

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: EDGEWATER PUBLIC SCHOOL

District Name: Volusia

Principal: Lynda H. Moore

SAC Chair: Jennifer Holmgreen

Superintendent: Margaret Smith

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

Last Modified on: 10/19/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Lynda Moore	Degrees: B. S. Liberal Arts M. S. Elementary Education EDS Specialist in Education Certificates: Exceptional Student Education Elementary Education Educational Leadership	12	22	2012- B School, (52% R/60% M; 67% R 69% M; 71% R/ 66% M) * 2011- D School, AYP 77% (79% R/71% M; 60% R 47% M; 33% R/48% M) * 2010 - C School, AYP 87% (78% R/71% M; 57% R/57% M; 37% R/67% M) * 2009 – B School, AYP 90% (80% R/76% M; 66% R/55% M; 51% R/59%M) * 2008– A School, AYP 100% (86% R/81% M; 62% R/ 55% M; 53% R/70% M) * 2007 – A School, AYP 100% (81% R/79% M; 70% R/62% M; 62% R/57% M) * *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)
Assis Principal	Wendy Sydeski	Degrees: B.S. Elementary Education M.S. Educational Leadership Certificates: Elementary	1	2	2012- A School (70% R/65% M; 68% R/80% M; 74% R/69% M) *

Education
Primary
Education
Educational
Leadership

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Academic Coach	Sara Husebo	Degree: Bachelor of Arts with Distinction with major in Music Certifications: Elementary Ed 1-6, Music K-12, ESOL Endorsement, and Reading Endorsement	12	9	2012- B School(52% R/60% M; 67% R/69%; 71% R/ 66% M)* 2011- D School, AYP 77% (79% R/71% M; 60% R 47% M; 33% R/48% M)* 2010 – C School, AYP 87% (78% R/71% M; 57% R/57% M; 37% R/67% M) * 2009 – B School, AYP 90% (80% R/76% M; 66% R/55% M; 51% R/59%M) * 2007 – A School, AYP 100%81% R/79% M; 70% R/62% M; 62% R/57% M) * *(Proficient Reading/Math ,Learning Gains R/M; Lowest 25% R/M)
Academic Coach	Melanie Amato	Degree: Bachelor of Arts in Elementary Education Certifications: Elementary Ed, Pre-K/Primary Ed, ESOL Endorsement	9	1	N/A- 1st year in position

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)	Administration	June 2013	
2	Leadership Opportunities	Administration	June 2013	
3	Professional Development	Administration	June 2013	
4	PLC Activities	PLC, Academic Coach, Administration	June 2013	
5	Participation in District Job Fair and Recruitment Activities	Administration	June 2013	
6	Classroom Visitations	Academic Coaches	June 2013	

Non-Highly Effective Instructors

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

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

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

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
52	1.9%(1)	9.6%(5)	36.5%(19)	51.9%(27)	32.7%(17)	98.1%(51)	3.8%(2)	5.8%(3)	17.3%(9)

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
Sara Husebo	Kathrin Parham	Kathrin is a first year teacher being mentored by a highly effective teacher, as well as a district-assigned Peer Assistance and Review (PAR) Teacher	Coaching, observations, collaborative lesson planning, Empowering Educator Excellence Program (E3)

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

Title I, Part A

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

Programs supported by Title I at Edgewater Public School include:

- Two Academic Coaches for the purpose of comprehensive staff development/education of parents in student learning
- Supplemental Tutoring before or after school
- Supplemental Instruction during school for intervention and remediation
- Supplemental materials and supplies needed to close the achievement gap
- Parent-to-Kids workshops and other parent education classes to teach literacy and math skills to parents so they can help their children succeed.
- Supplemental funds for on-going staff development as determined by the results of FCAT data/Data Days
- Waterford Early Learning workstations and materials for K-2 students

Title I, Part C- Migrant

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs

to ensure student needs are met. The Migrant Education Program provides the following:

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

Title I, Part D

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

Title II

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

Title III

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

Title X- Homeless

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. Edgewater Public School utilizes these resources through the following:

- Before/After School Tutoring in Math
- Before/After School Tutoring in Reading
- During School Intervention and remediation in Reading and Math Writing Club

Violence Prevention Programs

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

- Student mentoring program
- Coping Skills – 9 week student workshop
- Crisis training program – yearly training
- Suicide prevention program – yearly training
- Bullying program – Bully Proofing Your School – Second Step
- Drug Awareness – DARE –Natural High – Too Good for Drugs

Behavior Leadership Team (BLT)

Nutrition Programs

Edgewater Public School offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Wellness Policy School Plan
- Nutrition – PE classes & Always Changing program
- Running Club – Faculty Members

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

Elementary Schools:

- Career Day
- Guest speakers in individual classrooms
- Emergency Vehicle Day

Job Training

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

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Administration, PST Chair (Guidance Counselor), School Psychologist, School Social Worker, Placement Specialist, Academic Coaches

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, to have a unified faculty focused on the promotion and integration of literacy. Facilitates a setting that provides a venue for the LLT to meet and collaborate on how to increase literacy across all curricular areas and activities. Ensures that educators are skilled in literacy development through site-based workshops as well as through PLCs. Communicates opportunities for family and community-based literacy activities.

Academic Coaches: Develop and lead the training for the literacy skills needed to implement the literacy activities. Help develop cohesive plan for all grade levels to implement literacy activities. Identifies and analyzes existing research on how to best implement strategies for literacy in classrooms, around school, and in community.

Teacher Representatives: The LLT is comprised of a representative from each grade level (K-5), Special Area, and Exceptional Student Education (ESE). Using the literacy vision for the school, provides input into the types of strategies that would be beneficial to their grade level and school to meet goals. Help implement strategies. Give direction to fellow teachers through collaboration. Analyze data into effectiveness of strategies and program.

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

LLT meets at least twice a month or as needed. Each member has an equal role on the team as we strive to increase, promote literacy. Data from Progress Monitoring, FCAT, FAIR, DRA, formative and summative assessments will be utilized in discussions to improve and enrich the literary experiences of all children. The specifics of each meeting will be dependent on the needs of the students and the teachers.

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

A major initiatives this year will be to facilitate an increase in student Math, Reading, and Language performance. The LLT will also include discussions/presentations to the School Advisory Council throughout the school year.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 9/28/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

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

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Students achieving proficiency (FCAT Level 3) in reading will increase by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (78)	30%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Opportunities to train teachers on new CCSS, 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 and materials to differentiate instruction.	Academic Coach 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

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

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

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	Low cognitive level of many students.	Afford teachers the opportunity to engage in the Unique Curriculum trainings.	Administration ESE teachers	Teacher observation of student progress	Unique Reports FAA
2	Not all instruction has been consistently aligned to the NGSSS access points	Implement Access courses in all core academic areas, as well as Standards-Referenced Grading	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores

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

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%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (66)	26%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day	Teams (with the support of the coaching staff) will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment.	Academic Coach Administration 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
2	More rigorous instruction is needed, with more opportunities for higher-level thinking skills.	Professional development on Charlotte Danielson's Framework 3b: Using Questioning and Discussion Techniques (Domain 1) 1a- Content Knowledge	LLT Academic Coach Administration Teachers	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

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Students scoring at or above Level 7 on FAA in reading will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

8% (1)			9%		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
2	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform Evaluation of the student's need to access more rigorous courses and change placement if necessary Discussion of application of skills and knowledge at a higher level and in various settings	Administration ESE Team	District follow-up survey Check student progress data using Unique Reports	District follow-up survey Check student progress data using Unique Reports

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 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (104)	69%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers using data from available resources and progress monitoring assessments to target instruction in classroom	Provide school based training on Pinnacle Gradebook and Insight reports to drive instruction.	Gradebook Manager, Academic Coach, Administration	Monitor District Interim Assessments	FCAT 2.0 FAIR assessments
2	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.	Teams (with the support of the coaching staff) will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated	Academic Coach Administration 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	Reading assessment data, FAIR data, Science assessment data, FCAT results

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Students making learning gains on FAA in reading will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (1)	26%

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Percentage of students in lowest 25% making learning gains will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (29)	73%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Adequate time for teachers to review data,	Teams (with the support of the coaching staff) will	Academic Coach Administration	Ongoing monitoring of formative and summative	Reading assessment data,

1	plan differentiated instruction, and deliver the instruction within the school day	meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment.	Teachers	assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students	FAIR data, Science assessment data, FCAT results
2	Students in the lowest 25% are usually students with disabilities, low SES and/or ELL. Many are affected by these multiple barriers	Provide before and after school tutoring in the areas of vocabulary, fluency, phonics, and comprehension instruction using scientifically based reading materials.	Administration, Academic Coach Teachers Tutors	Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	Reading assessment data, FAIR data, FCAT results

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # In 2012-2013, we will reduce the achievement gap by meeting the AMO target (61% proficient) or through Safe Harbor (56% proficient). 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	51	61	65	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:			
White- 52% Proficient Black- 33% Proficient Hispanic- 45% Proficient Asian- N/A American Indian- N/A		White- 57% (Safe Harbor) Black- 40% (Safe Harbor) Hispanic- 51% (Safe Harbor) 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	Lack of student's prior knowledge	Thinking Maps	Administration Academic Coach	Ongoing progress monitoring classroom observations	FCAT District Assessments Classroom Assessments

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

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in 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:
13% Proficient	22% Proficient(Safe Harbor)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The majority of our Students with Disabilities are below grade level.	Use of Support Facilitation, Consultation, and Separate Class models to provide appropriate learning environment based on needs identified through student's Individual Education Plan, 504, etc. Ensure that all teachers receive professional development related to effective instructional strategies in reading for students with disabilities. Provide before and after school tutoring in reading with on-going progress monitoring and documentation. Focus on goals of IEP, 504 plan, using researched intervention materials.	Teachers, Support Facilitation Teachers, Administration	Ongoing monitoring of formative assessments	District Assessments, FAIR and FCAT
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	Administration, Academic Coach, ESE Program Specialist, Teachers, ESE Teachers	Ongoing monitoring of formative assessments	Fair FCAT

		week, for 20 to 40 minutes		
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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 Economically Disadvantaged students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% Proficient	50% Proficient(Safe Harbor)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who come from low SES backgrounds.	Ensure that all teachers receive professional development related to effective instructional strategies in reading. Use of district curriculum maps. Provide opportunities to build background knowledge and new vocabulary, as well as, integration of technology (FCAT Ex, Reading Counts, Waterford, Reading A-Z, etc.)	Administration Academic Coach ISTOA Teachers	Ongoing monitoring of formative assessments and teacher observation	District Assessments FAIR FCAT DRA

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
Response to Literature	K-5	Academic Coach	school-wide	workshop-November	Classroom Observation	Administration, Academic Coaches, ISTTOA
SRG/Pinnacle Gradebook	K-5	Grade Book Managers/District	school-wide	ER, PLC, FLT, weekly	GBM follow-up training during PLC	Administration, GBM
Thinking Maps	K-5	Academic Coach	school-wide	PLC/FLT- November-May	Classroom Observation	Administration, Academic Coaches, ISTTOA
Data Analysis Training	K-5	Academic Coach	school-wide	PLC, monthly	OPM, observation	Administration, Academic Coaches
Common Core	K-5	District/Academic Coach	school-wide	ER, PLC weekly	Classroom Observation	Administration, Academic Coaches, ISTTOA
KAGAN	K-5	Kagan Presenter/ Marilyn Jackson-Lee	school-wide	August, week	Classroom Observation	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Identified students through FAIR and MacMillan Interim tests will receive additional reading instruction using scientifically research based reading strategies and materials to differentiate instruction.	Books on CD, Weekly Reader, Instructional materials for Read alouds, manipulatives for centers, at-my-desk activities, SRA kits, non-fiction readers, articles	Title I	\$1,000.00
Provide before and after school tutoring in the areas of vocabulary, fluency, phonics, and comprehension instruction using scientifically based reading materials.	Making Connections, Phonics for Reading, REWARDS, hands-on student resources	Title I, SAC	\$1,500.00
Provide opportunities to build background knowledge and new vocabulary, as well as, integration of technology (FCAT Ex, Reading Counts, Waterford, Reading A-Z, etc.)	Paper for printing of decodable books	Title I	\$300.00
			Subtotal: \$2,800.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Provide opportunities to build background knowledge and new vocabulary, as well as, integration of technology (FCAT Ex, Reading Counts, Waterford, Reading A-Z, etc.)	Reading A-Z	SAC	\$2,400.00
			Subtotal: \$2,400.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will receive training in practices that promote high student engagement; receive follow up support and coaching	Thinking Maps, KAGAN, Response to Literature Writing, Common Core Training, SRG, Data Analysis Training	Title I	\$28,000.00
Afford teachers the opportunity to engage in the Unique Curriculum trainings.	Substitute Teachers	Title I	\$1,000.00
			Subtotal: \$29,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Instructional/Curriculum Support	Two Academic Coaches	Title I	\$114,478.08
			Subtotal: \$114,478.08
			Grand Total: \$148,678.08

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:	The students taking the test will score proficient in Listening/Speaking on CELLA.

2012 Current Percent of Students Proficient in listening/speaking:

100% (2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	Administration CELLA coordinator	Ongoing monitoring of formative assessments and teacher observations by administration	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 taking the test will score proficient in Reading on CELLA.

2012 Current Percent of Students Proficient in reading:

100% (2)

Problem-Solving Process to Increase Student Achievement

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

Students scoring proficient in writing will increase by 1%.

2012 Current Percent of Students Proficient in writing:

0%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing comprehensible instruction to English	Data on ELL students writing proficiency and achievement levels	Administration Academic Coach ELL Coordinator	Ongoing monitoring of formative assessments and teacher	CELLA, IPT, FCAT, District Assessments

Language Learners.	should be used for differentiated instruction.	observations by administration
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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 math will increase by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (71)	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	Not all math teachers are familiar with incorporating literacy strategies.	Provide professional development on literacy strategies appropriate for math teachers.	Administration, Academic Coach, Teachers	Ongoing monitoring of formative assessments, summative district assessments, and teacher observations by administrators	VSET Evaluation FSA, SSA, District interims FCAT 2.0
2	Time for remediation of prerequisite skills and lack of connecting math standards to other disciplines	Intergrate math vocabulary with special area instruction. Grade level teachers will meet with Special Area teachers regarding deficit areas in math.	Special Area teachers Grade level teachers Academic coach Administration	Ongoing monitoring of vocabulary development in math	Observation and discussion

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	Students scoring at or Levels 4,5,and 6 on FAA in math will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (2)	18%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistently aligned to the NGSSS access points	Implement Equals Math in all Access courses, as well as Standards-Referenced Grading	Administration ESE Team	Equals Curriculum-based assessments Check usage and implementation, as well as student progress data using Unique Reports	Unique Reports FAA Scores

				Administrative observation tools	
2	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District and school-based training for teachers on the implementation of Unique Learning System for Access courses and time to create resources for the students. Follow-up coaching provided by program specialists	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
3	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform	Administration ESE Team	District follow-up survey Check student progress data using Unique Reports	Unique Reports Survey

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Increase percent of students scoring at current level by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (67)	26%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not exposed to enough high level vocabulary and questioning	Utilize on-line programs such as FCAT Explorer, Sumdog, and other math related sites to supplement the curriculum and enrich student learning.	Teachers	teacher observations	FCAT, District Assessments

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	Students scoring at or above Achievement Level 7 in mathematics will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	1%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels.	District training for teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists	Administration ESE Teachers Program Specialist	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal # 3a:	Students making Learning Gains in math will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (111)	71%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all math teachers are familiar with incorporating literacy strategies.	Provide professional development on literacy strategies appropriate for math teachers.	Administration LLT Academic Coach Teachers	Ongoing monitoring of formative assessments, summative district assessments, and teacher observations by administrators	VSET Evaluation FSA, SSA, District interims FCAT 2.0
2	Challenges of working with students who come from low SES backgrounds and/or no prior preschool education of background knowledge of basic facts.	Family Math Night to team student with family members in working together to solve mathematics problems- Publix Math Night and new Wells-Fargo Math night.	Administration Teachers Parents PTA p	Participation of families	Teacher/Staff observation and sign in sheets

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

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	N/A	N/A	N/A	N/A	N/A

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:
66% (29)	68%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all math teachers are familiar with incorporating literacy strategies	Provide professional development on literacy strategies appropriate for math teachers.	Administration Academic Coach LLT Teachers	Ongoing monitoring of formative assessments, summative district assessments, and teacher observations by administrators	VSET Evaluation FSA, SSA, District Interims FCAT 2.0

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # In 2012-2013, we will reduce the achievement gap by meeting the AMO target (57% proficient) or through Safe Harbor (55% proficient). 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	50	57	61	65	70	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	In 2012-2013, each subgroup will reduce the achievement gap by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White-50% Proficient Black-42% Proficient Hispanic-36% Proficient Asian-N/A American Indian-N/A	White-55% Proficient (Safe Harbor) Black-48% Proficient (Safe Harbor) Hispanic-42% Proficient (Safe Harbor) Asian-N/A American Indian-N/A

Problem-Solving Process to Increase Student Achievement

	Person or	Process Used to
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Limited knowledge in new hands-on researched-based instructional strategies.	Provide professional development opportunities in Thinking Math, Singapore Math, and other research-based instructional programs	Administration Academic Coaches Teachers	Administration Walk-throughs and coaching sessions	District and classroom assessments, FCAT, CBMs
2	Lack of student's prior knowledge	Thinking Maps/Thinking Math	Administration Academic Coaches	Classroom observations OPM	District and Classroom assessments, 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:

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

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	In 2012-2013, the achievement gap for SWD students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% Proficient	25% Proficient (Safe Harbor)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Limited use of reading strategies and hands-on-examples in math instruction	Use of reading strategies during math instruction to increase vocabulary as well as word identification, pronunciation, and problem solving. Use of manipulatives and hands-on materials to	Administration Academic Coaches ISTOAs Teachers ESE Teachers ESE Program Specialist	Monitor use of Thinking Maps through lesson planning, centers, stations, and interactive math notebooks. Monitoring through charts of progress of students. Administration monitoring	District and classroom assessments, Completed graphic organizers, students demonstration, student goal chart with achievements, IEP

1	<p>help visualize the abstract concept instead of reading the material.</p> <p>Use of math interactive notebook to help organize learning and recording of goals and information.</p> <p>Provide math games to reinforce math concepts.</p> <p>Provide incentives toward math skill improvement.</p> <p>Use of Support Facilitation, Separate Class settings and Consultation to help with specific needs of each student as outlined in IEP and 504 Plan.</p>	<p>through walk-throughs and IEP meetings.</p>	<p>or 504 Plan.</p>
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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:

<p>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5E:</p>	<p>In 2012-2013, the achievement gap for ED students will be reduced by meeting the AMO target or through Safe Harbor.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>45% Proficient</p>	<p>51% Proficient (Safe Harbor)</p>

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	<p>Challenges of working with students who come from low SES backgrounds.</p>	<p>Ensure that all teachers receive professional development related to effective instructional strategies in math using the curriculum map.</p> <p>Provide opportunities to build background knowledge and new vocabulary.</p> <p>Provide opportunities for use of technology in instruction and learning.</p>	<p>Administration Academic Coaches ISTOAs Teachers</p>	<p>Ongoing monitoring of formative assessment and teacher observation by administration.</p> <p>Engagement of students in planned activities, increase student vocabulary in oral and written language, and math problem solving word equations.</p> <p>Use of Safari Montage, Pearson Successnet and Interactive boards in classroom instruction</p> <p>Ongoing monitoring of time in computer lab and on classroom computers for individual learning.</p>	<p>District and classroom assessment, FCAT, classroom observations</p>

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
Thinking Math/SingaporeMa	K-5	District Training	select teachers, K-5	Monthly-Oct-May	classroom observation	Administration Academic Coach
Thinking Maps	K-5	Academic Coach	school-wide	FLT-November-May	classroom observation	Administration Academic Coach ISTOA
Common Core	K-5	Academic Coach	school-wide	ER, PLC-weekly	classroom observation	Administration Academic Coach ISTOA

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Integrating math content and vocabulary with Art, music and Physical Education	large dominos, big dice, large numbers and letters, puzzles, electronic scoreboard	Title I	\$500.00
Differentiated Instruction in the area of Math in core classrooms.	Hands-on student center materials, white boards, math picture books, etc.	Title I	\$500.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize on-line programs such as FCAT Explorer, Sumdog, and other math related sites to supplement the curriculum and enrich student learning.	Sumdog internet based site license	SAC	\$2,500.00
			Subtotal: \$2,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Differentiated Instruction of math in core classrooms	Thinking Math, Thinking Maps, Singapore Math, Common Core	Title I	\$10,000.00
Provide before and after school tutoring in the areas of vocabulary, fluency, phonics, and comprehension instruction using scientifically based reading materials.	Substitute Teachers and materials for professional development	Title I	\$2,000.00
			Subtotal: \$12,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$15,500.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define

areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	Students scoring at Achievement Level 3 in science will increase 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (35)	41%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge of CCSS standards and literacy strategies to incorporate into science instruction and limited planning time for teachers to collaborate as a grade level.	Participate in training on incorporating CCSS Literacy and Mathematics Standards in Science Lessons (such as close reading) Plan a science planning day to collaborate with grade level colleagues.	Administration Teachers Academic Coach	Monitor usage and implementation through: ISN (Interactive Student Notebooks)	District Interim Assessments

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	Students scoring at Levels 4, 5, and 6 in science on the FAA will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (1)	51%

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Students scoring at or above Achievement Level 4 in science will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (21)	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	Some students are reluctant to participate, and it can be hard to determine what individual students know on a daily basis.	Increase level of student questioning to Focus on Cognitive Complexity of Learning Targets for instruction and assessment	Administration Teachers Academic Coach	Teacher Data	Vset Evaluation Domain 3
2	Teachers and students do not always have manipulatives and materials to use in the classroom for science discovery learning.	Allow students to use hands-on measuring tools to better understand science measurement content such as graduated cylinders, microscopes, etc.	Teachers Administration	Ongoing progress monitoring of ISN in Science	FCAT District Assessments Classroom Assessments

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	Students scoring at or above achievement level 7 in Science on the FAA will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	1%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels.	District training for teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists	Administration ESE Teachers Program Specialist	Check usage and implementation, as well as student progress data using ASAP Science Curriculum-based assessments and Unique Reports Administrative observation tools	ASAP Science Curriculum-based assessments Unique Reports FAA Scores

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
Thinking Maps	K-5	Academic Coach	school-wide	FLT-November-May	classroom observation	Administration Academic Coach ISTOA

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Allow students to use hands-on measuring tools to better understand science measurement content	Measuring tools: graduated cylinder, scales, etc	Title I	\$500.00
Participate in training on incorporating CCSS Literacy and Mathematics Standards in Science Lessons (such as close reading) Plan a science planning day to collaborate with grade level colleagues.	Substitute teachers	Title I	\$1,000.00
Subtotal:			\$1,500.00
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:			\$1,500.00

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 at Achievement Level 3.0 and higher in writing will increase by 2%.

2012 Current Level of Performance:			2013 Expected Level of Performance:		
63% (50)			65%		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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. Teachers will have opportunities for training in Response to Literature writing program.	Administration, Academic Coach, Teachers	Monitor Volusia Writes scores	Volusia Writes FCAT Writing
2	Teachers need refresher training on the use of Thinking Maps in writing and the use of the school-wide graphic organizer	During PLC time, teachers will share ideas with other grade level members in using Thinking Maps in writing	Teachers Academic Coach Administration	Observation	Writing Scores

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	Students scoring at 4 or higher will increase by 1% on the Florida Alternative Assessment in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	1%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistently aligned to the NGSSS access points	Implement Access courses in all core academic areas, as well as Standards-Referenced Grading	Administration ESE Teachers	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores

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
Response to Literature	K-5	Academic Coach/District Personnel	school-wide	FLT,WS- November-May	classroom observation	Administration Academic Coach ISTOA

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
During PLC time, teachers will share ideas with other grade level members in using Thinking Maps in writing	Thinking Maps wall posters	Title I	\$300.00
			Subtotal: \$300.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Use the state-provided CD of 2012 students' FCAT Writing responses for professional development. Teachers will have opportunities for training in Response to Literature writing program.	Substitute Teachers	Title I	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,300.00

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:	Attendance rate will increase by 2%. The number of students with excessive absences will decrease by 15. The number of students with excessive tardies will decrease by 15.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.49	96.49
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)

219	204
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
134	119

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Pattern of unexcused absences and lates	Parent/guardian notification of absences/tardies 5, 10, 15 day absence letters and/or tardy notes and Connect Ed PST or IEP Attendance Meetings Attendance contracts w/student and/or parent/guardian	Administrators, Teachers, Attendance Clerk, School Counselors, , School Social Workers PST Chair or IEP Facilitator/Case Manager	Analyzing data gathered from daily attendance reports to show patterns of non-attendance/ tardies	School-wide and/or individual student attendance reports
2	Compliant attendance sometimes goes unrecognized and unrewarded.	Attendance incentives/recognition	Administration	Analyzing data gathered from attendance reports	School-wide, classroom, and/or individual student attendance reports

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

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

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

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Attendance incentives/recognition	Awards, certificates, pencils, etc.	Administration Budget	\$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:	The total number of in-school and out of school suspensions will decrease by 10. Total number of students with in-school and out of school suspensions will decrease by 5.				
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions				
32	22				
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School				
25	20				
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
27	17				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
14	9				
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	Parental permission and participation required	Student's will participate in a school wide behavior program- "Do the Right Thing" and "Fill a Bucket"	Administration and faculty Guidance Counselor	Data from discipline reports	Discipline 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						

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:	
<p>1. Parent Involvement</p> <p>Parent Involvement Goal #1:</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p>Maintain Five Star School Status by continuing parental involvement in school activities.</p>
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:

Current 5 Star School			Achieve 5 Star School status in 2013		
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	Coordination of parent and student involvement at after-school functions such as Publix Math Night, Science Night.	Notify parents and students in advance of school and community related events, post information on the school's marquee, and utilize the ConnectEd notification system	Administration PTA Teachers/Staff	Monitoring of student attendance at after-school events	Attendance Sign-in sheets.
2	Parents have limited knowledge regarding new curriculum.	Implement Principal Information Night(PIN), Extra Edge, and Parent to Kids to keep parents abreast of new programs, strategies and materials offered at the school.	Administration Teachers Parents	Monitoring of student attendance at these events	Attendance Sign-in sheets
3	Parents have limited resources at home to use with their students.	Have a Parent Resource Room available before, during, and after school for parents to check-out materials and resources for home use.	Administration Guidance Counselor Media Specialist	Parent survey sign-in sheets	survey results sign-in sheets

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:			All students will have exposure to the scientific process in creating a science project.		
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	All students do not have support in developing science projects outside of school	Classes in Grades K-4 will complete one classroom science project Students in Grade 5 will complete a group project with supportive materials and instruction. during class time	Classroom Teachers	School-wide Science Fair Displays	Fifth grade teacher scoring of grade 5 projects on the fifth grade science fair rubric

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
Have a Parent Resource Room available after school for parents to check-out materials and resources for home use.	Funding for staff member to be available after hours	Title I	\$1,500.00
Implement Principal Information Night(PIN), Extra Edge, and Parent to Kids to keep parents abreast of new programs, strategies and materials offered at the school.	Funding for Extra Edge and Parent-to-Kid	Title I	\$2,000.00
			Subtotal: \$3,500.00
			Grand Total: \$3,500.00

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Identified students through FAIR and MacMillan Interim tests will receive additional reading instruction using scientifically research based reading strategies and materials to differentiate instruction.	Books on CD, Weekly Reader, Instructional materials for Read alouds, manipulatives for centers, at-my-desk activities, SRA kits, non-fiction readers, articles	Title I	\$1,000.00
Reading	Provide before and after school tutoring in the areas of vocabulary, fluency, phonics, and comprehension instruction using scientifically based reading materials.	Making Connections, Phonics for Reading, REWARDS, hands-on student resources	Title I, SAC	\$1,500.00
Reading	Provide opportunities to build background knowledge and new vocabulary, as well as, integration of technology (FCAT Ex, Reading Counts, Waterford, Reading A-Z, etc.)	Paper for printing of decodable books	Title I	\$300.00
Mathematics	Integrating math content and vocabulary with Art, music and Physical Education	large dominos, big dice, large numbers and letters, puzzles, electronic scoreboard	Title I	\$500.00
Mathematics	Differentiated Instruction in the area of Math in core classrooms.	Hands-on student center materials, white boards, math picture books, etc.	Title I	\$500.00
Science	Allow students to use hands-on measuring tools to better understand science measurement content	Measuring tools: graduated cylinder, scales, etc	Title I	\$500.00
Science	Participate in training on incorporating CCSS Literacy and Mathematics Standards in Science Lessons (such as close reading) Plan a science planning day to collaborate with grade level colleagues.	Substitute teachers	Title I	\$1,000.00
Writing	During PLC time, teachers will share ideas with other grade level members in using Thinking Maps in writing	Thinking Maps wall posters	Title I	\$300.00
Attendance	Attendance incentives/recognition	Awards, certificates, pencils, etc.	Administration Budget	\$200.00
				Subtotal: \$5,800.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide opportunities to build background knowledge and new vocabulary, as well as, integration of technology (FCAT Ex, Reading Counts, Waterford, Reading A-Z, etc.)	Reading A-Z	SAC	\$2,400.00
Utilize on-line programs such as FCAT Explorer,				

Mathematics	Sumdog, and other math related sites to supplement the curriculum and enrich student learning.	Sumdog internet based site license	SAC	\$2,500.00
				Subtotal: \$4,900.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teachers will receive training in practices that promote high student engagement; receive follow up support and coaching	Thinking Maps, KAGAN, Response to Literature Writing, Common Core Training, SRG, Data Analysis Training	Title I	\$28,000.00
Reading	Afford teachers the opportunity to engage in the Unique Curriculum trainings.	Substitute Teachers	Title I	\$1,000.00
Mathematics	Differentiated Instruction of math in core classrooms	Thinking Math, Thinking Maps, Singapore Math, Common Core	Title I	\$10,000.00
Mathematics	Provide before and after school tutoring in the areas of vocabulary, fluency, phonics, and comprehension instruction using scientifically based reading materials.	Substitute Teachers and materials for professional development	Title I	\$2,000.00
Writing	Use the state-provided CD of 2012 students' FCAT Writing responses for professional development. Teachers will have opportunities for training in Response to Literature writing program.	Substitute Teachers	Title I	\$1,000.00
				Subtotal: \$42,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Instructional/Curriculum Support	Two Academic Coaches	Title I	\$114,478.08
STEM	Have a Parent Resource Room available after school for parents to check-out materials and resources for home use.	Funding for staff member to be available after hours	Title I	\$1,500.00
STEM	Implement Principal Information Night(PIN), Extra Edge, and Parent to Kids to keep parents abreast of new programs, strategies and materials offered at the school.	Funding for Extra Edge and Parent-to-Kid	Title I	\$2,000.00
				Subtotal: \$117,978.08
				Grand Total: \$170,678.08

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.

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
Supplemental Curriculum Materials for all classrooms, out-of-county professional development for instructional staff, classroom technology.	\$5,000.00

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

The School Advisory Council will support the school's mission of providing a nurturing educational community. The community members and business partners are an integral part of Edgewater Public School and to that end are encouraged to actively participate in all areas. SAC will also attempt to honor requests that support professional development opportunities for teachers as well as services that support and encourage increased academics for the students.

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 EDGEWATER PUBLIC SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	71%	71%	62%	283	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	60%	47%			107	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?	33% (NO)	48% (NO)			81	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					471	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested

Volusia School District EDGEWATER PUBLIC SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	78%	71%	74%	48%	271	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	57%	57%			114	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?	37% (NO)	67% (YES)			104	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					489	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested