

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

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

School Name: PRIDE ELEMENTARY SCHOOL

District Name: Volusia

Principal: Leslie Frazee

SAC Chair: Terri Lynn

Superintendent: Dr. 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	Leslie Frazee	BS, MA	4	13	2012-2011 B, Proficiency R-50, M-42, Learning Gains R-69 , M-56 , Lowest 25% R-71, M-50 2011-2010 A, Proficiency R-77, M-74, Learning Gains R-70, M-70, Lowest 25% R- 59, M-67, AYP-No 2009-2010 B, Proficiency R-71 M-68, Learning Gains R-59 M-60, Lowest 25% R- 44, M-69, AYP-No 2008-2009 B, Proficiency R-76 M-65, Learning Gains R-63 M-55, Lowest 25% R- 54 M-58, AYP-No 2007-2008 A, Proficiency R-86 M-78, Learning Gains R-73 M-68, Lowest 25% R- 62 M-63, AYP-No 2006-2007 A, Proficiency R-86 M-80, Learning Gains R-73 M-68, Lowest 25% R- 59 M-72, AYP-No 2005-2006 A, Proficiency R-83 M-75, Learning Gains R-65 M-62, Lowest 25% R- 68, AYP-Provisional 2004-2005 A, Proficiency R-85 M-78,

					Learning Gains R-72 M-76, Lowest 25% R-62, AYP-Yes 2003-2004 A, Proficiency R-80 M-73, Learning Gains R-80 M-79, Lowest 25% No Data, AYP-No 2002-2003 A, Proficiency R-71 M-61, Learning Gains R-73 M-69, Lowest 25% No Data, AYP-No 2001-2002 C, Proficiency R-61 M-58, Learning Gains R-61 M-72, Lowest 25% No Data, AYP-No Data 2000-2001 C, Proficiency R-55 M-52, Learning Gains -No Data, Lowest 25% - No Data, AYP-No Data
Assis Principal	Tranisha Jefferson	MS-Nova Southeastern University BS-Bethune Cookman College	5		2012-2011 C, Proficiency R-52, M-43, Learning Gains R-62, M-60, Lowest 25% R-58, M-60 2011-2010 B, Proficiency R-70, M-72, Learning Gains R-60, M-66, Lowest 25% R-56, M-69, AYP-No 2009-2010 C, Proficiency R-67 M-62, Learning Gains R-51 M-50, Lowest 25% R-43 M-61, AYP-No 2008-2009 A, Proficiency R-70 M-70, Learning Gains R-63 M-72, Lowest 25% R-62 M-84, AYP-No

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)
K-6, ESOL	Terri Lynn	B.S. K-6	4		1st year Coach - no data
Pre-K - 3	Linda Rice	B.S. Pre-K - 3	3		1st year Coach - no data

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	New Teacher Programs (Individualized PD, mentors, peer classroom visits, other site visits)	Tranisha Jefferson	June 2013	
2	Professional Development with concentration on reading, math, writing, and science	Administrators, Academic Coaches	ongoing	
3	PLC Activities	Administrators, Academic Coaches	ongoing	
4	Celebrations/Teacher Recognition	Administrators, Academic Coaches	ongoing	
5	Network with Community and Business Partners	Administrators, Guidance Counselor, VIPS, Mentors and Business Coordinator	ongoing	
6	Academic Coaches support teachers daily in regards to curriculum, instruction, assessment, and behavior.	Administrators, Academic Coaches	ongoing	
7	School wide student showcase events for writing, science and social studies	Administrators, Academic Coaches, Teachers	ongoing	
8	Promotion of School	Administration	ongoing	

Non-Highly Effective Instructors

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

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

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

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
40	0.0%(0)	40.0%(16)	35.0%(14)	27.5%(11)	17.5%(7)	97.5%(39)	12.5%(5)	5.0%(2)	67.5%(27)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
No data submitted			

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

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

Programs supported by Title 1 at Pride Elementary include:

- *Academic Coaches for the purpose of comprehensive staff development
- *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
- *ParentTo 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 1 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
- *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 progress monitor the ELL students to identify specific needs, target interventions/enrichments to 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. Pride Elementary utilizes these resources through the following:

- *Before/After School Tutoring in Math
- *Before/After School Tutoring in Reading
- *FCAT Camp

Violence Prevention Programs

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

- *Student Mentoring Program
- *Peer Mediation Program
- *Bullying Program
- *Crisis Training Program for staff
- *Suicide Prevention Program for staff

Nutrition Programs

Pride Elementary offers a variety of nutrition programs including:

- *Free and Reduced Meal Plan
- *Wellness Policy School Plan
- *Personal Fitness classes

Housing Programs

N/A

Head Start

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

- Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children's learning and development as the children transition to elementary school.
- Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll.
- Collaborating and participating in joint Professional Development, including transition-related training for school staff and Head Start staff when feasible.

- Coordinating the services being provided by Head Start with services in elementary schools.
- Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

Pride 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, Assistant Principal, PST Chairs, School Psychologist, Team Leaders, Academic Coaches, Guidance Counselor

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

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

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

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

MTSS Implementation

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

Pinnacle Gradebook provides evidence of performance in core instruction across content areas. In addition, information gleaned from FAIR assessments, DRAs, OPM probes, interim assessments and FCAT provide valuable information regarding reading performance for both individuals and groups of students. Interim assessments and FCAT also provide critical information regarding student performance in the areas of mathematics, science, and writing. Pinnacle Insight reports provide further information regarding performance by both individual and groups of students (disaggregated by specific groups) in order to inform instruction and intervention. Behavioral expectations are communicated by the school to all students and

parents. Those students who do not obtain proficiency in behavioral expectations are provided supports and interventions matched to student need. Office discipline data are maintained and monitored by the school site. Tier 2 and tier 3 supports/interventions and the response to these interventions are entered into the electronic PST system. Summary reports within the system are available to MTSS school-based leadership (i.e. the Principal, PST Chair, and school psychologist).

Describe the plan to train staff on MTSS.

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

Describe the plan to support MTSS.

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal: Provides a common vision for the use of data-based decision-making by promoting the Volusia Proficiency Model. Ensures adequate professional development is scheduled for faculty. Provides opportunities for advancement of research-based strategy implementation for student achievement.

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.

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 content area general instruction, as well as, 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.

Media Specialist: Participates in student data collection and disaggregation, maintains instructional databases, provides remedial/intervention services to students as needed, collaborates with teachers for supplemental materials.

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

The Literacy Leadership Team functions as a natural extension of the entire school's faculty. The team meets regularly to address school literacy material needs, review progress monitoring information, discuss professional development needs, and to determine best practices to increase student achievement. The team offers support and guidance to new teachers, as well as to experienced teachers in the areas of formative assessment and differentiated instruction by way of leveled grouping and learning stations. Reading research is reviewed and ideas and strategies for remediation, intervention, and enrichment are shared and implemented.

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

The Literacy Leadership Team's major initiative for 2012 - 2013 will be to increase student achievement in reading and

language arts, to address strengths and weaknesses of all student populations, and to provide material and technical support to address student literacy needs.

Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 10/2/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

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

- Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
- Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
- 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.

*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?

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?

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](#)

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Students achieving proficiency (FCAT Level 3) in reading will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (108)	28%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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
2	Large number of students low SES, ELL, other ethnic minority, and students with disabilities impacted by multiple barriers are moderate to high risk	Identified students through FAIR and MacMillan Interim tests will receive additional reading instruction using scientifically research based reading strategies.	Academic Coaches Administrator Teachers	Ongoing monitoring of reading formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Reading assessment data, FAIR data, FCAT results
3	Funding	Consistently utilize student friendly websites - RazKids and BrainPop to motivate students in reading	Collaborative Team	Ongoing monitoring of formative assessments	District and State Assessments
4	Time for teacher collaboration as a follow up to professional development.	Provide for uninterrupted teacher collaboration during planning times and faculty meeting dates as needed	Administration	Faculty survey in May 2013	Student outcomes
5	None	School Wide Walk to Intervention to provide differentiated instruction to meet the needs of all learners.	Administrators and Academic Coaches	Ongoing monitoring of formative assessment and teacher observation by Principal	District and State Assessments
	Teachers who do not	Train teachers to use	Administrative	Ongoing monitoring	FAIR data, FCAT

6	teach Language Arts are not familiar enough with literacy strategies necessary to accomplish the rigor required by Common Core State Standards	High-Impact Literacy Strategies that support achieving the Anchor Literacy Standards	Staff Academic Coaches	through VSET observations Teacher records of reflections on literacy strategy use	results
7	Not all instruction has been consistently aligned between NGSSS and CCSS.	Implement NGSSS and CCSS crosswalk and Standards Referenced Grading in all core content areas.	Academic Coaches, General Education Teachers, ESE Teachers, Administration	Reports from Pinnacle Grading System	District Assessments, FCAT, FAA and FAIR Data
8	Time within the existing school day for students to conduct sustained, independent reading.	Provide students with books on their identified reading level, empower them to read independently on a consistent basis.	Classroom teachers Media Specialist	Monitoring the number of students successfully completing Reading Counts assessments each quarter.	Reading Counts Program Assessments, Formative Assessments, Unit Tests, FCAT and FAIR data
9	Time for professional development and resources.	Use of CPS Clickers as part of Formative Assessments as part of Standards Referenced Grading.	Classroom teachers	Ongoing monitoring of Formative Assessments and PLC collaborations	District Assessments, Formative Assessments, Unit Tests, FCAT and FAIR data
10	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 Academic Coaches Literacy Leadership Team	Classroom Walkthrough Literacy Leadership Team Meetings	VSET Observations 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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	We did not have any students scoring at Levels 4,5,or 6 on FAA in reading for the 2011-2012 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	N/A

Problem-Solving Process to Increase Student Achievement

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

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

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

23% (56)			25%		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	School Wide Walk to Intervention to provide differentiated instruction to meet the needs of all learners.	Administrators and Academic Coaches	Ongoing monitoring of formative assessment and teacher observation by Principal	District and State Assessments
2	Funding	Consistently utilize student friendly websites - RazKids and BrainPop to enrich students in reading skills	Collaborative Team	Ongoing monitoring of formative assessments	District and State Assessments
3	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.	Teams (with the support of the coaching staff) will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students	Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results
4	More rigorous instruction is needed, with more opportunities for higher-level thinking skills.	Professional development on Charlotte Danielson's Framework 3b: Using Questioning and Discussion Techniques	Curriculum Team	Ratio of higher-level questions to lower-level questions will be assessed during walk-throughs and coaching provided to those with a low percentage of higher-level questions.	Walk-throughs
5	Not all instruction has been consistently aligned between NGSSS and CCSS.	Implement NGSSS and CCSS crosswalk and Standards Referenced Grading in all core content areas.	Academic Coaches, General Education Teachers, ESE Teachers, Administration	Reports from Pinnacle Grading System	District Assessments, FCAT, FAA and FAIR Data
6	Time for professional development and resources.	Use of CPS Clickers as part of Formative Assessments with Standards Referenced Grading.	Classroom Teachers	Ongoing monitoring of Formative Assessments and PLC collaborations	District Assessments, Formative Assessments, Unit Tests, FCAT and FAIR data
7	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 Academic Coaches Literacy Leadership Team	Classroom Walkthrough Literacy Leadership Team Meetings	VSET Observations 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 reading. Reading Goal #2b:	Maintain the number of students scoring at or above Level 7 on FAA in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:

100% (2)					100%
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	Follow-up coaching provided by program specialists	Administration ESE Teachers General Education Teachers Academic Coaches	PLC meeting minutes, team planning notes coaching session notes	Walk Throughs, Coaching sessions
2	There is a need for more collaboration time amongst teachers of students with cognitive disabilities and the general education teachers.	PLC meetings with Academic Coaches, team planning, professional development, LLC meetings.	Academic Coaches Administration ESE Teachers General Education Teachers	PLC meeting minutes, team planning notes	District Assessments and FCAT results
3	Not all instruction has been consistently aligned between NGSSS and CCSS.	Implement NGSSS and CCSS crosswalk and Standards Referenced Grading in all core content areas.	Academic Coaches, General Education Teachers, ESE Teachers, Administration	Reports from Pinnacle Grading System	District Assessments, FCAT, FAA and FAIR Data
4	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 Academic Coaches Literacy Leadership Team	Classroom Walkthrough Literacy Leadership Team Meetings	VSET Observations 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:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Students making Learning Gains in reading will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (110)	72%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who come from low SES backgrounds.	Ensure that all teachers receive professional development related to effective instructional strategies in reading and implement the strategies	Academic Coaches and Administrator	Track student growth using Scantron assessments and meet regularly as grade level teams to foster growth among all students using formative data	District Assessments and FCAT results
2	None	School Wide Walk to Intervention to provide differentiated instruction to meet the needs of all learners.	Administrators and Academic Coaches	Ongoing monitoring of formative assessment and teacher observation by Principal	District and State Assessments
	Funding	Consistently utilize student friendly	Collaborative Team	Ongoing monitoring of formative assessments	District and State Assessments

3		websites-RazKids and BrainPop to motivate students in reading			
4	Teachers using data from available resources and progress monitoring assessments to target instruction in classroom	Provide school based training on Pinnacle Gradebook and Insight reports	Department Chairs Academic Coaches Administrators	Monitor District Interim Assessments	FCAT 2.0 FAIR assessments
5	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.	Teams (with the support of the coaching staff) will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment.	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students	Reading assessment data, FAIR data, Science assessment data, FCAT results
6	Not all instruction has been consistently aligned between NGSSS and CCSS.	Implement NGSSS and CCSS crosswalk and Standards Referenced Grading in all core content areas.	Academic Coaches, General Education Teachers, ESE Teachers, Administration	Reports generated by Pinnacle Grading System	District Assessments, FCAT, FAA and FAIR Data
7	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 Academic Coaches Literacy Leadership Team	Classroom Walkthrough Literacy Leadership Team Meetings	VSET Observations 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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Maintain the number of students making learning gains on FAA in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2)	100%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistently aligned between NGSSS and CCSS.	Implement NGSSS and CCSS crosswalk and Standards Referenced Grading in all core content areas.	Academic Coaches, General Education Teachers, ESE Teachers, Administration	Reports generated by Pinnacle Grading System	District Assessments, FCAT, FAA and FAIR Data
2	There is a need for more collaboration time amongst teachers of students with cognitive disabilities and the general education teachers.	PLC meetings with Academic Coaches, team planning, professional development, LLC meetings.	Academic Coaches Administration ESE Teachers General Education Teachers	PLC meeting minutes, team planning notes	District Assessments, FCAT, FAA and FAIR Data
3	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying	Follow-up coaching provided by program specialists	Administration ESE Teachers General Education Teacher Academic Coaches	PLC meeting minutes, team planning notes, coaching session notes	Walk Throughs, Coaching sessions

	complexity levels				
4	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 Academic Coaches Literacy Leadership Team	Classroom Walkthrough Literacy Leadership Team Meetings	VSET Observations 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:

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 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (32)	74%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The school is experiencing high mobility rate impacting the stability of our lowest 25%	Provide after school tutoring in reading	Instructional Tutor	Track student growth using Scantron assessments and meet regularly as grade level teams to foster growth among all students using formative data	District Assessments and FCAT results
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 weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students	Reading assessment data, FAIR data, Science assessment data, FCAT results
3	None	School Wide Walk to Intervention to provide differentiated instruction to meet the needs of all learners.	Administrators and Academic Coaches	Ongoing monitoring of formative assessment and teacher observation by Principal	District and State Assessments
4	Funding	Consistently utilize student friendly websites - RazKids and BrainPop to intervene and motivate students in reading	Collaborative Team	Ongoing monitoring of formative assessments	District and State Assessments
5	Students in the lowest 25% are usually students with disabilities, low SES and/or ELL. Many are affected by these multiple barriers.	Provide in school tutoring in the areas of vocabulary, fluency, phonics, and comprehension instruction using scientifically based reading materials.	Instructional coaches, tutors, administration.	Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	Reading assessment data, FAIR data, FCAT results.
6	Not all instruction has been consistently aligned between NGSSS and CCSS.	Implement NGSSS and CCSS crosswalk in all core content areas.	Academic Coaches, General Education Teachers, ESE Teachers, Administration	Reports generated by Pinnacle Grading System	District Assessments, FCAT, FAA and FAIR Data

7	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 Academic Coaches Literacy Leadership Team	Classroom Walkthrough Literacy Leadership Team Meetings	VSET Observations Domain 3
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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 2010-2011, 58% scored a level 3 or higher in reading. Target: Increase level 3 or higher rate to 77% in 2016-2017. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	58%	62%	66%	69%	73%	

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/African American 32% Hispanic 49% White 58% Asian N/A American Indian N/A	Black/African American 36% Hispanic 57% White 67% Asian N/A American Indian N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	White: Increase in number of SES students Hispanic: We have an increasing number of Hispanic students that receive services in our ESOL program Black: Increase in number of SES students Asian: N/A Native American: N/A	Ensure that all teachers receive professional development related to effective instructional strategies in providing differentiated instruction and implement the strategies	Academic Coach, Student Advocate, Administrator	Ongoing monitoring of formative assessments and teacher observation by Principal	District Assessments and FCAT results
2	None	School Wide Walk to Intervention to provide differentiated instruction to meet the needs of all learners.	Administrators and Academic Coach	Ongoing monitoring of formative assessments and teacher observation by Principal	District and State Assessments
3	Funding	Consistently utilize student friendly websites - RazKids and BrainPop to motivate, intervene, and enrich students in reading	Collaborative Team	Ongoing monitoring of formative assessments	District and State Assessments
4	Not all instruction has been consistently aligned between NGSSS and CCSS.	Implement NGSSS and CCSS crosswalk in all core content areas.	Academic Coaches, General Education Teachers, ESE Teachers,	Reports generated by Pinnacle Grading System	District Assessments, FCAT, FAA and FAIR Data

			Administration		
5	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 Academic Coaches Literacy Leadership Team	Classroom Walkthrough Literacy Leadership Team Meetings	VSET Observations 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	In 2012-2013, the achievement gap for ELL students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ELL 43% proficient	ELL 49% proficient

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges working with students who come ELL backgrounds with significant gaps in vocabulary.	Provide high-quality vocabulary instruction throughout the day. Teach essential content words in depth. Use instructional time to address the meanings of common words, phrases, and expressions not yet learned	Instructional Coaches Administration	Ongoing monitoring of formative assessments and teacher observation by administration.	District Assessments and FCAT results Progress monitoring of weekly data using graphs/trend lines.
2	None	School Wide Walk to Intervention to provide differentiated instruction to meet the needs of all learners.	Administrators and Academic Coaches	Ongoing monitoring of formative assessments and teacher observation by administration.	District and State Assessments
3	Funding	Consistently utilize student friendly websites - RazKids and BrainPop to motivate, intervene, and enrich students in reading	Collaborative Team	Ongoing monitoring of formative assessments.	District and State Assessments
4	Not all instruction has been consistently aligned between NGSSS and CCSS.	Implement NGSSS and CCSS crosswalk in all core content areas.	Academic Coaches, General Education Teachers, ESE Teachers, Administration	Reports generated by Pinnacle Grading System	District Assessments, FCAT, FAA and FAIR Data
5	One ELL teacher for all K-5 students	ELL teacher will work with ELL students using adopted reading texts for extended daily periods in small groups.	ELL teacher Administration	Ongoing monitoring of both formative and summative assessments by both classroom teacher and ELL teacher.	District and State Assessments, Unit Tests, FCAT and FAIR data
6	Lack of materials at home to complete assignments (or comprehension of instructions)	Parents to Kids Spanish session	ELL teacher	Ongoing monitoring of formative assessments	District and State Assessments
	Challenges of working with students who do not have exposure to high-	Implementation of a school-wide literacy system that emphasizes	Administration Academic Coaches	Classroom Walkthrough Literacy Leadership Team	VSET Observations Domain 3

7	level academic vocabulary in their homes	a unified, systematic approach to the teaching of vocabulary using research-based strategies	Literacy Leadership Team	Meetings
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	In 2012-2013, the achievement gap for SWD students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD 16% proficient	SWD 31% proficient

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The individual needs of some students in the Exceptional Student Education program are not being met.	Provide intensive, systematic instruction on 3 foundational reading skills in small groups to students who score below the proficient level. Typically, these groups meet between three and five times a week, for 20 to 40 minutes	Administration, ESE team	Ongoing monitoring of formative assessments	FAIR FCAT
2	None	School Wide Walk to Intervention to provide differentiated instruction to meet the needs of all learners.	Administrators and Academic Coaches	Ongoing monitoring of formative assessment and teacher observation by Principal	District and State Assessments
3	Funding	Consistently utilize student friendly websites - RazKids and BrainPop to motivate, intervene, and enrich students in reading	Collaborative Team	Ongoing monitoring of formative assessments	District and State Assessments
4	Not all instruction has been consistently aligned between NGSSS and CCSS.	Implement NGSSS and CCSS crosswalk in all core content areas.	Academic Coaches, General Education Teachers, ESE Teachers, Administration	Reports generated by Pinnacle Grading System	District Assessments, FCAT, FAA and FAIR Data
5	The majority of our Students with Disabilities are below grade level.	Ensure that all teachers receive professional development related to effective instructional strategies in reading for SWDs.	Administration	Ongoing monitoring of formative assessments and teacher observation by Principal	District Assessments and FCAT results
6	Additional time and resources needed to provide intervention services.	Use of additional vocabulary building lessons.	ESE teachers, classroom teachers	Ongoing monitoring of formative assessment PLC collaborations with teachers.	District Assessments, Formative Assessments, Unit Tests, FCAT and FAIR data
7	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	Administration Academic Coaches Literacy	Classroom Walkthrough Literacy Leadership Team Meetings	VSET Observations Domain 3

	using research-based strategies	Leadership Team	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In 2012-2013, the achievement gap for ED students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ED 46% proficient	ED 51% proficient

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who come from low SES backgrounds.	Ensure that all teachers receive professional development related to effective instructional strategies in reading and implement the strategies	Academic Coaches, and Administrator	Ongoing monitoring of formative assessment and teacher observation by Principal	District Assessments and FCAT results
2	None	School Wide Walk to Intervention to provide differentiated instruction to meet the needs of all learners.	Administrators and Academic Coaches	Ongoing monitoring of formative assessment and teacher observation by Principal	District and State Assessments
3	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 Academic Coaches Literacy Leadership Team	Classroom Walkthrough Literacy Leadership Team Meetings	VSET Observations Domain 3
4	Funding	Consistently utilize student friendly websites - RazKids and BrainPop to motivate, intervene, and enrich students in reading	Collaborative Team	Ongoing monitoring of formative assessments	District and State Assessments
5	Not all instruction has been consistently aligned between NGSSS and CCSS.	Implement NGSSS and CCSS crosswalk in all core content areas.	Academic Coaches, General Education Teachers, ESE Teachers, Administration	Reports generated by Pinnacle Grading System	District Assessments, FCAT, FAA and FAIR Data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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Implementation of a Deliberate Practice Plan	K-5	Academic Coaches Administrators	School-wide PLC	One two hour meeting during an early release day	Weekly grade level collaborative planning meetings, weekly PLC data meetings	Administrators Academic Coaches
Pinnacle Gradebook	K-5	Administrators Academic Coaches Pinnacle Gradebook Manager District Staff	School-wide	Faculty Meetings August-June Early Release Wednesdays	Conferences PLC Groups School-wide Trainings	Administrator Academic Coach Pinnacle Gradebook Managers District Staff
Danielson Framework Domains relating to effective instruction	K-5	Administrators Academic Coaches VSET Team TOA/IST	School-wide	School-wide Early Release Days Standards Referenced Planning August-June	Conferences Grade Level Meetings Standards Referenced Planning PLC Groups	Administrator Academic Coaches TOA/IST/ Individual Teachers
Data Analysis	K-5	Academic Coaches Administrators	School-wide PLC	Weekly	Teacher ongoing progress monitoring	Administrators Academic Coaches
PLC teams Formative Assessments and Standards Based Grading	K-5	Academic Coaches Administrators	School-wide PLC	Weekly	Weekly grade level collaborative planning meetings, weekly PLC data meetings	Administrators Academic Coaches
Kagan Training	K-5	District Staff	All staff	Two 2-day training sessions September 17 & 18 and October 4 & 5	Conferences PLC Groups Weekly grade level planning meetings	Administrators Academic Coaches
CPS Clicker Training	K-5	CPS Staff Trainer	All staff	3 hour training October 19	Conferences PLC Groups Weekly grade level planning meetings Formative Assessments	Administrators Academic Coaches
Common Core Training	K-5	District Staff Academic Coaches Administrators	School-wide	School-wide Early release days Professional Development days Teacher Duty days	Conferences Grade Level Meetings Standards Referenced Planning PLC Groups	Administrator Academic Coaches Individual Teachers

Reading 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
Provide students with student friendly website - RazKids	Purchase 26 classroom licenses	SAC and Title 1	\$1,948.00
Provide students with student friendly website-BrainPop, BrainPop Jr, BrainPop Espanol	Purchase school site license	Title 1 and School Funds	\$1,650.00
			Subtotal: \$3,598.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide Kagan Training to all staff	Train all staff in the use of Kagan strategies	Title I	\$7,000.00
			Subtotal: \$7,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide after school tutoring in Reading.	Provide small group intensive instruction in Reading	Title I	\$3,000.00

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:					
76% (38)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	Administrator Academic Coaches	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
2	Providing comprehensible instruction to English Language Learners	Ensure that teachers use English Language Proficiency Standards for English Language Learners	Administrator Academic Coaches	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
3	Providing comprehensible instruction to English Language Learners	Ensure that teachers receive professional development related to effective instructional practices for teaching ELLs.	Administrator Academic Coaches	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal #2:			The percentage of students scoring proficient in Reading on CELLA will increase by 2%.		
2012 Current Percent of Students Proficient in reading:					
38% (19)					
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
	Providing	Data on ELL students	Administrator	Ongoing monitoring of	CELLA, IPT,

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

76% (38)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	Administrator Academic Coaches	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
2	Providing comprehensible instruction to English Language Learners	Ensure that teachers use English Language Proficiency Standards for English Language Learners	Administrator Academic Coaches	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
3	Providing comprehensible instruction to English Language Learners	Ensure that teachers receive professional development related to effective instructional practices for teaching ELLs.	Administrator Academic Coaches	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 (FCAT Level 3) in mathematics will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (72)	32%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who come from low SES backgrounds	Ensure that all teachers receive professional development related to effective instructional strategies in math and implement the strategies	Academic Coach, Student Advocate, and Administrator	Ongoing monitoring of formative assessment and teacher observation by Principal	District and State Assessments
2	Teachers are not yet familiar with the Common Core State Standards in math	Provide professional development on embedding the 8 Standards for Mathematical Practices into daily instruction as appropriate Implement new math Curriculum Maps, which have these standards incorporated	Administration and Academic Coaches	Ongoing monitoring of formative assessments, summative district assessments, and teacher observations by administrators	VSET Evaluation FSA, SSA, District Interims FCAT 2.0
3	Time	Utilize the website TIMEZ ATTACK to provide additional support with basic math facts for all students.	Classroom teachers	Ongoing monitoring of formative assessments	District and State Assessments
4	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
5	Time for professional development and resources.	Use of CPS clickers as part of formative assessments with standards Referenced Grading.	Classroom teachers	Ongoing monitoring of formative assessments and PLC collaboration with teachers.	District Assessments, Formative Assessments, Unit Tests, FCAT and FAIR data.
6	Input of student names and passwords by classroom teachers.	Implementation of Pearson's online math software component (Success Tracker) for use with individual students at their instructional levels.	Classroom teachers	Teachers monitor and track student progress on web-based software program.	Data printouts with student assessment information provided by the software package.
7	Not all instruction has been consistently aligned between NGSSS and CCSS.	Implement NGSSS and CCSS crosswalk and Standards Referenced Grading in all core	Academic Coaches, General Education Teachers, ESE Teachers,	Reports generated by Pinnacle Grading System	District Assessments, FCAT, FAA and FAIR Data

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	Pride did not have any students scoring at Levels 4,5,or 6 on FAA in math for the 2011-2012 school year.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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0% (0)	N/A
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Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Students achieving above proficiency (FCAT Levels 4 and 5) in mathematics will increase by 1%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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12% (29)	13%
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time	Utilize the website TIMEZ ATTACK to provide enrichment with math skills.	Classroom teachers	Ongoing monitoring of formative assessments	District and State Assessments
2	Funds to purchase advanced math materials	Ensure that all teachers receive professional development related to effective instructional strategies in math - specific to the higher level learner and implement the strategies	Academic Coaches and Administrator	Increased student achievement and implementation of strategies in the delivery of instruction	District and State Assessments
3	Challenge of differentiating instruction to maintain above proficiency and provide enrichment	Teachers will use whole group/small group instruction to provide differentiated instruction. Students will participate in math center activities specific to their level.	Academic Coaches and Administrator	Ongoing monitoring of formative assessment, teacher observation by Academic Coach and Administrator	District and State Assessments
	Lack of time and focus to devote to professional	Participate in professional development on Lesson	Administration Academic Coaches	Participation in professional	VSET observation

4	dialogue about teaching practices	Study, to include a focus on the following elements: Identifying similarities and differences, summarizing and note taking, setting objectives and providing feedback, and cooperative Learning Consider the incorporation of project-based learning elements for enrichment.		development, coupled with follow-up observations Teacher reflections	FCAT 2.0
5	Time to plan enrichment activities within an existing school day.	Create enrichment and depth of knowledge activities and lessons for advanced students using the Step It up section of the adopted Pearson math textbook.	Classroom teacher	Provide formative feedback on lessons that extend the curriculum.	Classroom formative and summative assessments.
6	Not all instruction has been consistently aligned between NGSSS and CCSS.	Implement NGSSS and CCSS crosswalk and Standards Referenced Grading in all core content areas.	Academic Coaches, General Education Teachers, ESE Teachers, Administration	Reports generated by Pinnacle Grading System	District Assessments, FCAT, FAA and FAIR Data

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	Maintain the number of students scoring at or above Level 7 on FAA in math
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2)	100%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistently aligned between NGSSS and CCSS.	Implement NGSSS and CCSS crosswalk and Standards Referenced Grading in all core content areas.	Academic Coaches, General Education Teachers, ESE Teachers, Administration	Reports from Pinnacle Grading System	District Assessments, FCAT, FAA and FAIR Data
2	There is a need for more collaboration time amongst teachers of students with cognitive disabilities and the general education teachers.	PLC meetings with Academic Coaches, team planning, professional development, LLC meetings.	Academic Coaches Administration ESE Teachers General Education Teachers	PLC meeting minutes, team planning notes	District Assessments and FCAT results
3	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	Follow-up coaching provided by program specialists	Administration ESE Teachers General Education Teachers Academic Coaches	PLC meeting minutes, team planning notes coaching session notes	Walk Throughs, Coaching sessions

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	
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gains in mathematics. Mathematics Goal #3a:	Percentage of students making Learning Gains in mathematics will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (94)	58%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Becoming more proficient with enVision math series	All teachers offered support on using the enVision math series by school Math contact and District Math staff members.	Administrator	Track student growth using Scantron assessments and meet regularly as grade level teams to foster growth among all students using formative data	District and State Assesments
2	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
3	Not all instruction has been consistently aligned between NGSSS and CCSS.	Implement NGSSS and CCSS crosswalk and Standards Referenced Grading in all core content areas.	Academic Coaches, General Education Teachers, ESE Teachers, Administration	Reports generated by Pinnacle Grading System	District Assessments, FCAT, FAA and 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 mathematics. Mathematics Goal #3b:	Maintain the number of students making learning gains on FAA in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2)	100%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistently aligned between NGSSS and CCSS.	Implement NGSSS and CCSS crosswalk and Standards Referenced Grading in all core content areas.	Academic Coaches, General Education Teachers, ESE Teachers, Administration	Reports generated by Pinnacle Grading System	District Assessments, FCAT, FAA and FAIR Data
2	There is a need for more collaboration time amongst teachers of students with cognitive disabilities and the general education teachers.	PLC meetings with Academic Coaches, team planning, professional development, LLC meetings.	Academic Coaches Administration ESE Teachers General Education Teachers	PLC meeting minutes, team planning notes	District Assessments, FCAT, FAA and FAIR Data

3	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	Follow-up coaching provided by program specialists	Administration ESE Teachers General Education Teacher Academic Coaches	PLC meeting minutes, team planning notes,	Walk Throughs, Coaching sessions
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Percentage of students in Lowest 25% making learning gains in mathematics will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (22)	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	The school is experiencing a high mobility rate impacting the stability of our lowest 25%	Provide after school tutoring in math	Instructional Tutor	Track student growth using Scantron assessments and meet regularly as grade level teams to foster growth among all students using formative data.	District and State Assessments
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
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 2010-2011, 52% scored at level 3 or higher in math. Target: Increase level 3 and higher rate to 70% in 2016-2017					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	52	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.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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Black/African American 34% Hispanic 38% White 49% Asian N/A American Indian N/A	Black/African American 36% Hispanic 53% White 55% Asian N/A American Indian N/A
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	White: Increase in number of SES students Hispanic: We have a growing number of Hispanic students that receive services in our ESOL program Black: Increase in number of SES students Asian: N/A Native American: N/A	Ensure that all teachers receive professional development related to effective instructional strategies for providing differentiated instruction and implement the strategies	Academic Coaches and Administrator	Ongoing monitoring of formative assessments and teacher observation by Principal	District and State Assessments
2	Not all instruction has been consistently aligned between NGSSS and CCSS.	Implement NGSSS and CCSS crosswalk in all core content areas.	Academic Coaches, General Education Teachers, ESE Teachers, Administration	Reports generated by Pinnacle Grading System	District Assessments, FCAT, FAA and 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	In 2012-2013, the achievement gap for ELL students will be reduced by meeting the AMO target or through Safe Harbor.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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ELL 39% proficient	ELL 43% proficient
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistently aligned between NGSSS and CCSS.	Implement NGSSS and CCSS crosswalk in all core content areas.	Academic Coaches, General Education Teachers, ESE Teachers, Administration	Reports generated by Pinnacle Grading System	District Assessments, FCAT, FAA and FAIR Data
	Challenges working with students who come ELL backgrounds with significant gaps in	Provide high-quality vocabulary instruction throughout the day. Teach essential content	Academic Coaches Administration	Ongoing monitoring of formative assessments and teacher observation by administration.	District Assessments and FCAT results Progress

2	vocabulary	words in depth. Use instructional time to address the meanings of common words, phrases, and expressions not yet learned.		monitoring of weekly data using graphs/trend lines
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	In 2012-2013, the achievement gap for SWD students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD 16% proficient	SWD 27% proficient

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistently aligned between NGSSS and CCSS.	Implement NGSSS and CCSS crosswalk in all core content areas	Academic Coaches, General Education Teachers, ESE Teachers, Administration	Reports generated by Pinnacle Grading System	District Assessments, FCAT, FAA and FAIR Data
2	The individual needs of some students in the Exceptional Student Education program are not being met	Provide intensive systematic instruction on 3 foundational reading skills in small groups to students who score below the proficient level. Typically these groups meet between three and five times a week, for 20 to 40 minutes.	Administration	Ongoing monitoring of formative assessments	FAIR FCAT

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

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:
ED 36% proficient	ED 48% proficient

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who come from low SES backgrounds	Ensure that all teachers receive professional development related to effective instructional	Administrators, Academic Coaches	Ongoing monitoring of formative assessments	District and State Assessments

		strategies in math and implement the strategies			
2	Pacing and meeting individual needs	Follow district provided curriculum maps	Teachers, Administrators, District Staff	Formative and District Assessments	District and State Assessments
3	Not all instruction has been consistently aligned between NGSSS and CCSS.	Implement NGSSS and CCSS crosswalk in all core content areas	Academic Coaches, General Education Teachers, ESE Teachers, Administration	Reports generated by Pinnacle Grading System	District Assessments, FCAT, FAA and FAIR Data

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
Implementation of a Deliberate Practice Plan	K-5	Academic Coaches Administrators	School-wide PLC	One two hour meeting during an early release day	Weekly grade level collaborative planning meetings, weekly PLC data meetings	Administrators Academic Coaches
Pinnacle Gradebook	K-5	Administrators Academic Coaches Pinnacle Gradebook Manager District Staff	School-wide	Faculty Meetings August-June Early Release Wednesdays	Conferences PLC Groups School-wide Trainings	Administrator Academic Coach Pinnacle Gradebook Managers District Staff
Data Analysis	K-5	Academic Coaches Administrators	School-wide PLC	Weekly	Teacher ongoing progress monitoring	Administrators Academic Coaches
PLC teams Formative Assessments and Standards Based Grading	K-5	Academic Coaches Administrators	School-wide PLC	Weekly	Weekly grade level collaborative planning meetings, weekly PLC data meetings	Administrators Academic Coaches
Danielson Framework Domains relating to effective instruction	K-5	Administrators Academic Coaches VSET Team TOA/IST	School-wide	School-wide Early Release Days Standards Referenced Planning August-June	Conferences Grade Level Meetings Standards Referenced Planning Referenced Planning PLC Groups	Administrator Academic Coaches TOA/IST/ Individual Teachers
Kagan Training	K-5	District Staff	All staff	Two 2-day training sessions September 17 & 18 and October 4 & 5	Conferences PLC Groups Weekly grade level planning meetings	Administrators Academic Coaches
CPS Clicker Training	K-5	CPS Staff Trainer	All staff	3 hour training October 19	Conferences PLC Groups Weekly grade level planning meetings Formative Assessments	Administrators Academic Coaches
Common Core Training	K-5	District Staff Academic Coaches Administrators	School-wide	School-wide Early release days Professional Development days Teacher Duty days	Conferences Grade Level Meetings Standards Referenced Planning PLC Groups	Administrator Academic Coaches Individual Teachers

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
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide after school tutoring in Math	Provide small group intensive instruction in Math	Title I	\$3,000.00
			Subtotal: \$3,000.00
			Grand Total: \$3,000.00

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 1%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
46% (42)		47%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	All students will participate in the Science Lab setting every five days	Science Lab Teacher and Classroom Teacher	Data analysis and articulations between science lab teacher and classroom teachers	District and State Science Assessments
2	N/A	Science Enrichment Camp designed to enrich higher level science skills	Science Lab teacher and 5th grade teachers	Data analysis of district assessments and formative assessments	District and State Assessments
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	Administration Science PLCs	Monitor usage and implementation through: ISN (Interactive Student Notebooks) or Cornell Note-taking	FSA & SSA District Interim Assessments

		Mathematics Standards in Science Lessons (such as close reading)			
4	Not all instruction has been consistently aligned between NGSSS and CCSS.	Implement NGSSS and CCSS crosswalk and Standards Referenced Grading in all core content areas.	Academic Coaches, General Education Teachers, ESE Teachers, Administration	Reports generated by Pinnacle Grading System	District Assessments, FCAT, FAA and FAIR Data

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Students achieving above proficiency (FCAT Levels 4 and 5) in science will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (17)	20%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	All students will participate in the Science Lab setting every five days	Science Lab teacher and classroom teachers	Data analysis and articulations between science lab teacher and classroom teachers	District and State Assessments
2	N/A	Science Enrichment Camp designed to enrich higher level science skills	Science lab teacher and 5th grade teachers	Data analysis of district assessments and formative assessments	District and State Assessments
	Some students are reluctant to participate, and it can	Increase Level of Student Questioning To Focus on Cognitive	Administration Science PLCs	Teacher Data	VSET Evaluation Domain 3

3	be hard to determine what individual students know on a daily basis.	Complexity of Learning Targets for instruction and assessment			
4	Not all instruction has been consistently aligned between NGSSS and CCSS.	Implement NGSSS and CCSS crosswalk and Standards Referenced Grading in all core content areas.	Academic Coaches, General Education Teachers, ESE Teachers, Administration	Reports generated by Pinnacle Grading System	District Assessments, FCAT, FAA and FAIR Data

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in 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
Implementation of a Deliberate Practice Plan	K-5	Academic Coaches Administrators	School-wide PLC	One two hour meeting during an early release day	Weekly grade level collaborative planning meetings, weekly PLC data meetings	Administrators Academic Coaches
Pinnacle Gradebook	K-5	Administrators Academic Coaches Pinnacle Gradebook Manager District Staff	School-wide	Faculty Meetings August-June Early Release Wednesdays	Conferences PLC Groups School-wide Trainings	Administrator Academic Coach Pinnacle Gradebook Managers District Staff
Danielson Framework Domains relating to effective instruction	K-5	Administrators Academic Coaches VSET Team TOA/IST	School-wide	School-wide Early Release Days Standards Referenced Planning August-June	Conferences Grade Level Meetings Standards Referenced Planning PLC Groups	Administrator Academic Coaches TOA/IST/ Individual Teachers

Data Analysis	K-5	Academic Coaches Administrators	School-wide PLC	Weekly	Teacher ongoing progress monitoring	Administrators Academic Coaches
PLC teams Formative Assessments and Standards Based Grading	K-5	Academic Coaches Administrators	School-wide PLC	Weekly	Weekly grade level collaborative planning meetings, weekly PLC data meetings	Administrators Academic Coaches
Kagan Training	K-5	District Staff	All staff	Two 2-day training sessions September 17 & 18 and October 4 & 5	Conferences PLC Groups Weekly grade level planning meetings	Administrators Academic Coaches
CPS Clicker Training	K-5	CPS Staff Trainer	All staff	3 hour training October 19	Conferences PLC Groups Weekly grade level planning meetings Formative Assessments	Administrators Academic Coaches
Common Core Training	K-5	District Staff Academic Coaches Administrators	School-wide	School-wide Early release days Professional Development days Teacher Duty days	Conferences Grade Level Meetings Standards Referenced Planning PLC Groups	Administrator Academic Coaches Individual Teachers

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide enrichment tutoring	Provide enrichment tutoring designed to enrich higher level science skills	Title I	\$3,000.00
			Subtotal: \$3,000.00
			Grand Total: \$3,000.00

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:	Students scoring FCAT Level 3.0 and higher in writing will increase by 1%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (56)	74%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Writing is not occurring consistently in all curriculum areas	Cross curriculum writing will occur daily	Classroom teachers	Teacher observation by Academic Coach and Administrators, data analysis of Volusia Writes	FCAT Writes results
2	Meeting the differentiated needs of students	Bi-monthly differentiated writing enhancement instruction will occur based on data analysis.	4th grade classroom teachers	data analysis of writing prompts and Volusia Writes	FCAT Writes results
3	Time: For teacher collaboration and individual instruction	Use of formative and District writing prompts to instruct, remediate, enrich, and monitor student growth	Classroom teachers, Administrators, Academic Coaches	Ongoing monitoring and teacher observation by principal	District Writing Prompts and FCAT Writes results
4	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 Academic Coaches	Monitor growth of Volusia Writes scores	Volusia Writes data FCAT Writing scores
5	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 strategies provided through district training which focus on the change in state writing expectations.	Academic Coaches Administration	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:	Maintain the number of students scoring at 4 or higher in writing.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2)	100%

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistently aligned between NGSSS and CCSS.	Implement NGSSS and CCSS crosswalk and Standards Referenced Grading in all core content areas.	Academic Coaches, General Education Teachers, ESE Teachers, Administration	Reports generated by Pinnacle Grading System	District Assessments, FCAT, FAA and FAIR Data
2	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	Follow-up coaching provided by program specialists	Academic Coaches, General Education Teachers, ESE Teachers, Administration	Reports generated by Pinnacle Grading System	District Assessments, FCAT, FAA and FAIR Data
3	There is a need for more collaboration time amongst teachers of students with cognitive disabilities and general education teachers.	PLC meetings with Academic Coaches, team planning, professional development, LLC meetings.	Administration, ESE Teachers, General Education Teachers, Academic Coaches	PLC meeting minutes, Team Planning notes	District Assessments, FCAT results

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Standards Referenced Grading	K-5	Administration Academic Coaches	School-wide	Preplanning, Early Release Wednesdays, Weekly PLC Meeting	Reports from Pinnacle Grading System, PLC meeting minutes	Administration, Grade Book Manager, Academic Coaches
Planning and implementation of writing strategies	4th grade	District writing specialist, Administration	4th grade PLC	Weekly grade level collaboration planning meetings, weekly PLC meetings.	Weekly grade collaboration planning meetings, weekly PLC meetings, observations and conferences with Administration	Administration
Common Core Instruction	K-5	Administration Academic Coaches	School-wide	Preplanning, Early Release Wednesdays, Weekly PLC Meeting	Reports from Pinnacle Grading System, PLC meeting minutes	Administration, Grade Book Manager, Academic Coaches
CPS Clicker Training	K-5	CPS Staff Trainer	All staff	3 hour training October 19	Conferences PLC Groups Weekly grade level planning meetings Formative Assessments	Administrators Academic Coaches
Kagan Training	K-5	District Staff	All staff	Two 2-day training sessions September 17 & 18 and October 4 & 5	Conferences PLC Groups Weekly grade level planning meetings	Administrators Academic Coaches
PLC teams Formative Assessments and Standards Based Grading	K-5	Academic Coaches Administrators	School-wide PLC	Weekly	Weekly grade level collaborative planning meetings, weekly PLC data meetings	Administrators Academic Coaches

Pinnacle Gradebook	K-5	Administrators Academic Coaches Pinnacle Gradebook Manager District Staff	School-wide	Faculty Meetings August-June Early Release Wednesdays	Conferences PLC Groups School-wide Trainings	Administrator Academic Coach Pinnacle Gradebook Managers District Staff
Implementation of a Deliberate Practice Plan	K-5	Academic Coaches Administrators	School-wide PLC	One two hour meeting during an early release day	Weekly grade level collaborative planning meetings, weekly PLC data meetings	Administrators Academic Coaches

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:	Decrease the number of students with excessive absences and tardies by 10%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.28%	96%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
165	148
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

139	125				
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	Consistent communication	After five absences or tardies the Guidance Counselor will contact parent to discuss concerns and develop a plan to assist in increasing attendance and decreasing tardies.	Guidance Counselor	Call log and attendance/tardy reports	2012-2013 Absentee/Tardy Data
2	Consistent communication	After ten or more absences or tardies a Parent/Teacher/Guidance Counselor conference will be held to discuss academic progress and complete Parent Attendance Intervention Form. Start PST documentation.	Teacher and Guidance Counselor	Conference notes, Parent Intervention Form, and PST documentation	2012-2013 Absentee/Tardy Data
3	Consistent communication	At fifteen absences, a Buliding Level PST for 6AH and Attendance Contract will be held.	Teacher, Guidance Counselor, School Social Worker, and PST Chair	PST 6AH and Attendance Contract	2012-2013 Absentee/Tardy Data
4	Funding for incentives	Individual student incentives to recognize improved attendance.	Guidance Counselor	Attendance/Tardy reports	2012-2013 Absentee/Tardy Data
5	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

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
Incentives to recognize improved attendance and tardies	Pencils and certificates	PTO	\$200.00
			Subtotal: \$200.00
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: \$200.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Decrease the number of in-school and out-of school suspensions by 10%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
43	39
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
31	28
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
88	79
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
44	40

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Enforcing plan	School Wide Behavior Plan	Administrators and teachers	Faculty/Staff/Parent Climate Survey	2012-2013 School Suspension Data
2	Time for data analysis and follow up training	Response To Intervention-Behavior Staff Development	Administration	Faculty/Staff/Parent Climate Survey	2012-2013 School Suspension Data

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	To maintain our 5 STAR school status by continuing consistent parental involvement at all school functions, events, programs, and parent teacher conferences.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
72% of our parents attended Meet the Teacher and 78% of our parents attended Open House. Pride is currently rated a 5 STAR School	Increase our parent attendance at school sponsored activities by 2% and also maintain our 5 STAR rating

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	Ensuring that parents receive timely notice of upcoming events using a variety of sources.	Provide consistent and timely communication of all school events via monthly newsletter (Pride Press) with monthly calendar, weekly Connect-Ed messages, marquee, flyers, teacher notes in planners	Entire faculty and staff	Sign-in sheets, ticket sales, parent teacher conference notes, parent climate survey	Continue 5 Star status
2	Attendance of our parents at Parent Information Night	Advertise in Pride Press, use the Connect-Ed message to remind parents, put on school marquee	Administration	Sign-in sheets	Exit slip
3	Refer to PIP	Refer to PIP	Refer to PIP	Refer to PIP	Refer to PIP

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
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		At least 90% of our 5th grade students will participate in the school Science Fair.			
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 integrate all areas of STEM	Utilize STEM Modules created by the STEM Cadre, which are aligned to the Common Core ELA and Mathematical Practices	District STEM TOA Administration	Monitor usage and implementation data of STEM modules	Usage data
2	Lack of knowledge and/or interest in STEM areas.	Utilize STEM Modules created by the STEM Cadre, which are aligned to the Common Core ELA and Mathematical Practices, at extracurricular STEM events (such as Science Fair, STEM Family Night, STEM afterschool club) to excite interest in STEM activities. Publicize opportunities for student and parent participation in extracurricular STEM events via website, newsletter, ConnectEd	District STEM TOA Administration	Monitor usage and implementation data of STEM modules	Usage data

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

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

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

STEM Budget:

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

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
Attendance	Incentives to recognize improved attendance and tardies	Pencils and certificates	PTO	\$200.00
				Subtotal: \$200.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide students with student friendly website - RazKids	Purchase 26 classroom licenses	SAC and Title 1	\$1,948.00
Reading	Provide students with student friendly website-BrainPop, BrainPop Jr, BrainPop Espanol	Purchase school site license	Title 1 and School Funds	\$1,650.00
				Subtotal: \$3,598.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide Kagan Training to all staff	Train all staff in the use of Kagan strategies	Title I	\$7,000.00
				Subtotal: \$7,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide after school tutoring in Reading.	Provide small group intensive instruction in Reading	Title I	\$3,000.00
Mathematics	Provide after school tutoring in Math	Provide small group intensive instruction in Math	Title I	\$3,000.00
Science	Provide enrichment tutoring	Provide enrichment tutoring designed to enrich higher level science skills	Title I	\$3,000.00
				Subtotal: \$9,000.00
				Grand Total: \$19,798.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/14/2012)

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
SAC funds that were received for the 2011-2012 school year are being used to help fund the purchase of a site license for RazKids.	\$1,124.00

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

There are eight SAC meetings planned for this year beginning in August. Meetings are the last Tuesday of each month. No meeting is scheduled for the month of December.

The SAC Team reviews our school data received from the state.

The SAC Team provides input on the SAC and Title I budgets.

The SAC Team provides input on the School Compact.

The SAC Team provides input on school based decisions.

The SAC Team provides input and feedback on the development of School Improvement Plan and the Parent Involvement Plan.

The SAC Team reviews and provides input on the school's Safety and Security Plan.

The SAC Team provides input on the Student Code of Conduct.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Volusia School District PRIDE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	77%	74%	89%	65%	305	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	70%	70%			140	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	59% (YES)	67% (YES)			126	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					571	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Volusia School District PRIDE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	71%	68%	78%	49%	266	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	59%	65%			124	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?	44% (NO)	69% (YES)			113	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					503	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested