FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: R. J. LONGSTREET ELEMENTARY SCHOOL

District Name: Volusia

Principal: Bonnie Gyarfas

SAC Chair: Joeli Spengler

Superintendent: Margaret Smith

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

Last Modified on: 10/22/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Bonnie Gyarfas	BA Elementary Education and Emotional Disturbance MA Educational Leadership Elementary Education Certificate Specific Learning Disabilities Certificate Educational Leaadership Certificate	5	16	2011-A School, (59%R/51%M,73%R/61%M,64%R,60%M) 2010-B School, AYP 90% (83%R/71%M,64%R/58%M,47%R,50%M) 2009-A School, AYP 92%(83%R/73%M;62%R/57%M;53%R/57%M)* 2008-B School, AYP 100%(85%R/81%M;66%R/67%M;47%R/67%M)* 2007-B School, AYP 90%(65%R/63%M;64%R/77%M;60%R/73%M)* 2006-C School, AYP 878%(53%R/52%M;63%R/73%M;70%R/71%M)* 2005-C School, AYP 85%(67R/45%M;55%R/67%M;60%R *(Proficient Reading/Math; Learning Gains R/M;Lowest 25% R/M) Prior to 2005: Based on the Volusia County District evaluation system currently in place, Mrs. Gyarfas has been rated either meeting or exceeding the 12 competencies required for administrators.
		BS Elementary			

Assis Principal	Rebecca Pitchford	Education MA Educational Leadership Certificate Elementary Education National Board Educational Leadership	2	2	2011-A School, (59%R/51%M,73%R/61%M,64%R,60%M)* *(Proficient Reading/Math; Learning Gains R/M;Lowest 25% R/M)

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Academic Coach	Joeli Spengler	BA Elementary Education MA Elementary Education Certification Elem Education Certificate 1-6	6	2	2011-A School, 59%R/51%M,73%R/61%M,64%R,60%M)

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. New Teacher Programs (Individualized PD, mentors, peer classroom visits, other site visits)	Administration	June 2013	
2	2. Leadership Opportunities	Administration	June 2013	
3	3. Professional Development	Administration	June 2013	
4	4. PLC Activities	Administration	June 2013	
5	5. Celebrations/Teacher Recognition	Teacher of the Year Committee	June 2013	
6	6. Network w/Community & Business Partners	SAC, PTA, Volunteer/Business Partner Coordinator	June 2013	
7	7. Promotion of School (Brochures, Advertisement)	Administration	June 2013	
8	8. Student showcase/acknowledgement	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

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
32	0.0%(0)	9.4%(3)	40.6%(13)	50.0%(16)	34.4%(11)	100.0%(32)	6.3%(2)	15.6%(5)	37.5%(12)

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
Christina Rajcooar	Lori Murray	Mrs. Murray transferred from 3rd to 2nd grade.	Coaching, Collaborative Planning, support with Standards Referenced Grading,centers, Common Core

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 Longstreet Elementary include: (please customize this from your budget sheet)
• Academic Coach for the purpose of comprehensive staff development
• Family Center Para-professional who facilitates our extensive parent involvement program
• Reading Intervention Teacher to provide interventions for students in need via a push-in model
• Math Intervention Teacher to provide interventions for students in need via a push-in model
• Supplemental Tutoring before or 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.

Violence Prevention Programs

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

• 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

Longstreet Elementary offers a variety of nutrition programs including:

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

Housing Programs

N/A

Head Start

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

Adult Education

N/A

Career and Technical Education

N/A

Job Training

Longstreet Elementary 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

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: 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 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.

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

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.

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)

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

Principal: The school principal is responsible for selecting and maintaining the school's Reading Leadership Team. She will establish the expectation that the Academic Coach participate in state and district professional development opportunities. Principals will contact the Academic Coach to verify attendance and will make a serious effort to minimize schedule conflicts that may prevent an Academic Coach from participating in professional development opportunities. The principal will set up a process at the school to identify faculty leaders. Once identified, the school reading team shall meet no less than quarterly.

The Literacy Leadership Team will consist of the principal, assistant principal, academic coach, and grade chairs.

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

The LLT meets once per quarter with the principal. The LLT will play an integral part in the leadership of the school. The principal will empower the LLT to develop and implement a variety of strategies to build a culture of reading throughout the school. Strategies may include: 1) professional development opportunities for teachers, 2) a literacy newsletter for the school, 3) a schedule of activities that promote reading, 4) book chats for students and teachers, 5) presentations at faculty meetings and/or parent nights. The principal will provide support for the team by promoting diversified team membership, convenient times for the team to meet, leadership for productive team meetings, and support and resources to implement the team's plans.

Principal: The school principal is responsible for selecting and maintaining the school's literacy team. The principal is the literacy leader of the team and serves as the facilitator and promoter of literacy initiatives across the disciplines. The principal

will also provide leadership in the planning and implementation of professional development, best practices, curriculum development, and will provide support in the areas of data analysis and progress monitoring to better serve the school community.

Academic Coach: compiles data after each formative assessment. The Academic Coach will be the "resident expert" who is responsible for sharing best practices, providing research to inform the group, providing assistance in analyzing and interpreting the data used to monitor student progress and provide professional development as needed to team members.

Teacher: serves as the facilitator in the Professional Learning Committee for her grade. Teams meet weekly to analyze data and or plan for instructions.

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

Developing strategies to support the lowest 25% of the students in reading.

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.

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:
• Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
• Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
• Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
• Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

Feedback Report

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.	Students achieving proficiency (FCAT Level 3) in reading will increase by 2%
Reading Goal #1a:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
30%(53)	32%(54)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Infrastructure issues in older building	Implement Waterford Early Learning Program in all classrooms grades K-2. Students receive individualized lessons in reading, math and science for all learners from struggling to advanced.	Administration	Ongoing monitoring of formative assessments, summative district assessments, and teacher observations by administrators Waterford Reports	District Assessments FAIR VSET Evaluation FSA, SSA, District interims
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 Administrator 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 Administrators Teachers	Ongoing monitoring through VSET observations Teacher records of reflections on literacy strategy use	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

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Students scoring at or above Levels 4,5,and 6 on FAA in reading will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	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	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

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 3% at each grade level
2012 Current Level of Performance:	2013 Expected Level of Performance:
29%(50)	32%(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	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	Coaching Staff Administrators Teachers	Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results	Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results

		data in order to plan effective differentiated instruction and enrichment			
2	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	Coaching Staff Administrator Teachers	Walk-throughs
3	Finding Time for Professional Development Funding for materials	To provide literature circles for above level readers to have opportunities to experience higher levels of text.	Administration Teachers	Ongoing monitoring of formative assessments, summative district assessments, and observations by administrators.	FAIR data, Reading District Assessment data, FCAT results
4	Funding for materials Time Volunteers	Offer enrichment group through the media center using Sunshine State Readers to provide additional opportunities for above level readers to interact with complex text.	Media Specialist Classroom teachers	Track student growth using Scantron assessments.	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 group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Students scoring at or above Level 7 on FAA in reading will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75%	77%

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 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73%(66)	78%(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 classroom teachers, assisted by the evaluation and monitoring of the administrative team.	Classroom teacher, ESE teachers, Academic Coach, 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	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 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, FCAT results
3	Scheduling	Kindergarten and first grade teams will utilize a "Walk to Intervention" model to provide differentiated instruction to ensure reading growth for all learners.	Administration	Ongoing monitoring of formative and summative assessment data	Reading assessment 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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Students making learning gains in reading in FAA will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%	100%

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

			Monitoring	Strategy	
1	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 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64%(16)	69%(17)

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 (with the support of the coaching staff) will meet 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, Science assessment data, FCAT results
2	Funding for materials Time Volunteers	Students will receive leveled fluency passages which will come from Approaching Teacher Resource from Macmillan reading series.	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 after 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.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #
	In 2012-2013, we will reduce the achievement gap by meeting the AMO target (72% proficient) or through Safe Harbor (64% proficient).
	5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	60	72	75	77	80	

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 35% Hispanic 53% White 66%	Black 42% (Safe Harbor) Hispanic 58%(Safe Harbor) White 69%(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	Transportation	Provide after school tutoring with transportation for targeted students.	Administration	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 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
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 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:
17%	25% (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	The individual needs of some students in the Exceptional Student Education program are not being met.	Provide intensive, systematic instruction on 3 foundational 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	Administration Instructional Coaches	Ongoing monitoring of formative assessments	FAIR 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:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	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:
56%	60% (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	Transportation	Identify struggling readers in grades K-5. Provide after school turoring using the "Picture Perfect Science" program by NSTA. This program provides the student background knowledge in Science while strengthening reading strategies.	Administration	Ongoing monitoring of formative assessment and teacher observation by principal.	District Assessments and FCAT results
2	Challenges of working with students who do not have exposure to high-level academic vocabulary in their homes	Implementation of a 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
Topic- High Impact Literacy Strategies that support achieving the Anchor Literacy Standards.	K-5	Common Core Team	School-wide	8 early release days August 2012- February 2013	Coaching VSET walk-through observations	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
Identify struggling readers in grades K-5. Provide after school turoring using the "Picture Perfect Science" program by NSTA. This program provides the student background knowledge in Science while strengthening reading strategies.	Materials and supplies to support Picture Perfect Science	Title I	$1,000.00
			Subtotal: $1,000.00

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**
Provide PLC time for teachers to understand and implement the Common Core State Standards and the Danielson Framework for Teaching.	Teacher Stipends	Title I	$15,000.00
			Subtotal: $15,000.00

Other			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
Provide after school tutoring in the areas of vocabulary, fluency, phonics, and comprehension instruction using scientifically based reading materials.	Teacher stipends Transportation	Title I	$15,000.00
			Subtotal: $15,000.00
			Grand Total: $31,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. 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:
27%(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	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	Administration 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	Administration 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.	Administration 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:
27%(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	Administration Academic Coach	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
2	Providing comprehensible instruction to English	Ensure that teachers use English Language Proficiency Standards	Administration Academic Coach	Ongoing monitoring of formative assessments and teacher	CELLA, IPT, FCAT, District Assessments

	Language Learners	for English Language Learners		observations by principal	
3	Providing comprehensible instruction to English Language Learners	Ensure that teachers receive professional development related to effective instructional practices for teaching ELLs.	Administration 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:
36%(4)

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

CELLA Budget:

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

No Data	No Data	No Data	$0.00
			Subtotal: $0.00

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	Students achieving proficiency (Level 3) in mathematics will increase by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
31%(53)	33%(54)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Infrastructure issues in older building	Implement Waterford Early Learning Program in all classrooms grades K-2. Students receive individualized lessons in reading, math and science for all learners from struggling to advanced.	Administration	Ongoing monitoring of formative assessments, summative district assessments, and teacher observations by administrators Waterford Reports	District Assessments FAIR VSET Evaluation FSA, SSA, District interims
2	Funding	Utilize Brain Pop software to reinforce math concepts.	Administration	District Interim Assessments	FCAT Mathematics
3	Time	Offer Thinking Math Intermediate, Common Core Ed. for teachers in grades 3-5.	Administration, Academic Coach	District Interim Assessments	FCAT Mathematics
4	Funding	Continue to implement Thinking Math I strategies, provide coaching for teachers who are implementing Thinking Math 1 with emphasis on Common Core.	Administration, Teachers, Academic Coach	Ongoing monitoring of formative assessments, summative district assessments, and teacher observations by administrators	FCAT Mathematics
5	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 Academic Coach	Ongoing monitoring of formative assessments, summative district assessments, and teacher observations by administrators	VSET Evaluation FSA, SSA, District interims FCAT 2.0
6	Not all teachers are familiar with incorporating literacy strategies into the other content areas.	Provide professional development on literacy strategies appropriate for integration into mathematics.	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

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	Students scoring at or above Levels 4,5, and 6 on FAA in mathematics will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75%	77%

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	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:	Students achieving above proficiency (Level 4 and 5) in mathematics will increase by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
29%(50)	31%(51)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Funding	Provide after school enrichment for students in grades 4 and 5 through the	Teacher Sponsors	District Interim Assessments	FCAT 2.0

		i-SMART Math and Science club.			
2	Time	Offer Thinking Math Intermediate, Common Core Ed. for teachers in grades 3-5.	Administration, Academic Coach	District Interim Assessments	FCAT Mathematics

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	Students scoring at or above Level 7 on FAA in mathematics will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (1)	27% (1)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels</td><td>District training for teachers on the implementation of Unique Learning System for Access courses

Follow-up coaching provided by program specialists</td><td>Administration ESE Team</td><td>Check usage and implementation, as well as student progress data using Unique Reports

Administrative observation tools</td><td>Unique Reports FAA Scores</td></tr>
<tr><td>2</td><td>There is a need for more collaboration time amongst teachers of students with cognitive disabilities</td><td>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</td><td>Administration ESE Team</td><td>District follow-up survey

Check student progress data using Unique Reports</td><td>Unique Reports Survey</td></tr>
</table>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Students making Learning Gains in mathematics will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61%(58)	66%(61)

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	Substitutes	Provide Thinking Math Intermediate Common Core for General Education teachers.	Administration Academic Coach	Ongoing monitoring of formative assessments, summative district assessments, and teacher observation by administrators	VSET Evaluation Observations FCAT 2.0
3	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 Academic Coach	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 group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	Students making learning gains on FAA in mathematics will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%	100%

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

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

		Follow-up coaching provided by program specialists		Administrative observation tools	

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Students in the lowest 25% making Learning Gains will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60%(15)	65%(16)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Funding Transportation	Provide after-school tutoring for Level 1 & 2 students.	Teachers	District Interim Math Assessments	FCAT 2.0 Mathematics
2	Funding	Offer Thinking Math, Common Core Ed. for teachers in grades 2-5.	Administration, Academic Coach	District Interim Assessments	FCAT 2.0 Mathematics
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

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 (57% proficient) or through Safe Harbor (56% proficient). 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	51%	57%	61%	65%	70%	

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:
Black 13% Hispanic 42% White 60%	Black 22% (Safe Harbor) Hispanic 48% (Safe Harbor) White 64% (AMO)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Transportation	Provide after school tutoring with transportation for targeted students.	Administration	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:	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 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:
17%	25%(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	The individual needs of some students in the Exceptional Student Education program are not being met.	Provide intensive, systematic instruction on 3 foundational 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	Administration Instructional Coaches	Ongoing monitoring of formative assessments	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:	
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:
43%	49%(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	Transportation	After school tutoring in the area of Math	Teacher and Administration	District Interim Math Assessments	FCAT 2.0 Mathematics
2	Funding	Offer Thinking Math Intermediate, Common Core Ed. for teachers in grades 3-5.	Administration Academic Coach	District Interim Math Assessments	FCAT 2.0 Mathematics

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
Provide Professional Development on embedding the 8 Standards for mathematical Practices.	K-5	Common Core Team	School-wide	Early Release Training form Aug. 2012-Feb. 2013	Coaching	Administration
Thinking Math Common Core, Ed.	2-5	District Facilitator	Grades 2-5	5 Full Day Sessions, October 2012 through 2013	Coaching	Administration

Mathematics Budget:

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

			Subtotal: $0.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
Thinking Math Common Core, Ed.	Substitutes, Teacher Materials	Title I	$5,200.00
		Subtotal: $5,200.00	

Other

Strategy	Description of Resources	Funding Source	Available Amount
Provide after-school tutoring for Level 1 & 2 students.	Teacher Stipends, Transportation	Title I	$13,000.00
		Subtotal: $13,000.00	
		Grand Total: $18,200.00	

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 achieving proficiency (FCAT Level 3) in science will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37%(23)	39%(24)

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	Infrastructure issues in older building	Implement Waterford Early Learning Program in all classrooms grades K-2. Students receive individualized lessons in reading, math and science for all learners from struggling to advanced.	Administration	Ongoing monitoring of formative assessments, summative district assessments, and teacher observations by administrators Waterford Reports	District Assessments FAIR VSET Evaluation FSA, SSA, District interims
2	Coordination of lab schedules.	Teachers in grades K-5 will use the Science Lab each week to facilitate hands-on science lessons aligned with the curriculum maps.	Administration	Science Interim Assessments	FCAT Science
3	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	Administration Science PLCs	Monitor usage and implementation through: ISN (Interactive Student Notebooks)	FSA & SSA District Interim Assessments

Note: The table header structure — the cell under "Anticipated Barrier"/"Strategy" etc. spanning columns.

		Standards in Science Lessons (such as close reading)			
4	Not enough computers are avaialble for student and teacher use	Teachers in Grade 3-5 will integrate technology into the science curriculum by use of virtual simulations, experimental design and student projects using the Apple iPAD computers.	Administration	Formative Assessment Interactive Science Notebooks	District Interim 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 science. Science Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

<table>
<tr><td colspan="5">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5">No Data Submitted</td></tr>
</table>

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Students achieving above proficiency (FCAT Level 4 and 5) in science will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29%(18)	31%(18)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Transportation	Math & Science Club- 4th and 5th grade students scoring FCAT Level 4 or 5 will participate in the after school enrichment i-SMART club.	Teachers	District Interim Science Assessments	FCAT Science
	Coordination of lab schedules.	Teachers in grades K-5 will use the Science	Administration	Science Interim Assessments	FCAT Science

2		Lab each week to facilitate hands-on science lessons aligned with the curriculum maps.			
3	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	Administration	Teacher Data	Vset Evaluation Domain 3

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

2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

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

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

Science Budget:

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

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers in Grade 3-5 will integrate technology into the science curriculum by use of virtual simulations, experimental design and student projects using the Apple iPAD computers.	Purchase Apple iPads	Title I Funds	$6,000.00
			Subtotal: $6,000.00
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: $6,000.00

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:	Percentage of 4th grade students scoring a 4 or higher will increase by 2% or maintain at the 90th percentile or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
4.0 and higher 94% (67)	4.0 and higher 95%, or remain at 90% or above

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 Implement CCSS Anchor Literacy Standards school-wide	Classroom Teachers Administration Instructional Coaches	Monitor growth of Volusia Writes scores	Volusia Writes data FCAT Writing scores
2	Language Arts teachers are not yet familiar enough with the state changes in scoring of FCAT Writing responses.	Use the state-provided CD of 2012 students' FCAT Writing responses for professional development Implement writing	Instructional Coaches Administration	Monitor Volusia Writes scores	Volusia Writes FCAT Writing

		strategies provided through district training which focus on the change in state writing expectations.			
3	Scheduling challenges	Provide an additional half hour of instruction daily in writing for students in third and fourth grade.	Administration Instructional Coaches	Monitor Volusia Writes scores	Volusia Writes FCAT Writing

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	Students scoring at or above Level 4 on FAA in writing will remain at present level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%	100%

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

Utilize the State CD of 2012 writing responses for professional development in writing	Gr. 4	Instructional Support TOA	Fourth grade teachers	PLC after school	Coaching	Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
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 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:	Tha attendance rate will increase by 1%. The number of students with excessive absences and tardies will decrease by 5%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
93.68%%	94.68%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
195	185
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
99	94

	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 lates	Parent/guardian notification of absences/tardies 5, 10, 15 day absence letters and/or tardy notes and Connect Ed PST or IEP Attendance Meetings Attendance contracts w/student and/or parent/guardian	Administrators, Teachers, Attendance Clerk, School Counselors, , School Social Workers PST Chair or IEP Facilitator/Case Manager	Analyzing data gathered from daily attendance reports to show patterns of non-attendance/ tardies	School-wide and/or individual student attendance reports
2	Compliant attendance sometimes goes unrecognized and unrewarded.	Attendance incentives/recognition	Administration	Analyzing data gathered from attendance reports	School-wide, classroom, and/or individual student attendance reports

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

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

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

Attendance Budget:

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

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	The number out-of-school suspensions will decrease by 10% in school year 2013.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
4	3
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
4	3
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
35	31
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
20	18

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time	Continue implementation of the Bully Proofing curriculum. One lesson per week for six weeks. Weekly class meetings to recognize students displaying caring behaviors.	Classroom teachers	Reduction in bullying	Discipline data
2	Computer Access Required for Survey	Survey students, teachers, and parents with Bully Proofing survey.	Behavior Leadership Team	Percentage of students, parents, and teachers responding.	Bully Proofing Survey Results
3	Time	Provide small group support through the guidance curriculum for	Behavior Leadership Team	Climate Survey	Discipline Data

		students identified as victims and bullies.	Guidance Counselor		

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: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	To achieve a 5% increase in the participation of our families in two activities during the school year.

2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
79% (88/112 families)	85% (92)

	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	High mobility, homeless and poverty rate	The school will strive to maintain community/business partnerships, family involvement, active volunteers, student community service, and School Advisory Council through ongoing effective communication to ensure that parents are provided opportunities to meet regularly with the school to participate in decisions relating to the education of their children. Refer to PIP	Administration	Climate Survey April 2013	5-Star status for 2013 school year
2	Space	Provide free clothing and shoes for Longstreet families in need by organizing a clothing drive with community and parent donations.	Guidance Counselor	Parent Participation	Climate Survey
3	Availabilty of volunteers to man centers	Provide a STEM Family Night	Administration	Parent feedback through the Exit Sheet	Sign In Sheets
4	Volunteers	Provide a Family Literacy Night	Administration	Parent Participation	Parent feedback through the Exit Sheet

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
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
Provide a STEM Family Night	Stipend for Facilitator	Title I	$500.00
Family Literacy Night	Materials and Supplies	SAC Funds	$855.00
Family Math Night	Stipend for MOAS	Title I	$400.00
			Subtotal: $1,755.00
			Grand Total: $1,755.00

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 utilize two project based STEM activities provided from professional development by Dr. Grabowski.

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 high quality lessons that involve all areas of STEM.	Utilize stem modules modeled by Dr. Grabowski during Science instruction.	Administration	District Science Interims Formative Assessments	FCAT 2.0 Science District Science Interims
2	Funding	Provide after school enrichment for students in grades 4 and 5 through the i-SMART Math and Science club.	Administration Teacher Sponsors	District Science Interims	FCAT 2.0 Science District Science Interims

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
iSmart (Math/Science Club)	Teacher Stipend	Title I	$960.00
			Subtotal: $960.00
			Grand Total: $960.00

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Identify struggling readers in grades K-5. Provide after school turoring using the "Picture Perfect Science" program by NSTA. This program provides the student background knowledge in Science while strengthening reading strategies.	Materials and supplies to support Picture Perfect Science	Title I	$1,000.00
				Subtotal: $1,000.00

Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Teachers in Grade 3-5 will integrate technology into the science curriculum by use of virtual simulations, experimental design and student projects using the Apple iPAD computers.	Purchase Apple iPads	Title I Funds	$6,000.00
				Subtotal: $6,000.00

Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide PLC time for teachers to understand and implement the Common Core State Standards and the Danielson Framework for Teaching.	Teacher Stipends	Title I	$15,000.00
Mathematics	Thinking Math Common Core, Ed.	Substitutes, Teacher Materials	Title I	$5,200.00
				Subtotal: $20,200.00

Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide after school tutoring in the areas of vocabulary, fluency, phonics, and comprehension instruction using scientifically based reading materials.	Teacher stipends Transportation	Title I	$15,000.00
Mathematics	Provide after-school tutoring for Level 1 & 2 students.	Teacher Stipends, Transportation	Title I	$13,000.00
Parent Involvement	Provide a STEM Family Night	Stipend for Facilitator	Title I	$500.00
Parent Involvement	Family Literacy Night	Materials and Supplies	SAC Funds	$855.00
Parent Involvement	Family Math Night	Stipend for MOAS	Title I	$400.00
STEM	iSmart (Math/Science Club)	Teacher Stipend	Title I	$960.00
				Subtotal: $30,715.00
				Grand Total: $57,915.00

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 10/19/2012)

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
The SAC has decided to use these funds to support Family Literacy Activities.	$855.04

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

The School Advisory Council will assist in writing the School Improvement Plan and monitoring its implementation. They are involved in writing the Parent Involvement Plan. The SAC is participating in training in understanding the Common Core State Standards and the PARCC.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Volusia School District R. J. LONGSTREET ELEMENTARY SCHOOL 2010-2011	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	71%	94%	63%	311	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	64%	58%			122	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?	47% (NO)	50% (YES)			97	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					530	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Volusia School District R. J. LONGSTREET ELEMENTARY SCHOOL 2009-2010	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	73%	93%	54%	303	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	62%	57%			119	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?	53% (YES)	57% (YES)			110	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					532	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested