	Percentage of students in lowest 25% making learning gains will increase by at least 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (25)	71%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.	Teams (with the support of the coaching staff) will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment.	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students
2	Funding for materials Time Volunteers	Students will also receive leveled fluency passages which will come from Approaching Teacher Resource from Macmillan reading series.	CRT Parents Volunteer	Teacher observation Student work Weekly reading assessments	Reading Unit Tests District Assessments FCAT Results
3	Students in the lowest 25% are usually students with disabilities, low SES and/or ELL. Many are affected by these multiple barriers.	Provide in school tutoring in the areas of vocabulary, fluency, phonics, and comprehension instruction using scientifically based reading materials.	Instructional coaches, tutors, administration.	Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	Reading assessment data, FAIR data, FCAT results.
4	Scheduling; providing ample time for instruction and transitions for all grade levels	Provide for uninterrupted teacher collaboration during a monthly extending planning time (PLC).	Administration Classroom Teachers ESE Teachers	Faculty Climate Survey	District Assessments FCAT data FAIR data
5	Scheduling; limited amount of time in the school day for interventions; limited number of intervention teachers	ESE push-in Resource Teachers and Para-professionals will provide assistance to classroom teachers in the diagnosis and remediation of students identified with special needs.	Push-In ESE Resource Teachers and ESE para-professionals	Track student growth using FCAT data, FAIR data, district reading assessments	District Assessments FCAT data FAIR data
6	Not having enough technology for all classroom teachers; not all teachers have been trained in using technology	Classroom teachers will use Mac computers, I-pads, and I-pods to support classroom instruction and student learning through the use of recommended learning applications.	Classroom Teachers	Track student growth using FCAT data, FAIR data, district reading assessments	District Assessments FCAT data FAIR data
7		The classroom teachers will implement a balanced reading program during their 120 minute assigned reading block that will include: whole group instruction, small group instruction and literacy centers. Through differentiated instruction teachers will address students' needs in phonemic awareness, phonics, vocabulary, oral language, comprehension, and fluency.	Classroom Teachers ESE Teachers	Faculty Climate Survey	District Assessments FCAT data FAIR data
8	Funding; difficulty getting students from the bus zone to participate due to transportation constraints	Provide after school tutoring in reading.	Tutoring Coordinator Administration Instructional Tutors	Track student growth using FCAT data, FAIR data, district reading assessments	District Assessments FCAT data FAIR data
	Computer access for all students	Grades 1 - 5 will use Reading Counts in the	Media Specialist	Track student growth using FCAT data, FAIR	Scholastic Reading Counts data

9		classroom to enhance comprehension. Classroom Teachers		data, district reading assessments, Reading Counts data	District Assessments FCAT data FAIR data
10	Not all classroom teachers have been trained in Thinking Maps	Classroom teachers will display and utilize thinking maps with their students when building comprehension in reading.	Classroom Teachers	Track student growth using FCAT data, FAIR data, district reading assessments	District Assessments FCAT data FAIR data
11		Classroom teachers will utilize a designated independent reading time to enhance students' reading abilities and interests.	Classroom Teachers	Track student growth using FCAT data, FAIR data, district reading assessments	District Assessments FCAT data FAIR data

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 (66% proficient) or through Safe Harbor (50% proficient). 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	59%	66%	69%	73%	76%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	In 2012-2013, each subgroup will reduce the achievement gap by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 10% Hispanic: 50% Asian: NA American Indian: NA White subgroup is not reported because the 2012 AMO target was met.	Black: 19% (Safe Harbor) Hispanic: 55% (Safe Harbor) Asian: NA American Indian: NA

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Hispanic: We have a growing number of Hispanic students that receive services in our ESOL program	Ensure that all teachers receive professional development related to effective instructional strategies in reading for ELL Students. Follow up and coaching will be provided.	Reading Coach and Administrators	Ongoing monitoring of formative assessments and teacher observation by administration.	District Assessments and FCAT results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading.	In 2012-2013, the achievement gap for ELL students will be

Reading Goal #5C:	reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	In 2012-2013, the achievement gap for SWD students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD: 40% (Currently above AMO target)	SWD: 39% (AMO)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The individual needs of some students in the Exceptional Student Education program are not being met.	Provide intensive, systematic instruction on 3 foundational reading skills in small groups to students who score below the proficient level. Typically, these groups meet between three and five times a week, for 20 to 40 minutes	ESE Assistant Principal, ESE Lead Team	Ongoing monitoring of formative assessments	FAIR FCAT

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In 2012-2013, the achievement gap for ED students will be reduced by meeting the AMO target or through Safe Harbor.
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2012 Current Level of Performance:			2013 Expected Level of Performance:		
ED: 50%			ED: 55% (Safe Harbor)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who do not have exposure to high-level academic vocabulary in their homes	Implementation of a school-wide literacy system that emphasizes a unified, systematic approach to the teaching of vocabulary using research-based strategies	Administration Reading Coach Literacy Leadership Team	Classroom Walkthrough Literacy Leadership Team Meetings	VSET Observations Domain 3

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards Trainings	K-5	Administration Academic Coach Common Core Team	School Wide	bi-monthly	Progress Monitoring Observations	Administration
Data Analysis	K-5	Administration Academic Coach Grade Chairs	Grade Level Teams	Every 3 weeks	lesson plan collaboration, administrative walk through	Grade Chairs Administration
Best Practices for Reading Instruction	K-5	Administration Academic Coach	Curriculum Leadership Team Administration Grade Level Chairs	monthly	on-going progress monitoring	Administration
Accommodations Training	K-5	School Based Team Facilitators	School Wide	September 2012	Progress Monitoring Observations	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide after school tutoring in Reading.	Identified Tutors will provide tutoring in reading after school.	Title I funds	\$4,500.00
Subtotal:			\$4,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Classroom teachers will use Education City to enhance classroom instruction in reading.	Web based program used to enhance reading, science, and math instruction.	no funding source/3rd year of subscription purchase	\$0.00

Grades 1 - 5 will use Reading Counts in the classroom to enhance comprehension.	Web based program used to enhance reading comprehension.	no funding source needed	\$0.00
Fourth and Fifth Grade teachers will utilize Worly Wise to enhance student vocabulary.	Web Based program used to enhance vocabulary development.	no funding source needed/2nd year of subscription purchase	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Data Analysis	Provide for uninterrupted teacher collaboration during a montly extended planning time (PLC).	Title I funds	\$9,000.00
Best Practices for Reading Instruction	A Curriculum Leadership Team (CLT) has been established to support the reading, writing, math, and science instructional programs.	no funding source needed	\$0.00
Common Core Standards Trainings	A Common Core Team will provide professional development bi-monthly to assist our teachers in their understanding of the Common Core Standards.	no fudning source needed	\$0.00
PLC/Academic Coaching	Provide for uninterrupted teacher collaboration/coaching during a once-a-month extending planning time (PLC).	Title I	\$55,784.05
			Subtotal: \$64,784.05
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$69,284.05

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:					
38%(3)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
2	Providing comprehensible instruction to English Language Learners	Ensure that teachers use English Language Proficiency Standards for English Language	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by	CELLA, IPT, FCAT, District Assessments

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

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

2. Students scoring proficient in reading.

CELLA Goal #2:

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

2012 Current Percent of Students Proficient in reading:

38% (3)

Problem-Solving Process to Increase Student Achievement

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

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

3. Students scoring proficient in writing.

CELLA Goal #3:

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

2012 Current Percent of Students Proficient in writing:

75% (6)

Problem-Solving Process to Increase Student Achievement

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

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

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	Our goal is to increase the percentage of students achieving a level 3 in math by at least 3%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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27% (58)	30%
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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	Teachers are not yet familiar with Common Core State Standards	Provide professional development on embedding Common Core into daily instructional practices	Administration Common Core Team Academic Coach	Ongoing monitoring of formative assessments Classroom visitations	VSET Evaluation FCAT data District Assessments
2	Teachers are not yet familiar with the Common Core State Standards in math	Provide professional development on embedding the 8 Standards for Mathematical Practices into daily instruction as appropriate Implement new math Curriculum Maps, which have these standards incorporated	Administration Grade Level Chair	Ongoing monitoring of formative assessments, summative district assessments, and teacher observations by administrators	VSET Evaluation FSA, SSA, District Interims FCAT 2.0
3	Not all math teachers are familiar with incorporating literacy strategies.	Provide professional development on literacy strategies appropriate for math teachers.	Administration Grade Level Chair	Ongoing monitoring of formative assessments, summative district assessments, and teacher observations by administrators	VSET Evaluation FSA, SSA, District Interims FCAT 2.0
4		A Curriculum Leadership Team (CLT) has been established to support the reading, writing, math and science instructional programs. This team will meet once a month to discuss school based needs in reading as determined by our school data.	Administration Academic Coach Grade Level Chairs SAC Chair Guidance Counselor	Faculty Climate Survey	District Assessments FCAT data Formative Semester Math Assessments
5	Scheduling; providing ample time for instruction and transitions for all grade levels	Provide for uninterrupted teacher collaboration during a monthly extending planning time (PLC).	Administration Classroom Teachers ESE Teachers	Faculty Climate Survey	District Assessments FCAT data Formative Semester Math Assessments
6	Scheduling; limited amount of time in the school day for interventions; limited number of intervention teachers	ESE push-in Resource Teachers and Para-professionals will provide assistance to classroom teachers in the diagnosis and remediation of students identified with	Push-In ESE Resource Teachers and ESE para-professionals	Track student growth using FCAT data, FAIR data, district math assessments	District Assessments FCAT data Formative Semester Math Assessments

		special needs.			
7		Classroom teachers will follow the district provided curriculum maps in mathematics and follow the district's pacing recommendations.	Classroom Teachers	Track student growth using FCAT data, district math assessments	District Assessments FCAT data Formative Semester Math Assessments
8	Classroom time constraints	The classroom teachers will conduct a 40-60 minute math block that will include instruction in algebra, geometry, and statistics with emphasis in problem solving and critical thinking skills.	Classroom teachers	Track student growth using FCAT data, district math assessments	District Assessments FCAT data Formative Semester Math Assessments
9	Not having enough technology for all classroom teachers; not all teachers have been trained in using technology	Classroom teachers will use Mac computers, I-pads, and I-pods to support classroom instruction and student learning through the use of recommended learning applications.	Classroom Teachers	Track student growth using FCAT data, district math assessments	District Assessments FCAT data Formative Semester Math Assessments
10	Funding; all teachers having access to a variety of math manipulatives	Use of math manipulatives to help students build greater number sense.	Classroom Teachers	Track student growth using FCAT data, district math assessments	District Assessments FCAT data Formative Semester Math Assessments
11	Computer access for all students	Classroom teachers will utilize various computer programs to enhance/supplement mathematics instruction: Math Magician, Timez Attack, Education City, and BrainPop.	Classroom Teachers Media Specialists	Track student growth using FCAT data, district math assessments	District Assessments FCAT data Formative Semester Math Assessments
12	computer access for all students	FCAT Explorer	Classroom Teachers Media Specialist	Track student growth using FCAT data, district math assessments	District Assessments FCAT data Formative Semester Math Assessments
13	Scheduling	Singapore Math II-Primary Classroom teachers will be trained to use Singapore math strategies to help enhance mathematics instruction.	Primary Teachers Singapore Math Trained Teachers	Track student growth using FCAT data, district math assessments District Assessments FCAT data	District Assessments FCAT data Formative Semester Math Assessments
14	Family participation; difficult for children from the bus zone to participate due to lack of transportation	Publix Math Night	Math Correlate Administration	Parent Participation Sign-in Sheets Parent Climate Survey	District Assessments FCAT data Formative Semester Math Assessments

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistently aligned to the NGSSS access points	Implement Equals Math in all Access courses, as well as Standards-Referenced Grading	Administration ESE Team	Equals Curriculum-based assessments Check usage and implementation, as well as 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	Administration ESE Team	Check usage and implementation, as well as 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	Administration ESE Team	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:	Our goal is to increase the percentage of students achieving a level 4 or above in math by at least 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (51)	25%

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	Teachers are not yet familiar with Common Core State Standards	Provide professional development on embedding Common Core into daily instructional practices	Administration Common Core Team Academic Coach	Ongoing monitoring of formative assessments Classroom visitations	VSET Evaluation FCAT data District Assessments
2	Lack of time and focus to devote to professional dialogue about teaching practices	Participate in professional development on Lesson Study, to include a focus on the following elements: Identifying similarities and differences, summarizing and note taking, setting objectives and providing feedback, and cooperative Learning Consider the incorporation of project-based learning elements for enrichment.	Administration Instructional Coaches	Participation in professional development, coupled with follow-up observations Teacher reflections	VSET observation FCAT 2.0

3	Scheduling; providing ample time for instruction and transitions for all grade levels	Provide for uninterrupted teacher collaboration during a monthly extending planning time (PLC).	Administration Classroom Teachers ESE Teachers	Faculty Climate Survey	District Assessments FCAT data Formative Semester Math Assessments
4		Classroom teachers will follow the district provided curriculum maps in mathematics and follow the district's pacing recommendations.	Classroom Teachers	Track student growth using FCAT data, district math assessments	District Assessments FCAT data Formative Semester Math Assessments
5	Not having enough technology for all classroom teachers; not all teachers have been trained in using technology	Classroom teachers will use Mac computers, I-pads, and I-pods to support classroom instruction and student learning through the use of recommended learning applications.	Classroom Teachers	Track student growth using FCAT data, district math assessments	District Assessments FCAT data Formative Semester Math Assessments
6	Participation; difficult for families from the bus zone to attend due to lack of transportation	Family Math Night-Osceola will host a family math night that will focus on innovative educational activities and games to enhance learning in the area of mathematics.	Math Correlate	Sign in sheets Parent Climate Survey	District Assessments FCAT data Formative Semester Math Assessments
7	Computer access for all students	Classroom teachers will utilize various computer programs to enhance/supplement mathematics instruction: Math Magician, Timez Attack, Education City, and BrainPop.	Classroom Teachers Media Specialists	Track student growth using FCAT data, district math assessments	District Assessments FCAT data Formative Semester Math Assessments
8	Computer access for all students	FCAT Explorer	Classroom Teachers Media Specialist	Track student growth using FCAT data, district math assessments	District Assessments FCAT data Formative Semester Math Assessments
9	Participation is optional	Feature Island-Each month our media center will host a Feature Island Investigation that will supplement classroom instruction in mathematics and science.	Students Media Specialist	Feature Island Response Sheets	District Assessments FCAT data Formative Semester Math Assessments
10		Math Fair- third grade students will create a game or a poster using various math concepts. Classroom winners will be displayed in the media center where a designated team will vote on a first, second and third place winner.	Students Math Committee Media Specialist	Track student growth using FCAT data, district math assessments	District Assessments FCAT data Formative Semester Math Assessments

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

2b. Florida Alternate Assessment:
Students scoring at or above Achievement Level 7 in mathematics.

Mathematics Goal #2b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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	Administration ESE Team	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 Discussion of application of skills and knowledge at a higher level and in various settings	Administration ESE Team	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:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Our goal is to increase the percentage of students making learning gains by at least 2% for the 2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (79)	58%

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 math teachers are familiar with incorporating literacy strategies.	Provide professional development on literacy strategies appropriate for math teachers	Administration Grade Level Chair	Ongoing monitoring of formative assessments, summative district assessments, and teacher observations by administrators	VSET Evaluation FSA, SSA, District Interims FCAT 2.0
2	Scheduling; providing ample time for instruction and transitions for all grade levels	Provide for uninterrupted teacher collaboration during a monthly extending planning time (PLC).	Administration Classroom Teachers ESE Teachers Faculty	Climate Survey	District Assessments FCAT data Formative Semester Math Assessments
	Scheduling; limited amount of time in the school day for	ESE push-in Resource Teachers and Para-professionals will provide	Push-In ESE Resource Teachers and ESE para-	Track student growth using FCAT data, FAIR data, district math	District Assessments FCAT data

3	interventions; limited number of intervention teachers	assistance to classroom teachers in the diagnosis and remediation of students identified with special needs.	professionals	assessments	Formative Semester Math Assessments
4		Classroom teachers will follow the district provided curriculum maps in mathematics and follow the district's pacing recommendations.	Classroom Teachers	Track student growth using FCAT data, district math assessments	District Assessments FCAT data Formative Semester Math Assessments
5	Not having enough technology for all classroom teachers; not all teachers have been trained in using technology	Classroom teachers will use Mac computers, I-pads, and I-pods to support classroom instruction and student learning through the use of recommended learning applications.	Classroom Teachers	Track student growth using FCAT data, district math assessments	District Assessments FCAT data Formative Semester Math Assessments
6	Difficulty getting students from the bus zone to participate due to transportation constraints; funding	Provide afterschool tutoring in mathematics.	Tutoring Coordinator Administration Instructional Tutors	Track student growth using FCAT data, district math assessments	District Assessments FCAT data Formative Semester Math Assessments
7	Computer access for all students	Classroom teachers will utilize various computer programs to enhance/supplement mathematics instruction: Math Magician, Timez Attack, Education City, and BrainPop.	Classroom Teachers Media Specialists	Track student growth using FCAT data, district math assessments	District Assessments FCAT data Formative Semester Math Assessments
8	Computer access for all students	FCAT Explorer	Classroom Teachers Media Specialist	Track student growth using FCAT data, district math assessments	District Assessments FCAT data Formative Semester Math Assessments
9	Funding; all teachers having access to a variety of math manipulatives	Use of math manipulatives to help students build greater number sense.	Classroom Teachers	Track student growth using FCAT data, district math assessments	District Assessments FCAT data Formative Semester Math Assessments
10	Finding available and reliable volunteers	Volunteers will be utilized by classroom teachers to assist in teaching math fluency to students through the use of flashcards and other math games.	Classroom Teachers Volunteers Volunteer Coordinator	Track student growth using FCAT data, district math assessments	District Assessments FCAT data Formative Semester Math Assessments

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

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

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	Not all instruction has been consistently aligned to the NGSSS access points	Implement Access courses in all core academic areas, as well as Standards-Referenced Grading	Administration ESE Team	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	Administration ESE Team	District follow-up survey Check student progress data using Unique Reports	Unique Reports Survey
3	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists	Administration ESE Team	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:	Our goal is to increase the percentage of students in the lowest 25% making learning gains by at least 3% for the 2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (19)	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 math teachers are familiar with incorporating literacy strategies.	Provide professional development on literacy strategies appropriate for math teachers.	Administration Grade Level Chair	Ongoing monitoring of formative assessments, summative district assessments, and teacher observations by administrators	VSET Evaluation FSA, SSA, District Interims FCAT 2.0
2	Scheduling; providing ample time for instruction and transitions for all grade levels	Provide for uninterrupted teacher collaboration during a monthly extending planning time (PLC).	Administration Classroom Teachers ESE Teachers	Faculty Climate Survey	District Assessments FCAT data Formative Semester Math Assessments
3	Scheduling; limited amount of time in the school day for interventions; limited number of intervention teachers	ESE push-in Resource Teachers and Para-professionals will provide assistance to classroom teachers in the diagnosis and remediation of students identified with special needs.	Push-In ESE Resource Teachers and ESE para-professionals	Track student growth using FCAT data, FAIR data, district math assessments	District Assessments FCAT data Formative Semester Math Assessments
4	Not having enough technology for all classroom teachers; not all teachers have been trained in using technology	Classroom teachers will use Mac computers, I-pads, and I-pods to support classroom instruction and student learning through the use	Classroom Teachers	Track student growth using FCAT data, district math assessments	District Assessments FCAT data Formative Semester Math Assessments

		of recommended learning applications.			
5	Difficulty getting students from the bus zone to participate due to transportation constraints; funding	Provide afterschool tutoring in mathematics.	Tutoring Coordinator Administration Instructional Tutors	Track student growth using FCAT data, district math assessments	District Assessments FCAT data Formative Semester Math Assessments
6	Computer access for all students	Classroom teachers will utilize various computer programs to enhance/supplement mathematics instruction: Math Magician, Timez Attack, Education City, and BrainPop.	Classroom Teachers Media Specialists	Track student growth using FCAT data, district math assessments	District Assessments FCAT data Formative Semester Math Assessments
7	Computer access for all students	FCAT Explorer	Classroom Teachers Media Specialist	Track student growth using FCAT data, district math assessments	District Assessments FCAT data Formative Semester Math Assessments
8	Funding; all teachers having access to a variety of math manipulatives	Use of math manipulatives to help students build greater number sense.	Classroom Teachers	Track student growth using FCAT data, district math assessments	District Assessments FCAT data Formative Semester Math Assessments
9	Finding available and reliable volunteers	Volunteers will be utilized by classroom teachers to assist in teaching math fluency to students through the use of flashcards and other math games.	Classroom Teachers Volunteers Volunteer Coordinator	Track student growth using FCAT data, district math assessments	District Assessments FCAT data Formative Semester Math Assessments

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # In 2012-2013, we will reduce the achievement gap by meeting the AMO target (59% proficient) or through Safe Harbor (63% proficient). 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	50%	59%	63%	67%	71%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	In 2012-2013, each subgroup will reduce the achievement gap by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 56% Black: 19% Hispanic: 19% Asian: NA American Indian: NA	White: 68% (AMO) Black: 19% (Safe Harbor) Hispanic: 55% (Safe Harbor) Asian: NA American Indian: NA
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Hispanic: We have a growing number of Hispanic students that receive services in our ESOL program	Ensure that all teachers receive professional development related to effective instructional strategies in reading for ELL Students. Follow up and coaching will be provided.	Instructional Coach and Administrators	Ongoing monitoring of formative assessments, summative district assessments, and teacher observations by administrators	VSET Evaluation FSA, SSA, District Interims FCAT 2.0

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	In 2012-2013, the achievement gap for ELL students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	In 2012-2013, the achievement gap for SWD students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD: 31%	SWD: 33% (AMO)

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
	The individual needs of some students in the Exceptional Student	Provide intensive, systematic instruction on 3 foundational skills in	Administration Instructional	Ongoing monitoring of formative assessments	FAIR FSA/SSA/District

1	Education program are not being met.	small groups to students who score below the proficient level. Typically, these groups meet between three and five times a week, for 20 to 40 minutes	Coaches		Interims FCAT 2.0
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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:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	In 2012-2013, the achievement gap for ED students will be reduced by meeting the AMO target or through Safe Harbor.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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ED: 40%	ED: 46% (Safe Harbor)
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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	Challenges of working with students who do not have exposure to high-level academic vocabulary in their homes	Implementation of school-wide curriculum resources, including core program and diagnostic/intervention materials that emphasize the use of multiple instructional strategies	Administration Instructional Coaches	Classroom Walkthrough Ongoing monitoring of diagnostic/formative/summative assessments	VSET Observations Domain 3 FSA/SSA/District Interims FCAT 2.0

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Analysis	K-5	Administration Academic Coach Grade Level Chairs	Grade Level Teams	every 3 weeks	lesson plan collaboration Administrative Walk through	Grade Chair Administration
Best Practices for Mathematics Instruction	K-5	Administration Academic Coach	Curriculum Leadership Team Administration Academic Coach Grade Level Chairs	bi-monthly	on-going progress monitoring	Administration
Accommodations Training	K-5	School Based Teams Facilitators	School Wide	September 2012	Progress Monitoring Observations	Administration
Common Core Standards Training	K-5	Administration Academic Coach Common Core Team	School Wide	bi-monthly	Progress Monitoring Observations	Administration
Singapore Math II Training	K-2	Administration Singapore Math Trained Instructors	K-2 Classroom Teachers	August 2012	Progress Monitoring Observations	Administration

Math Specific Training	K-5	Academic Coach Instructional TOA's	Grade Level Teams	monthly	Progress Monitoring Observations	Administration
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Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide after school tutoring in mathematics.	Identified tutors will provide tutoring in mathematics after school.	Title I funds	\$4,500.00
			Subtotal: \$4,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Education City	Web based program used to enhance reading, science, and math instruction.	no funding source needed/in final year of subscription	\$0.00
BrainPop	Web based program used to enhance reading, science, and math instruction.	no funding source needed/in final year of subscription	\$0.00
Timez Attack	Web based program used to enhance math fluency.	no funding source needed/district provided	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Singapore Math II Training	Our primary classroom teachers will be trained to use Singapore Math II strategies to enhance mathematics instruction.	SAC funds	\$1,200.00
Math Specific Training	Our classroom teachers will receive training on various ways to enhance instruction in mathematics.	no funding needed	\$0.00
Common Core Standards Training	A Common Core Team will provide professional development bi-monthly to assist our teachers in their understanding of the Common Core Standards.	no funding needed	\$0.00
			Subtotal: \$1,200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$5,700.00

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:	Our goal is to increase the percentage of students achieving a level 3 in science by 3% for the 2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:

30% (21)

33%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers are not yet familiar with Common Core State Standards	Provide professional development on embedding Common Core into daily instructional practices	Administration Common Core Team Academic Coach	Ongoing monitoring of formative assessments Classroom visitations	VSET Evaluation FCAT data District Assessments
2	Lack of knowledge of CCSS standards and literacy strategies to incorporate into science instruction	Participate in professional development on the 5E Instructional Model Participate in training on incorporating CCSS Literacy and Mathematics Standards in Science Lessons (such as close reading)	Administration Science PLCs Science Department Chair	Monitor usage and implementation through: ISN (Interactive Student Notebooks) or Cornell Note-taking Formal Lab Reports (2 per quarter)	Formal Lab Reports FSA & SSA District Interim Assessments
3		A Curriculum Leadership Team (CLT) has been established to support the reading, writing, math and science instructional programs. This team will meet once a month to discuss school based needs in reading as determined by our school data.	Administration Academic Coach Grade Level Chairs SAC Chair Guidance Counselor	Faculty Climate Survey	District Assessments FCAT data
4	Scheduling; providing ample time for instruction and transitions for all grade levels	Provide for uninterrupted teacher collaboration during a monthly extending planning time (PLC).	Administration Classroom Teachers ESE Teachers	Faculty Climate Survey	District Assessments FCAT data
5	Scheduling; limited amount of time in the school day for interventions; limited number of intervention teachers	ESE push-in Resource Teachers and Para-professionals will provide assistance to classroom teachers in the diagnosis and remediation of students identified with special needs.	Push-In ESE Resource Teachers and ESE para-professionals	Track student growth using FCAT data, and district science assessments	District Assessments FCAT data
6	Not having enough technology for all classroom teachers; not all teachers have been trained in using technology	Classroom teachers will use Mac computers, I-pads, and I-pods to support classroom instruction and student learning through the use of recommended learning applications.	Classroom Teachers	Track student growth using FCAT data and district science assessments	District Assessments FCAT data
7	activity sheets are optional	Feature Island-a science related "Feature Island" will be on display in the media center each month. This "island" will include hands-on science demonstrations as well as an optional activity sheet.	Media Specialist	Track student growth using FCAT data and district science assessments	District Assessments FCAT data
8	funding; student participation; student transportation	Saturday Science Camp-Identified tutors will offer science experiences on several	Tutoring Coordinator Administration Identified	Track student growth using FCAT data and district science assessments	District Assessments FCAT data

		Saturdays prior to FCAT	Instructional Tutors		
9	computer access for all students	FCAT Explorer	Classroom Teachers Media Specialist	Track student growth using FCAT data, district science assessments	District Assessments FCAT data
10	Limited access to computer lab/number of available computers	BrainPop-Teachers will use this interactive learning based website that offers supplemental lessons in science.	Classroom Teachers Media Specialist	Track student growth using FCAT data, district science assessments	District Assessments FCAT data
11		A Minute for Science and Science with Verde will introduce and review science concepts during the daily WONN news	Media Specialist Classroom Teachers	Track student growth using FCAT data, district science assessments	District Assessments FCAT data
12	funding	Caterpillar and the Bulldozer-students will get a chance to participate in a project based learning unit where over a six week period they will get to reserach, observe, and document the building blocks of the various ecosystems throughout the earth and the impacts man has had on our environment.	Media Specialist	Track student growth using FCAT data, district science assessments	District Assessments FCAT data

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	???
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1)	NA

Problem-Solving Process to Increase Student Achievement

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

3	collaboration between Gen Ed and ESE teachers	the Access Science teachers, including materials and facilities sharing	Teacher Teams		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Our goal is to increase the percentage of students achieving a level 4 or higher in science by 2% for the 2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (19)	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	Teachers are not yet familiar with Common Core State Standards	Provide professional development on embedding Common Core into daily instructional practices	Administration Common Core Team Academic Coach	Ongoing monitoring of formative assessments Classroom visitations	VSET Evaluation FCAT data District Assessments
2	Some students are reluctant to participate, and it can be hard to determine what individual students know on a daily basis.	Implement 75 Formative Assessment Strategies as a Science Department Increase Level of Student Questioning To Focus on Cognitive Complexity of Learning Targets for instruction and assessment	Administration Science PLCs Science Department Chair	Teacher Data	Vset Evaluation Domain 3
3	Scheduling; providing ample time for instruction and transitions for all grade levels	Provide for uninterrupted teacher collaboration during a monthly extending planning time (PLC).	Administration Classroom Teachers ESE Teachers	Faculty Climate Survey	District Assessments FCAT data
4	Not having enough technology for all classroom teachers; not all teachers have been trained in using technology	Classroom teachers will use Mac computers, I-pads, and I-pods to support classroom instruction and student learning through the use of recommended learning applications.	Classroom Teachers	Track student growth using FCAT data, district reading assessments	District Assessments FCAT data
5	activity sheets are optional	Feature Island-a science related "Feature Island" will be on display in the media center each month. This "island" will include hands-on science demonstrations as well as an optional activity sheet.	Media Specialist	Track student growth using FCAT data and district science assessments	District Assessments FCAT data
6	computer access for all students	FCAT Explorer	Classroom Teachers Media Specialist	Track student growth using FCAT data, district science assessments	District Assessments FCAT data
	Limited access to computer lab/number	BrainPop-Teachers will use this interactive	Classroom Teachers	Track student growth using FCAT data,	District Assessments

7	of available computers	learning based website that offers supplemental lessons in science.	Media Specialist	district science assessments	FCAT data
8	Parental Involvement; funding	Science Technology Night-Osceola will host a night in which students will partake in various innovative science activities.	Science Correlate Parents Students	Track student growth using FCAT data, district science assessments	District Assessments FCAT data

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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	Administration ESE Team	Check usage and implementation, as well as 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 placement if necessary Discussion of application of skills and knowledge at a higher level and in various settings	Administration ESE Team	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
Data Analysis	K-5	Administration Academic Coach Grade Level Chairs	Grade Level Teams	every 3 weeks	lesson plan collaboration Administrative walk through	Grade Chairs Administration
Best Practices for Science Instruction	K-5	Administration Academic Coaches	Curriculum Leadership Team Administration Grade Level Chairs	bi-monthly	on-going progress monitoring	Administration
Accomodations Training	K-5	School Based Team Facilitators	School Wide	September 2012	Progress Monitoring Observations	Administration
Common Core Standards Training	K-5	Administration Academic Coach Common Core Team	School Wide	bi-monthly	Progress Monitoring Observations	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Saturday Science Camp	Identified tutors will offer science experiences through tutoring prior to FCAT.	Title I funds	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Implementation of Web 2.0	Classroom teachers will use Mac computers, I-Pads, and I-Pods to support classroom instruction through the use of recommended learning applications.	no fudning source needed/continued use of materials purchased from Project Tides Grant	\$0.00
BrainPop	Web based program used to enhance reading, science, and math instruction.	no funding needed/in final year of subscription	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Data Analysis	Provide for uninterrupted teacher collaboration monthly during an extended planning time (PLC).	Title I funds	\$0.00
Best Practices in Science Instruction	A Curriculum Leadership Team (CLT) has been established to support the reading, math, science, and writing instructional programs.	no funding source needed	\$0.00
Common Core Standards Trainings	A Common Core Team will provide professional development bi-monthly to assist our teachers in their understanding of the Common Core Standards.	no fudning source needed	\$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: \$1,000.00

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:	Our goal is to increase the percentage of students achieving a level 3 or higher by at least 1% for the 2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (55)	74%

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	Teachers outside of Language Arts do not often provide practice for students to write about their content areas	Administer Volusia Writes schedule with fidelity in all curriculum areas Provide support and coaching to teachers on scoring	Classroom Teachers Administration Instructional Coaches	Monitor growth of Volusia Writes scores	Volusia Writes data FCAT Writing scores
2		A Curriculum Leadership Team (CLT) has been established to support the reading, writing, math and science instructional programs. This team will meet once a month to discuss school based needs in reading as determined by our school data.	Administration Academic Coach Grade Level Chairs SAC Chair Guidance Counselor	Faculty Climate Survey	Volusia Writes data FCAT data
3	Scheduling; providing ample time for instruction and transitions for all grade levels	Provide for uninterrupted teacher collaboration during a monthly extending planning time (PLC).	Administration Academic Coach Classroom Teachers ESE Teachers	Faculty Climate Survey	Volusia Writes data FCAT data
4	Scheduling; limited amount of time in the school day for interventions; limited number of intervention teachers	ESE push-in Resource Teachers and Para-professionals will provide assistance to classroom teachers in the diagnosis and remediation of students identified with special needs.	Push-In ESE Resource Teachers and ESE para-professionals	Track student growth using FCAT data, Volusia Writes data	Volusia Writes data FCAT data
5	Funding; availability of tutors	Provide afterschool tutoring in writing	Classroom Teachers Administration Tutoring Coordinator	Track students growth using FCAT Florida Writes data, Volusia Writes data	Volusia Writes data FCAT data
		Teachers will integrate 30-60 minutes of writing into the 120 minute Language Arts Block that will include grammar, modeled lessons, and writer's	Classroom Teachers	Track students growth using FCAT Florida Writes data, Volusia Writes data	Volusia Writes data FCAT data

6		workshop. Instruction will include expository, narrative, and persuasive forms of writing. Writing instruction may be interdisciplinary incorporating elements of reading, math, science and social studies.			
7	Not all classroom teachers have been trained in Thinking Maps	Classroom teachers will display and utilize thinking maps with their students when instructing in writing.	Classroom Teachers	Track students growth using FCAT Florida Writes data, Volusia Writes data	Volusia Writes data FCAT data
8		Classroom teachers will keep a writing portfolio on each student to track writing performance.	Classroom Teachers	Track students growth using FCAT Florida Writes data, Volusia Writes data	Volusia Writes data FCAT data
9		Classroom teachers will use the district provided writing prompts as a formative assessment to track student's growth.	Classroom Teachers	Track students growth using FCAT Florida Writes data, Volusia Writes data	Volusia Writes data FCAT data
10	scheduling	Fourth Grade students will mentor third grade students in writing using district recommended materials after FCAT.	Third and Fourth Grade Teachers Third and Fourth Grade Students	Track students growth using FCAT Florida Writes data, Volusia Writes data	Volusia Writes data FCAT data
11	funding; scheduling	Third and Fourth Grade Teachers will participate in teh WRITE form the Beginning professional development in which they learn to utilize Thinking Maps when writing.	Classroom Teachers Administration Trained Writing Instructor Academic Coach	Track students growth using FCAT Florida Writes data, Volusia Writes data	Volusia Writes data FCAT data
12	funding	School Wide Publishing Program-students will be given the opportunity to have their writing published into a hardbound book through a school wide publishing program.	Classroom Teachers Media Specialist	Track students growth using FCAT Florida Writes data, Volusia Writes data	Volusia Writes data FCAT data
13	funding; participation	School Newspaper-students will write and publish a school newspaper.	School Newspaper Coordinator	Track students growth using FCAT Florida Writes data, Volusia Writes data	Volusia Writes data FCAT data
14		Young Authors Celebration-Osceola will recognize two outstanding writers from each classroom and they will be invited to attend a Young Author's Celebration where their writings will be published and displayed in the cafeteria.	Writing Committee	Track students growth using FCAT Florida Writes data, Volusia Writes data	Volusia Writes data FCAT data

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.

NA

Writing Goal #1b:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
NA		NA			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistently aligned to the NGSSS access points	Implement Access courses in all core academic areas, as well as Standards-Referenced Grading	Administration ESE Team	Check usage and implementation, as well as 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	Administration ESE Team	Check usage and implementation, as well as 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	Administration ESE Team	District follow-up survey Check student progress data using Unique Reports	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
Data Analysis	K-5	Administration Academic Coach Grade Chairs	Grade Level Teams	every three weeks	lesson plan collaboration Administrative walk through	Grade Chairs Administration
WRITE from the Beginning Training	3-4	Administration Trained Presenter Academic Coach	Third and Fourth Grade Teachers	Quarterly	TOA Coaching Observations	Administration TOA
Accommodations Training	K-5	School Based Teams Facilitators	School Wide	September 2012	Progress Monitoring Observations	Administration
Best Practices for Writing Instruction	K-5	Administration Academic Coach	Curriculum Leadership Team Administration Grade Level Chairs	bi-monthly	on-going progress monitoring	Administration
Common Core Standards Training	K-5	Administration Academic Coach Common Core Team	School Wide	bi-monthly	on-going progress monitoring	Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Writing Tutoring	Identified tutors will provide after school tutoring in writing.	Title I funds	\$2,000.00
WRITE from the Beginning	Third and Fourth Grade Teachers will participate in the WRITE from the beginning using Thinking Maps training.	no funding needed/purchased during previous school year	\$0.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Wordly Wise	Web based program used to enhance vocabulary instruction.	no funding source needed/subscription purchased during previous school year	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Data Analysis	Provide for uninterrupted teacher collaboration montly during an extended planning time (PLC).	Title I funds	\$0.00
Best Practices in Writing Instruction	A Curriculum Leadership Team (CLT) has been established to support the reading, writing, mathematics, and science instructional programs.	no funding source needed	\$0.00
Common Core Trainings	A Common Core Team will provide professional development bi-monthly to assist our teachers in their understanding of the Common Core Standards.	no funding source needed	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Young Authors Celebration	Two students who have been identified as outstanding writers will be recognized during a Young Author's Celebration.	SAC funds	\$100.00
			Subtotal: \$100.00
			Grand Total: \$2,100.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	Our goals are to increase the expected attendance rate by 1%, to decrease the number of students with excessive absences by 1 or more and to decrease the number of students with excessive tardies by 1 or more for the 2013 school year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94%	95% or more

2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
155	154 or less
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
126	125 or less

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	Unexpected flu outbreak	School Attendance Incentive Program- Osceola will establish an incentive program to recognize those students who do not have excessive absences/tardies at the end of each grading period.	Administration Classroom Teachers Clerical Staff Guidance	Adequate progress will be determined by an increase in our attendance rate for the 2012 school year.	District Attendance Data
2	Parental Support	PST-classroom teachers will utilize the help of the Problem Solving Team when a student has 10 or more absences /tardies.	Classroom Teachers PST Chair School Social Worker School Psychologist Administration Parents	Adequate progress will be determined by an increase in our attendance rate for the 2012 school year.	District Attendance Data
3	Parental Support	School Newsletter- Osceola will periodically provide reminders in the school newsletter about our attendance policy and the importance of students attending school regularly.	Newsletter Chair Administration Guidance	Adequate progress will be determined by an increase in our attendance rate for the 2012 school year.	District Attendance Data
4	Access to social worker	Social worker intervention via attendance contracts and other strategies	School Social Worker	Monitor attendance on a quarterly basis by the social worker.	Pinnacle Attendance data

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	Our goals are to decrease the number of In-school Suspensions by 2, to decrease the number of Students Suspending in School by 2, to decrease the number of Out-of-School Suspension by 2, and to decrease the number of students suspended out-of-school by 2 for the 2013 school year.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
24	22 or less
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
18	16 or less
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
29	27 or less
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School

20	18 or less				
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	Scheduling difficulties	School Wide Guidance/Bully Proofing Lessons- to maintain a safe and orderly learning environment, our Guidance department will offer regular guidance/bully proofing lessons to our students and explore possible school wide assembly opportunities that promote anti-bullying behavior.	Guidance Department Administration	Adequate progress will be determined by reviewing suspension data to see if there was a decrease in the number of students being suspended.	District Suspension Data
2	n/a	Peer Mediators (Power of One Club)-Fifth Grade Osceola students will be trained to be peer mediators to assist other students in conflict resolution strategies.	Guidance Department Administration	Adequate progress will be determined by reviewing suspension data to see if there was a decrease in the number of students being suspended.	District Suspension Data
3	n/a	Problem Solving Team- Osceola's teachers will write an intensive remediation plan (Functional Behavioral Assessment) for any student who has been identified with having behavioral difficulties in the classroom.	PST Chair Behavioral Specialist Administration	Adequate progress will be determined by reviewing suspension data to see if there was a decrease in the number of students being suspended.	District Suspension Data
4	Effective student use of social skills	Social skills training	Guidance Counselor Classroom Teacher	Behavioral data tracking	District Suspension data
5	Parental Involvement	School to regularly communicate with students and their parents regarding behavioral concerns	Administration Guidance Counselor Classroom Teachers	Behavioral data tracking	Discipline referral data

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		To maintain our Five Star School status by continuing parent involvement at all school functions and parent/teacher conferences.			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
Current Five Star School Status		Maintain Five Star School Status			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Funding	Kindergarten Readiness Packs-upon registering for kindergarten, incoming kindergarten students will be given a readiness packet. The packet will contain supplies to be used at home to help the student develop readiness skills for reading, writing, and	Kindergarten Teachers Administration	Parent Climate Survey	Parent Climate Survey

		math instruction.			
2	n/a	FCAT Awareness Night- Parents will be provided with a FCAT informational session that reviews ways parents can help students prepare for FCAT.	SAC Co-chairs Intermediate Teachers Administration	Parent Climate Survey	Parent Climate Survey
3	family participation; difficult for children from the bus zone to attend due to transportation constraints	Publix Math Night	Math Correlate	Parent Climate Survey Parent Participation; sign in sheets;	District Assessments Differentiated Accountability Assessments FCAT
4	Difficulty for families from bus zone to attend Family Library Nights due to transportation constraints.	Family Library Night- once a month, Osceola's Media Center will be open for families to check out books and utilize the Reading Counts program.	Media Specialists	Parent Climate Survey Parent Participation; sign in sheets;	Parent Climate Survey
5	family participation; difficult for children from the bus zone to attend due to transportation constraints	Family Fitness Night	Physical Education Department	Parent Climate Survey Parent Participation; sign in sheets	Parent Climate Survey
6	Difficulty for families from bus zone to attend our Family Literacy Night due to transportation constraints; funding	The Reading Correlate will host a Family Literacy Night in which each grade level will share a simple reading strategy for parents to use at home to enhance their child's learning.	Reading Correlate Administration Grade Level Teams	Parent Climate Survey Parent Participation; Sign in sheets	Parent Climate Survey
7	Parental involvement, funding	Science Technology Night- Osceola will host a night in which students will partake in various innovative science activities.	Science Correlate Parents	Parent Climate Survey Participation; Sign in sheets	Parent Climate Survey
8	parental involvement	Parent to Kid Program- Osceola will offer two sessions of the Parent to Kid Program. One will be located on our campus and one will be located near our students from our bus zone.	Parent to Kid Instructor Administration	Parent Climate Survey Parent Participation Sign In Sheets	Parent Climate Survey
9	parental involvement	Parent Informational Nights- Osceola will host three parent informational nights where they will receive more information regarding Common Core Standards, Standards Referenced Grading, and Pinnacle Grade Book.	Administration Academic Coach	Parent Climate Survey Parent Participation Sign in sheets	Parent Climate 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
No Data Submitted						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Kindergarten Readiness Packs	Upon registering for kindergarten, incoming kindergarten students will be given a readiness packet. The packet will contain supplies to be used at home to help the student develop readiness skills for reading, writing, and math instruction.	SAC funds	\$100.00
			Subtotal: \$100.00
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
Parent Informational Nights- Osceola will host three parent informational nights where they will receive more information regarding Common Core Standards, Standards Referenced Grading, and Pinnacle Grade Book	copies for Family Informational Nights	Title I funds	\$500.00
			Subtotal: \$500.00
			Grand Total: \$600.00

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:	Teachers will produce 2 new project-based Science STEM Lessons.
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of time to develop high-quality lessons that integrate all areas of STEM	Utilize STEM modules created by the STEM Cadre, which are aligned to the Common Core ELA and Mathematical Practices.	District STEM TOA Administration	Monitor usage and implementation data of STEM modules	Usage Data
2	funding; student participation; student transportation	Saturday Science Camp- Identified tutors will offer science experiences on several Saturdays prior to FCAT	Tutoring Coordinator Administration Identified Instructional Tutors	Track student growth using FCAT data and district science assessments	District Assessments FCAT data

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

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

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

STEM Budget:

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

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide after school tutoring in Reading.	Identified Tutors will provide tutoring in reading after school.	Title I funds	\$4,500.00
Mathematics	Provide after school tutoring in mathematics.	Identified tutors will provide tutoring in mathematics after school.	Title I funds	\$4,500.00
Science	Saturday Science Camp	Identified tutors will offer science experiences through tutoring prior to FCAT.	Title I funds	\$1,000.00
Writing	Writing Tutoring	Identified tutors will provide after school tutoring in writing.	Title I funds	\$2,000.00
Writing	WRITE from the Beginning	Third and Fourth Grade Teachers will participate in the WRITE from the beginning using Thinking Maps training.	no funding needed/purchased during previous school year	\$0.00
Parent Involvement	Kindergarten Readiness Packs	Upon registering for kindergarten, incoming kindergarten students will be given a readiness packet. The packet will contain supplies to be used at home to help the student develop readiness skills for reading, writing, and math instruction.	SAC funds	\$100.00
				Subtotal: \$12,100.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Classroom teachers will use Education City to enhance classroom instruction in reading.	Web based program used to enhance reading, science, and math instruction.	no funding source/3rd year of subscription purchase	\$0.00
Reading	Grades 1 - 5 will use Reading Counts in the classroom to enhance comprehension.	Web based program used to enhance reading comprehension.	no funding source needed	\$0.00
Reading	Fourth and Fifth Grade teachers will utilize Worly Wise to enhance student vocabulary.	Web Based program used to enhance vocabulary development.	no funding source needed/2nd year of subscription purchase	\$0.00
Mathematics	Education City	Web based program used to enhance reading, science, and math instruction.	no funding source needed/in final year of subscription	\$0.00
Mathematics	BrainPop	Web based program used to enhance reading, science, and math instruction.	no funding source needed/in final year of subscription	\$0.00
Mathematics	Timez Attack	Web based program used to enhance math fluency.	no funding source needed/district provided	\$0.00
Science	Implementation of Web 2.0	Classroom teachers will use Mac computers, I-Pads, and I-Pods to support classroom instruction through the use of recommended learning applications.	no funding source needed/continued use of materials purchased from Project Tides Grant	\$0.00
Science	BrainPop	Web based program used to enhance reading, science, and math instruction.	no funding needed/in final year of subscription	\$0.00

Writing	Wordly Wise	Web based program used to enhance vocabulary instruction.	no funding source needed/subscription purchased during previous school year	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Data Analysis	Provide for uninterrupted teacher collaboration during a monthly extended planning time (PLC).	Title I funds	\$9,000.00
Reading	Best Practices for Reading Instruction	A Curriculum Leadership Team (CLT) has been established to support the reading, writing, math, and science instructional programs.	no funding source needed	\$0.00
Reading	Common Core Standards Trainings	A Common Core Team will provide professional development bi-monthly to assist our teachers in their understanding of the Common Core Standards.	no funding source needed	\$0.00
Reading	PLC/Academic Coaching	Provide for uninterrupted teacher collaboration/coaching during a once-a-month extending planning time (PLC).	Title I	\$55,784.05
Mathematics	Singapore Math II Training	Our primary classroom teachers will be trained to use Singapore Math II strategies to enhance mathematics instruction.	SAC funds	\$1,200.00
Mathematics	Math Specific Training	Our classroom teachers will receive training on various ways to enhance instruction in mathematics.	no funding needed	\$0.00
Mathematics	Common Core Standards Training	A Common Core Team will provide professional development bi-monthly to assist our teachers in their understanding of the Common Core Standards.	no funding needed	\$0.00
Science	Data Analysis	Provide for uninterrupted teacher collaboration monthly during an extended planning time (PLC).	Title I funds	\$0.00
Science	Best Practices in Science Instruction	A Curriculum Leadership Team (CLT) has been established to support the reading, math, science, and writing instructional programs.	no funding source needed	\$0.00
Science	Common Core Standards Trainings	A Common Core Team will provide professional development bi-monthly to assist our teachers in their understanding of the Common Core Standards.	no funding source needed	\$0.00
Writing	Data Analysis	Provide for uninterrupted teacher collaboration monthly during an extended planning time (PLC).	Title I funds	\$0.00
		A Curriculum Leadership Team (CLT) has been		

Writing	Best Practices in Writing Instruction	established to support the reading, writing, mathematics, and science instructional programs.	no funding source needed	\$0.00
Writing	Common Core Trainings	A Common Core Team will provide professional development bi-monthly to assist our teachers in their understanding of the Common Core Standards.	no funding source needed	\$0.00
				Subtotal: \$65,984.05
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	Young Authors Celebration	Two students who have been identified as outstanding writers will be recognized during a Young Author's Celebration.	SAC funds	\$100.00
Parent Involvement	Parent Informational Nights-Osceola will host three parent informational nights where they will receive more information regarding Common Core Standards, Standards Referenced Grading, and Pinnacle Grade Book	copies for Family Informational Nights	Title I funds	\$500.00
				Subtotal: \$600.00
				Grand Total: \$78,684.05

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input checked="" type="checkbox"/> Priority	<input checked="" type="checkbox"/> Focus	<input checked="" type="checkbox"/> Prevent	<input checked="" 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 9/29/2012)

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
Teacher Materials/Resources	\$500.00
Copy Center budget	\$250.00
Staff Development/Workshops/Conferences	\$500.00

Kindergarten Readiness Pack	\$100.00
Young Author's Celebration	\$100.00

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

Osceola's School Advisory Council will:

- * Analyze FCAT data
- * Analyze Parent, Teacher, Support Staff Climate Survey Data
- * Write, monitor, and help with implementation of Osceola's School Improvement Plan
- * Review and update SAC bylaws
- * Support instructional staff through providing funds for supplemental materials
- * Support instructional staff through providing funds for substitutes for staff development
- * Support instructional staff through providing funds for workshops and conferences
- * Provide funding for student tutoring
- * Provide parental support to families of Osceola through various evening events
- * Work closely with Osceola's Parent Teacher Association to help support the needs of our school

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 OSCEOLA ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	81%	75%	69%	69%	294	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	67%	58%			125	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	59% (YES)	59% (YES)			118	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					537	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Volusia School District OSCEOLA ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	81%	82%	72%	320	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	66%	66%			132	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	51% (YES)	64% (YES)			115	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					567	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested