FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: TOMOKA ELEMENTARY SCHOOL

District Name: Volusia

Principal: Julie Johnson

SAC Chair: Lucy Smith

Superintendent: Margaret Smith

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

Last Modified on: 10/16/2012

Gerard Robinson, Commissioner
Florida Department of Education
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Julie Johnson	Degrees: B.A. M.A. Ed.S Certifications: Psychology Specific Learning Disabilities Mentally Handicapped School Principal	9	18	2012 (Tomoka) A School, (72% R/70% M; 71% R/75% M; 63% R/68% M) 2011 (Ormond) A School, AYP 82% (81% R/73% M; 61% R/52% M; 63% R/60% M)* 2011 (Tomoka) A School, AYP 97% (91% R/85% M; 63% R/60% M; 58% R/59% M)* 2010 (Ormond) B School, AYP 92% (80% R/86% M; 67% R/61% M; 37% R/55% M)* 2010 (Tomoka) A School, AYP 97% (87% R/82% M; 73% R/66% M; 60% R/58% M)* 2009 (Ormond) A School, AYP 100%(79% R/85% M;71%R/75M;67% R/76%M)* 2009 (Tomoka) B School, AYP 97% (87% R/83%M;70%R,54%M;56%R,45%M)* 2008 (Tomoka) A School, AYP 100% (88% R/87% M; 72%R/59% 59%R,62%M)* 2007 (Tomoka) A School, AYP 100%(92% R/85% M,77%R/67%M;74%R/54%M)* 2006 (Tomoka) A School, AYP 100% (92% R/85% M; 68% R/67% M; 65% R) 2005 (Tomoka) A School, AYP 100% (89% R/84%M;75%R/71%M;66%R)

					2004 (Hurst) A School, AYP 93% (78% R/77%M; 76%R/75%M;65%R 2003 (Hurst) A School, AYP N/A; (75% R/74%M; 76%R/68%M; 70%R) 2002 (Osteen) B School AYP N/A ;(70% R/68%M; 61%R/68%M; 61%R) 2001 (Osteen) C School (65%R/72%M) *(Proficient Reading/Math; Learning Gains Reading/Math; Lowest 25% Reading/Math)
Assis Principal	Rachel Hazel	Degrees: B.S. M.A. Certifications: Reading Endorsement ESE Educational Leadership	2	7	2012 (Tomoka) A School, (72% R/70% M; 71% R/75% M; 63% R/68% M) 2011 (George Marks) B School, AYP 74% (77%R/75%M;62%R/60%M;48%R/61%M) 2010 (George Marks) A School, AYP 79% (81%R/81%M;66%R/70%M;54%R/68%M) 2009 (George Marks) A School, AYP 87% (87%R/80%M;75%R/69%M;56%R/55%M) 2008 (George Marks) A School, AYP 92% (85%R/84%M;75%R/72%M;64%R/71%M) 2007(George Marks) A School, AYP 100% (86%R/82%M;77%R/65%M;68%R/61%M) 2006 (George Marks) A School,AYP 95% (88%R/87%M;74%R/78%M;70%R) *(Proficient Reading/Math; Learning Gains Reading/Math; Lowest 25% Reading/Math)

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
N/A					

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. Leadership Opportunities	Administration	June 2013	
2	3. PLC Activities	Administration Team/PLC Facilitators	June 2013	
3	4. Celebrations/Teacher Recognition	Administration	June 2013	
4	5. Network w/Community & Business Partners	Administration	June 2013	
5	2. Professional Development	Administration	June 2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective

0	0

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
55	0.0%(0)	0.0%(0)	27.3%(15)	72.7%(40)	50.9%(28)	100.0%(55)	9.1%(5)	10.9%(6)	41.8%(23)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
N/A			

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal
Assistant Principal
PST Chair
Guidance Counselor
School Psychologist
Select General Education Teachers (Primary and Intermediate)
Exceptional Student Education (ESE) Teachers
Speech Language Pathologist

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

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

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

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

MTSS Implementation

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

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

Describe the plan to train staff on MTSS.

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

Describe the plan to support MTSS.

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal and Assistant Principal: Provides the common vision for the use of data-based decision making; ensures professional development is scheduled, ensures teachers are implementing the district's VCS Problem Solving Model for students who do not respond effectively to core instruction.

Teachers: Collect data, deliver instruction with intervention, collaborate with other school staff

Exceptional Education Teachers: Collect data, integrate core instruction into Tier 3 instruction, collaborate with general education teachers and other school staff

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

The Literacy Leadership Team serves as the school based leadership team. The team ensures that the curriculum is being implemented and appropriate intervention or enrichment is provided. Core members of the LLT are the principal, assistant principal, ESE teacher and team facilitators. The team discusses assessment calendars, implementation, follow up and instructional implications. Meetings are held once a month and information is shared by the principal. The team initiates on-going collaboration and consultation.

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

The team will facilitate the analysis of FAIR data and the resulting instructional implications. The team will coordinate professional development through faculty, team and PLC meetings.

Public School Choice

Supplemental Educational Services (SES) Notification

No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee 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 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (96)	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	Time	Teachers will have regularly occurring collaboration focused on instruction and best practices including high student engagement and complex questioning techniques	Teachers Administrators Instructional TOAs	Ongoing monitoring of formative and summative assessment data Administrative observation tools	FAIR Data Reading Assessment Data Math Assessment Data Science Assessment Data FCAT Results
2	N/A	Teachers will provide explict instruction and assessment in phonemic awareness, phonics, vocabulary, oral language, comprehension and fluency	Teachers Administrators	Ongoing monitoring of formative and summative assessment data Administrative observation tools	FAIR Data Reading Assessment Data FCAT Results OPM
3	Time for implementation during the instructional day	Using research based strategies, identified students will receive additional instruction to improve stamina, word attack, fluency and comprehension skills	Teachers Administrators Instructional TOAs	Ongoing monitoring of formative and summative assessment data Administrative observation tools Team/PLC meetings	FAIR Data Reading Assessment Data FCAT Results
4	Availability of materials	Increase the use of informational text across the curriculum	Teachers Administrators	Administrative observation tools Team/PLC meetings	FAIR Data Reading Assessment Data FCAT Results
5	Teachers are not yet familiar with the Common Core State Standards	Teachers will ensure that reading instruction is aligned with the Common Core curriculum maps	Teachers Administrators Instructional TOAs	Ongoing monitoring of formative and summative assessment data Administrative observation tools Team/PLC meetings	FAIR Data Reading Assessment Data Math Assessment Data Science Assessment Data FCAT Results
6	Teacher preparation time	Teachers will identify and visually display essential learning targets and involve students in progress towards those targets	Teachers Administrators	Ongoing monitoring of formative and summative assessment data Administrative observation tools	Reading Assessment Data FCAT Results

				Team/PLC meetings	

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Students achieving at or above Achievement Level 4 in reading will increase by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (165)	47%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time for implementation during the instructional day	Teachers will incorporate reading enrichment centers during the literacy block	Teachers Administrators	Ongoing monitoring of formative and summative assessment data Administrative observation tools	FAIR Data Reading Assessment Data FCAT Results
2	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day	Teams will meet in Professional Learning Communities (PLC)/teams to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment	Teachers Administrators Instructional TOAs	Ongoing monitoring of formative and summative assessment data PLC/Team meeting	FAIR Data Reading Assessment Data FCAT Results
3	Availability of materials	Increase the use of informational text across the curriculum	Teachers Administrators	Ongoing monitoring of formative and summative assessment data	Reading Assessment Data FCAT Results FAIR DATA

4	Availability and familiarity of technology	Teachers will utilize technology such as Reading Counts, ReadWorks.org,Common Core website and FCAT Explorer to provide enrichment	Teachers Administrators	Ongoing monitoring of formative and summative assessment data	FAIR Data Reading Assessment Data FCAT Results
5	Teachers are not yet familiar with the CCSS	Teachers will provide instruction using a variety of text structures, text features, and figurative language in support of CCSS integration	Teachers Administrators Instructional TOAs	Ongoing monitoring of formative and summative assessment data Administrative observation tools	Reading Assessment Data Math Assessment Data Science Assessment Data FCAT Results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee 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 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (170)	74% making Learning Gains

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with large gaps in reading achievement	Teachers will provide instruction using a variety of text structures, text features, and figurative language in support of CCSS integration	Teachers Administrators Instructional TOAs	Ongoing monitoring of formative and summative assessment data Administrative observation tools	Reading Assessment Data Math Assessment Data Science Assessment Data FCAT Results
	Adequate time for	Teams will meet in	Teachers	Ongoing monitoring of	FAIR Data

2	teachers to review data, plan differentiated instruction, and deliver the instruction within the school day	Professional Learning Communities (PLC)/teams to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction	Administrators Instructional TOAs	formative and summative assessment data	Reading Assessment Data FCAT Results
3	Additional planning by classroom teacher	Struggling students will be provided additional intervention utilizing special area teacher push-in support	Teachers Special Area Teachers	Ongoing monitoring of formative and summative assessment data	FAIR Data Reading Assessment Data FCAT Results
4	Availability of mentors	Identified students will be paired with a mentor	Guidance Counselor	Ongoing monitoring of formative and summative assessment data	Reading Assesmen Data Report Cards Interim Reports
5	Availability of trained volunteers	Volunteers will be trained to work with identified students	Teachers Administrators	Ongoing monitoring of formative and summative assessment data	FAIR Data Reading Assessment Data FCAT Results

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

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

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee 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 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (36)	64%

Problem-Solving Process to Increase Student Achievement

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

1	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day	Teams will meet in Professional Learning Communities (PLC/teams to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction	Teachers Administrators Instructional TOAs	Ongoing monitoring of formative and summative assessment data PLC/Team meetings	FAIR Data Reading Assessment Data FCAT Results
2	Students with large gaps in reading achievement	Provide additional support in the areas of vocabulary, fluency, phonics, and comprehension instruction using research based reading materials using the ESE and special area push in model	Teachers Administrators	Ongoing monitoring of formative and summative assessment data Administrative observation tools	FAIR Data Reading Assessment Data FCAT results
3	Availability of mentors	Identified students will be paired with a mentor	Guidance Counselor	Ongoing monitoring of formative and summative assessment data	Report Cards Interim Reports Reading Assessment Data
4	Availability of trained volunteers	Volunteers will be trained to work with identified students	Teachers Administrators	Ongoing monitoring of formative and summative assessment data	FAIR Data Reading Assessment Data
5	Availability and familiarity with technology	Teachers will utilize technology such as Reading Counts, Common Core Website and FCAT Explorer to provide differentiated instruction	Teachers Administrators	Ongoing monitoring of formative and summative assessment data	FAIR Data Reading Assessment Data FCAT Results

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A : In 2012-2013, we will reduce the achievement gap by meeting the AMO target (76% proficient) or through Safe Harbor (75% proficient)					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	72%	76%	78%	81%	83%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee 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:
White 76% Black 41% Hispanic 65% Asian 0% American Indian 0%	White 78% (Safe Harbor) Black 47% (Safe Harbor) Hispanic 69% (Safe Harbor) Asian 10% (Safe Harbor) American Indian 10% (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
	Adequate time for teachers to review data, plan differentiated	Teams will meet in Professional Learning Communities (PLC)/teams	Teachers Administrators Instructional TOAs	Ongoing monitoring of formative and summative assessment data	FAIR Data Reading Assessment Data

1	instruction, and deliver the instruction within the school day	to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction			FCAT Results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee 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:
28%	35% (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	Difficulty of meeting the specialized and individual needs of exceptional education students	Provide intensive, systematic instruction in foundational reading skills in small groups to students who score below the proficient level	Teachers Administrators	Ongoing monitoring of formative and summative assessment data	FAIR Data Reading Assessment Data FCAT Results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In 2012-2013, the achievement gap for ED students will be reduced by meeting the AMO target or through Safe Harbor
2012 Current Level of Performance:	2013 Expected Level of Performance:

63%	67% (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	Close reading strategies will be used to strengthen vocabulary skills and comprehension	Teachers Administrators	Ongoing monitoring of formative and summative assessment data Administrative observation tools	FAIR data Reading assessment data FCAT results
2	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day	Teams will meet in Professional Learning Communities (PLC)/Teams to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction	Teachers Adminstrators Instructional TOAs	Ongoing monitoring of formative and summative assessment data	FAIR Data Reading Assessment Data FCAT Results

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

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

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible fo Monitoring
Close Reading	Grades K-5	CCSS Team	School-wide	Initial training September; implementation througout year; follow up throughout year	Classroom visitation / coaching	Instructional coaches and administration
Working with students with autism	PreK-5	Conference Presenter	Teachers (2)	January 2013	Classroom visitations	Administrators

Reading Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will provide instruction using a variety of text structures, text features and figurative language in support of common core integration.	State recommended literature selections	School generated funds	$300.00
			Subtotal: $300.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
CARD Conference (Autism)	Registration and substitutes	School Advisory Council	$225.00
			Subtotal: $225.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00
			Grand Total: $525.00

End of Reading Goa

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The percentage of students scoring proficient in Listening/Speaking on CELLA will increase by 2%
2012 Current Percent of Students Proficient in listening/speaking:	
22% (2)	

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	Teachers Administrators	Ongoing monitoring of formative assessment data Administrative observation tools	CELLA IPT FCAT Results District Assessments
2	Providing comprehensible instruction to English Language Learners	Ensure that teachers use English Language Proficiency Standards for English Language Learners	Teachers Administrators	Ongoing monitoring of formative assessment data Administrative observation tools	CELLA IPT FCAT Results District Assessments

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	The percentage of students scoring proficient in Reading on CELLA will increase by 2%
2012 Current Percent of Students Proficient in reading:	
22%(2)	

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	Teachers Administrators	Ongoing monitoring of formative assessment data Administrative observation tools	CELLA IPT FCAT Results District Assessments
2	Providing comprehensible instruction to English Language Learners	Ensure that teachers use English Language Proficiency Standards for English Language Learners	Teachers Administrators	Ongoing monitoring of formative assessment data Administrative observation tools	CELLA IPT FCAT Results District Assessments

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	The percentage of students scoring proficient in Writing on CELLA will increase by 2%
2012 Current Percent of Students Proficient in writing:	
78% (7)	

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	Teachers Administrators	Ongoing monitoring of formative assessment data Administrative observation tools	CELLA IPT FCAT Results District Assessments
2	Providing comprehensible instruction to English Language Learners	Ensure that teachers use English Language Proficiency Standards for English Language Learners	Teachers Administrators	Ongoing monitoring of formative assessment data Administrative observation tools	CELLA IPT FCAT District Assessments

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$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 nee of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	Students achieving proficiency (FCAT Level 3) in mathematics will increase by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (106)	31%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers are not yet familiar with the CCSS	Implement the 8 Standards for Mathematical Practices outlined in the new curriculum map	Teachers Administrators Instructional TOAs	Ongoing monitoring of formative and summative assessment data Administrative observation tools	Math Assessment Data FCAT Results FSA SSA
2	Availability and familiarity of technology	Teachers will use available technology resources such as FASTT Math, Pearson Success Net, and Florida Achieves to enhance instruction	Teachers Administrators Media Specialist	Ongoing monitoring of formative and summative assessment data Administrative observation tools	Math Assessment Data FCAT Results FSA SSA
3	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day	Teams will meet in Professional Learning Communities (PLC)/teams to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction	Teachers Administrators Instructional TOAs	Ongoing monitoring of formative and summative assessment data Administrative observation tools PLC/Team meeting	Math Assessment Data FCAT Results FSA SSA
4	Teacher familiarity with the new curriculum maps	Teachers will provide math instruction to include algebra, geometry, measurement, base ten operations and statistics with an emphasis on problem solving and critical thinking skills	Teachers Administrators Instructional TOAs	Ongoing monitoring of formative and summative assessment data Administrative observation tools	Math Assessment Data FCAT Results FSA SSA

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

N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Students achieving at or above Achievement Level 4 in mathematics will increase by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (148)	43%

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	Availability and familiarity of technology	Teachers will use available technology resources such as FASTT Math, Pearson Success Net, and Florida Achieves to enhance/accelerate instruction	Teachers Administrators Media Specialist	Ongoing monitoring of formative and summative assessment data	Math Assessment Data FCAT Results
2	Meeting the needs of the advanced learner within the instructional day	Teachers will provide instruction in specific problem solving strategies that address the needs of the accelerated learner	Teachers Administrators Instructional TOAs	Ongoing monitoring of formative and summative assessment data Administrative observation tools	Math Assessment Data FCAT Results FSA SSA
3	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day	Teams will meet in Professional Learning Communities (PLC)/teams to work collaboratively in collecting and analyzing data in order to plan effective enrichment	Teachers Administrators Instructional TOAs	Ongoing monitoring of formative and summative assessment data Administrative observation tools PLC/Team meeting	Math Assessment Data FCAT Results

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The percentage of students making Learning Gains in math will increase by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (177)	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	Teacher familiarity with the new curriculum maps	Teachers will provide math instruction to include algebra, geometry, measurement, base ten operations and statistics with an emphasis on problem solving and critical thinking skills	Teachers Administrators	Ongoing monitoring of formative and summative assessment data Administrative observation tools	Math Assessment Data FCAT Results FSA SSA
2	Time during instructional day for additional intervention	Teachers will provide additional intervention in response to students not meeting mastery	Teachers Administrators	Ongoing monitoring of formative and summative assessment data Administrative observation tools PLC/Team meeting	Math Assessment Data FCAT Results FSA SSA
3	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day	Teams will meet in Professional Learning Communities (PLC)/teams to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction	Teachers Administrators Instructional TOAs	Ongoing monitoring of formative and summative assessment data Administrative observation tools PLC/Team meeting	Math Assessment Data FCAT Results FSA SSA

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

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

N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The percentage of the Lowest 25% making Learning Gains in math will increase by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (41)	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	Teacher familiarity with the new curriculum maps	Teachers will provide math instruction to include algebra, geometry, measurement, base ten operations, and statistics with an emphasis on problem solving and critical thinking skills	Teachers Administrators	Ongoing monitoring of formative and summative assessment data Administrative observation tools	Math Assessment Data FCAT Results FSA SSA
2	Time during the instructional day for additional intervention	Teachers will provide additional intervention in response to students not meeting mastery	Teachers Administrators	Ongoing monitoring of formative and summative assessment data Administrative observation tools PLC/Team meeting	Math Assessment Data FCAT Results FSA SSA
3	Availability and familiarity of technology	Teachers will use available technology resources such as FASTT Math, Pearson Success Net, and Florida Achieves to enhance instruction and provide remediation	Teachers Administrators	Ongoing monitoring of formative and summative assessment data	Math Assessment Data FCAT Results FSA SSA
4	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day	Teams will meet in Professional Learning Communities (PLC)/teams to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction	Teachers Administrators Instructional TOAs	Administrative observation tools PLC/Team meeting	Math Assessment Data FCAT Results FSA SSA

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 # 5A : In 2012-2013, we will reduce the achievement gap by meeting the AMO target (74% proficient)or through Safe Harbor (73%)					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	70%	74%	77%	79%	82%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee 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 - 74% Black - 31% Hispanic - 70% Asian - 0% American Indian - 0%	White- 77% (Safe Harbor) Black- 38% (Safe Harbor) Hispanic-73% (Safe Harbor) Asian- 10% (Safe Harbor) American Indian- 10% (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	Rigorous and fast paced math curriculum	Teachers will provide daily math instruction aligned and paced with curriculum map	Teachers Administrators	Ongoing monitoring of formative and summative assessment data Administrative observation tools	Math assessment data FCAT Results FSA SSA

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee 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 b reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD: 30%	SWD: 37% (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	Difficulty of meeting the specialized and individual needs of exceptional education students	Provide intensive, systematic instruction in foundational math skills in small groups to students who score below the proficient level	Teachers Administrators	Ongoing monitoring of formative and summative assessment data Administrative observation tools	Math Assessment Data FCAT Results

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	In 2012-2013, the achievement gap for ED students will be reduced by meeting the AMO target or through Safe Harbor
2012 Current Level of Performance:	2013 Expected Level of Performance:
60%	64% (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	Teacher familiarity with the new curriculum map	Teachers will provide math instruction to include algebra, geometry,base ten operations, measurement and statistics with an emphasis on problem solving and critical thinking skills	Teachers Administrators	Ongoing monitoring of formative and summative assessment data Administrative observation tools	Math assessment data FCAT results FSA SSA
2	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day	Teams will meet in Professional Learning Communities (PLC)/teams to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction	Teachers Administrators Instructional TOAs	Ongoing monitoring of formative and summative assessment data Administrative observation tools PLC/Team meeting	Math assessment data FCAT results FSA SSA

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
Lesson Study	K-5	Lesson Study Team leader	Lesson Study team	November-May	Lesson demonstration	Lesson Study Team leader

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Lesson Study	Substitutes to provide time for teachers to participate in research and development of lessons	Mills College Grant	$500.00
			Subtotal: $500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00
			Grand Total: $500.00

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:	Students scoring at Achievement Level 3 in science will increase by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (50)	42%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge of CCSS standards and literacy strategies to incorporate into science instruction	Participate in training on incorporating CCSS Literacy and Mathematics Standards in Science Lessons (such as close reading)	Teachers Administrators	Administrative observation tools	FCAT Results Science Assessment Data
2	Time during the day for comprehensive science instruction	Science notebooks will be incorporated as an instructional tool	Teachers	Monitor and review notebook content	FCAT Results Science Assessment Data
3	Ensuring the scientific process is embedded throughout instruction	Embed the components of the scientific process to support acquisition of authentic problem solving skills	Teachers Administrators	Administrative observation tools	FCAT Results Science Assessment Data FSA SSA
4	Time to collaborate	Teachers will collaboratively plan and use available resources such as Science Fusion, Florida Achieves, FCAT Explorer and Science Probes to support aquisition of essential skills	Teachers Administrators Media Specialist	Administrative observation tools PLC/Team meeting	FCAT Results Science Assessment 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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Students scoring at or above Achievement Level 4 in science will increase by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:

27% (34)	29%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some students are reluctant to participate, and it can be hard to determine what individual students know on a daily basis	Increase level of student questioning to focus on cognitive complexity of learning targets for instruction and assessment	Teachers Administrators	Ongoing monitoring of formative and summative assessment data Administrative observation tools	FCAT results Science assessment data FSA SSA
2	Time for collaboration	Teachers will collaboratively plan and use resources such as Science Fusion, Florida Achieves, FCAT Explorer and Science Probes to support acquisition of essential skills	Teachers Administrators Media Specialist	Administrative observation tools	FCAT results Science assessment data
3	Time during the day for comprehensive science instruction	Science notebooks will be incorporated as an instructional tool	Teachers	Monitor and review notebook content	FCAT results Science assessment data
4	Ensuring the scientific process is embedded throughout instruction	Embed the components of the scientific process to support the acquisition of authentic problem solving skills	Teachers Administrators	Administrative observation tools	FCAT results Science assessment data FSA SSA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

Professional Development (PD) aligned with Strategies through Professional Learning Community

(PLC) or PD Activity

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

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

Science Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Students scoring a Achievement Level 4.0 and higher in writing will increase by 1%
2012 Current Level of Performance:	2013 Expected Level of Performance:
90% (116)	91%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Time for implementation	Teachers will implement	Teachers	Monitor growth of	District Writing

1		effective writing practices to include teacher modeling, the use of graphic organizers, mini lessons and writer's workshop with an emphasis on focus, organization, support and conventions	Administrators Instructional TOAs	district writing scores Administrative observation tools	Prompt Data Writing Samples FCAT Writing 2.0 Results
2	Learning and understanding the new state writing expectations	Implement writing strategies which focus on the change in state writing expectations	Teachers Administrators	Rubric scoring	District Writing Prompt Data Writing Samples FCAT Writing 2.0 Results
3	Learning and understanding the new state writing expectations	Teams will meet in Professional Learning Communities (PLC) to work collaboratively in collecting and analyzing writing data	Teachers Administrators	Rubric scoring PLC meeting	District Writing Prompt Data Writing Samples
4	Learning and understanding the new state writing expectations	Use the state-provided CD of 2012 students' FCAT Writing responses for professional development	Teachers Administrators	Monitor district writing scores	District Writing Prompt Data FCAT Writing 2.0 Results
5	Limited understanding of CCSS	Implement CCSS Anchor Literacy Standards school-wide	Teachers Administrators Instructional TOAs	Administrative observation tools	District Writing Prompt Data FCAT Writing 2.0 Results

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

Problem-Solving Process to Increase Student Achievement

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

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
2012 FCAT Writes CD review	Third and fourth grade	Sue Fox, teacher	Third and fourth grade teachers	PLC meetings: October-January	Review of student writing	Teachers Administrators

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Increase or maintain the daily attendance rate. Decrease the number of students with excessive absences and tardies by 10%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95%	95%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
199	179
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

246	222

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	Pattern of unexcused absences and late arrivals	Timely parent/guardian notification of absences/late arrivals Absence Letters: 5 and 10 day Connect Ed calls	Teachers Administrators Attendance Clerk School Counselor School Social Worker	Analyzing data gathered from attendance reports to show patterns of non-attendance/late arrivals	Attendance Records
2	Ability for parent to attend	Convene parent conferences regarding attendance issues	Teachers Administrators Attendance Clerk	Analyzing data gathered from attendance reports	Attendance Records
3	Parent support	Initiate interventions such as Problem Solving Team (PST), social worker home visits and attendance contracts	Teachers Administrators Attendance Clerk PST Chair School Social Worker	Analyzing data gathered from attendance reports	Attendance Records PST Minutes School Social Worker Referrals
4	Compliant attendance sometimes goes unrecognized and unrewarded	Attendance incentives/recognition	Teachers Administrators Attendance Clerk	Analyzing data gathered from attendance reports	School-wide, classroom, and/or individual student attendance

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
2012 Student Responses (CD)	4th grade	Sue Fox, teacher	Fourth grade teachers	October and November	Monitor writing prompt data	Team Facilitator

Attendance Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00

			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Student recognition	Certificates/Awards	Donations	$200.00
			Subtotal: $200.00
			Grand Total: $200.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Decrease the number of students suspended and the number of suspensions by 10%
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
9	8
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
7	6
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
10	9
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
6	5

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	Implementation of rewards	Develop and implement appropriate reward systems to support improved behavior	Teachers School Counselor Behavior Specialist	Intervention data will be analyzed and reviewed at grade level PLC meetings	Discipline Data Teacher Records
2	Parent support	Implement support strategies: Problem Solving Team (PST), Functional Behavioral Assessment (FBA) and parent conferences	Teachers Administrators PST Chairperson	Behavioral data and plans will be monitored	Discipline Data Referrals PST Forms Conference Forms
	Time for documentation	Routinely monitor	Teachers	Discipline referral	Discipline Data

3	review	discipline data to provide timely interventions	School Counselor Administrators	data will be analyzed at PLC/Team meetings	Referrals

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

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

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

Suspension Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Continue implementation of parent involvement activities in order to receive the Five Star School Award

2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
60%	60%

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	Parents may have difficulty attending because of time restraints and inability to travel to school/events	Provide varied methods of home-school communication: Connect Ed Website Marquee Thursday Folder Interim Reports Report Cards Smoke Signals newsletter Parent Portal Teacher Letters Planners	Teachers Administrators	Review Climate Survey feedback and comments	Five Star School Award State PTA Awards Messages/Flyers School-Home Reports Newsletters (school and class)
2	Parents may have difficulty attending because of time restraints and inability to travel to school/events	Maintain and/or increase community/business partnerships, family involvement, family education programs,active volunteers, student community service, and School Advisory Council through ongoing effective communication and school activities to ensure that parents are provided opportunities to meet regularly with the school to participate in decisions relating to the education of their children	Teachers Administrators	Review feedback and comments	Invitations/Flyers Sign-in Sheets Conference Forms Phone Messages Meeting Notices Meeting Agendas Five Star School Award State PTA awards
3	Introduction of new grading process	Increase communication with parents regarding Pinnacle Gradebook in order to support student achievement	Gradebook Managers Teachers Administrators	Review feedback and comments	Evidence of conferences, meetings, information distribution

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
Pinnacle	K-5	Gradebook Managers	K-5 teachers	August, September, October	Monitor Gradebooks	Gradebook Managers

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
School-Home communication (planners, newsletters, flyers)	Copying/Printing costs	PTA	$3,000.00
			Subtotal: $3,000.00
			Grand Total: $3,000.00

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 develop STEM lessons

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of time to develop and implement high quality lessons	Promote interest and engagement in career readiness by utilizing the Design Thinking program with intermediate gifted learners to promote authentic problem solving and building solutions to real world issues	Teachers of intermediate gifted learners	Monitor program implementation and quality of produced artifacts Administrative observation tools	Design Thinking Rubric VCS Design Thinking Fair
2	Lack of time to develop and implement high quality lessons	Teachers will increase interest and career readiness in STEM by providing students with opportunites to engage in hands-on application of learned skills	Teachers Administrators	Adminstrative observation tools	Science Fair Projects FSA SSA FCAT Science

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
Design Thinking	4-5	Monica Sherwin	Teachers of intermediate gifted learners	November and May	Design Thinking Fair	Teachers Supervisor of Gifted Program

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of STEM Goal(s)

Additional Goal(s)

N/A Goal:

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

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

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

Budget:

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

End of N/A Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teachers will provide instruction using a variety of text structures, text features and figurative language in support of common core integration.	State recommended literature selections	School generated funds	$300.00
CELLA	N/A			$0.00
Mathematics	N/A			$0.00
Science	N/A			$0.00
Writing	N/A			$0.00
Attendance	N/A			$0.00
Suspension	N/A			$0.00
Parent Involvement	N/A			$0.00
STEM	N/A			$0.00
				Subtotal: $300.00

Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A			$0.00
CELLA	N/A			$0.00
Mathematics	N/A			$0.00
Science	N/A			$0.00
Writing	N/A			$0.00
Attendance	N/A			$0.00
Suspension	N/A			$0.00
Parent Involvement	N/A			$0.00
STEM	N/A			$0.00
				Subtotal: $0.00

Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	CARD Conference (Autism)	Registration and substitutes	School Advisory Council	$225.00
CELLA	N/A			$0.00
Mathematics	Lesson Study	Substitutes to provide time for teachers to participate in research and development of lessons	Mills College Grant	$500.00
Science	N/A			$0.00
Writing	N/A			$0.00
Attendance	N/A			$0.00
Suspension	N/A			$0.00
Parent Involvement	N/A			$0.00
STEM	N/A			$0.00
				Subtotal: $725.00

Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A			$0.00
CELLA	N/A			$0.00
Mathematics	N/A			$0.00
Science	N/A			$0.00
Writing	N/A			$0.00

Attendance	Student recognition	Certificates/Awards	Donations	$200.00
Suspension	N/A			$0.00
Parent Involvement	School-Home communication (planners, newsletters, flyers)	Copying/Printing costs	PTA	$3,000.00
STEM	N/A			$0.00
				Subtotal: $3,200.00
				Grand Total: $4,225.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

○ Priority	○ Focus	○ Prevent	● NA

Are you a reward school: ● Yes ○ No

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

No Attachment (Uploaded on 10/2/2012)

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
Provide substitute funds and/or registration fees to allow teachers to participate in professional development opportunities.	$1,200.00

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

Assist with parent involvement activities
Assist with Climate Survey
Engage in training
Review school data
Provide School Improvement Plan input

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 TOMOKA ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	91%	85%	89%	73%	338	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	63%	60%			123	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?	58% (YES)	59% (YES)			117	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					578	
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 TOMOKA ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	87%	82%	91%	72%	332	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	73%	66%			139	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?	60% (YES)	58% (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					589	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested